California Community Colleges

Workforce and Economic Development Division

Request for Applications
K12 STRONG WORKFORCE PROGRAM ROUND 8

Funding Year: **Fiscal Year 2025-2026**

RFA Release Date: August 18, 2025

Performance Period: January 1, 2026 – June 30, 2028

Live Bidder's Conference: August 27, 2025, at 1:30 PM PDT
Register for the K12 SWP Bidder's Conference

Questions Deadline: Written questions about specifications
in the Request for Application must be
received by 5:00 PM, Friday,
September 12, 2025, via email to:
K12SWP@CCCCO.edu

Application Deadline: Applications must be received by
**5:00 PM on Friday, October 10, 2025, in
NOVA**

Administered by:
California Community Colleges Chancellor's Office,
Workforce and Economic Development Division
1102 Q Street
Sacramento, CA 95814–5901

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SECTION I: GENERAL INFORMATION

A. BACKGROUND AND PURPOSE

Commencing with the 2018–19 fiscal year, $150 million was allocated on an annual and ongoing basis to K–12 local education agencies (LEAs) through the K12 Strong Workforce Program (K12 SWP) to create, support, and/or expand high-quality CTE at the K–12 level (Education Code, Section 88827).

The California Community Colleges Chancellor's Office (Chancellor's Office), in partnership with the California Department of Education (CDE), is seeking applications from eligible LEAs for K12 SWP funds. These funds are intended to create, support, and/or expand high-quality CTE course sequences of K12 programs and pathways that transition from secondary education to postsecondary education and align to regional workforce efforts occurring through the SWP. Support is not meant to sustain programs, but to help in new and/or innovative ways.

The ultimate goal of Strong Workforce Program K12 grant funds is to support K–12 local education agencies (LEAs) in creating, improving, and expanding career technical education (CTE) courses, course sequences, programs of study, and pathways that enable students to successfully transition from secondary education to postsecondary education to living-wage employment.

Inclusive economic development is about both process and outcome, mobilizing cross- sector collaboration and focusing on approaches to shared prosperity; the outcomes from such economic growth can be greater and more mutually beneficial to education, businesses, communities, and workers, including historically disproportionately impacted students.

B. OBJECTIVES AND FOUNDATIONAL PRINCIPLES

a) Objectives

The primary objectives of K12 SWP are the following:

- To support essential collaboration across education systems between the K–12 sector and community colleges—also known as intersegmental partnerships—with involvement from industry businesses and organizations in strengthening CTE courses, programs, and pathways aligned with regional workforce needs.

- To support LEAs in developing and implementing high-quality, equity driven, K–14 CTE course sequences, programs, and pathways that:

- Build foundational career path skills and knowledge essential to subsequent success in college and early career exploration.

- Enable a seamless and successful transition from secondary to postsecondary education within the same or related career paths.

- Lead to completion of industry-valued certificates, degrees, or transfer to four-year institutions.

- Prepare students upon completion of education to enter employment in occupations for which there is a documented demand that pays a livable wage.

- Identify and close equity gaps by improving access to and completion of high- skill/high-wage CTE opportunities for disproportionately impacted students.

- Facilitate K–12 student exploration and selection of learning opportunities leading to career paths.

- Contribute toward meeting the projected need for one million completers of CTE programs aligned with the state's labor market.

b) Alignment with Strong Workforce Program Regional Plan

The K12 SWP legislation specifies that funds are provided to "create, support, or expand high-quality career technical education programs at the K–12 level that are aligned with the workforce development efforts occurring through the Strong Workforce Program" (Education Code, Section 88827). The workforce development efforts within each region are established by the Strong Workforce Program Regional Plan ("Regional Plan").

Developed under the guidance of each of the eight California Community College Regional Consortia ("Regional Consortia"), each Regional Plan, by design, is responsive to regional economic priorities. Similarly, applications for K12 SWP funds should be responsive to the regional priorities, labor market needs, and consortium goals as identified in the corresponding Regional Plan.

To remain current, all eight Regional Plans are revised every four years and updated annually through collaborations between the community colleges, K–12 LEAs, industry leaders, workforce development agencies, and other workforce development stakeholders. The Regional Plan for each Regional Consortium is located at the following websites:

- Bay Area – Strong Workforce Program Regional Plan

- Central/Mother Lode – Strong Workforce Program Regional Plan

- Inland Empire/Desert – Strong Workforce Program Regional Plan

- Los Angeles – Strong Workforce Program Regional Plan

- Orange County – Strong Workforce Program Regional Plan

- North/Far North – Strong Workforce Program Regional Plan

- San Diego/Imperial Counties – Strong Workforce Program Regional Plan

- South Central Coast – Strong Workforce Program Regional Plan

Beginning in 2023, the Regional Consortia began to align regional planning efforts and SWP projects to Vision 2030, a roadmap for California Community Colleges. Vision 2030 envisions a higher education system more inclusive of all Californians that ensures access points for every learner across race, ethnicity, region, class, and gender to enter a pathway, with tailored supports and exit points to transfer, complete a baccalaureate, or obtain a job with family sustaining wages. Strategies of Vision 2030 include expansion of early college credit opportunities, youth apprenticeship, pre-apprenticeship, and exploring opportunities in Generative Artificial Intelligence (AI).

Vision 2030 furthers the sector approach to workforce development through more partnerships between community colleges and industry to invest in hands-on training for career readiness. The priority sectors included in Vision 2030 are health, climate sustainability, STEM and technology, education, and early education.

If aligned with the principles of Vision 2030, Round 8 K12 SWP proposals will also reflect the [California's Master Plan for Career Education](). The Master Plan underscores the urgent need to align California's investments and policies to prioritize diverse career pathways in education, healthcare, climate, and technology. The focus is on matching students' aspirations with regional employer demand, ensuring equitable access to career opportunities, and emphasizing hands-on learning for all Californians, regardless of background. K12 SWP has the potential to address regional needs, enabling K12 LEAs and their community college partners to contribute to community growth and statewide prosperity. Building connections between educational institutions and local employers is crucial for shaping the skills taught and creating seamless employment pipelines, allowing graduates to transition smoothly into regional careers.

C. FUNDING

Table 1. 2025 K12 SWP Statewide Funding Allocation to Regions

Regional Consortium	K12 SWP Allocation
Bay Area	$28,477,914
Central Valley/Mother Lode	$21,943,640
Inland Empire/Desert	$20,265,782
Los Angeles	$23,932,350
Orange County	$11,441,042
North/Far North	$20,418,918
San Diego/Imperial	$13,748,172
South Central Coast	$9,772,182
TOTAL	**$150,000,000**

See Appendix D for Regional Funding Distribution.

a) Levels of Funding for LEAs based on ADA

There are four funding levels of maximum allowable dollar amounts for each application based on total ADA of the grant-seeking LEAs as shown in Table 2.

Table 2. Awarded Funding Levels Based on Grades 7-12 ADA, 2025[1]

Total Average Daily Attendance of LEAs	Maximum allowable grant amount
Up to 140 ADA	Up to $250,000
141 to 550 ADA	Up to $500,000
551 to 10,000 ADA	Up to $1,000,000
Over 10,000 ADA	Up to $2,000,000

Total ADA is determined by aggregating the ADA (grades 7-12) of all grant-seeking LEAs (including both Lead and funded/served K-12 Partner Agencies) participating in a specific application. This total ADA is then used to establish the maximum allowable funding level.

The funding levels in Table 2 indicate the maximum amount that can be requested in and awarded to any one application. Applicants are allowed to request any level of funding for which they are eligible so long as it does not exceed the maximum level per application.

The regional K12 Selection Committee has the discretion to award less than the requested amount considering factors such as the applicant's work plan, budget, and number of students and/or teachers served, as well as the committee's responsibility to create a portfolio of awards that aligns with the region's economic need and the intent of the Strong Workforce legislation.

b) **Recurring Funding Requests for Continuing Projects**

Obtaining a K12 SWP grant in one round of funding does not preclude LEAs from applying again in other funding cycles. However, subsequent funding requests (recurring investment) should not merely sustain programs, rather, applications should **create a new CTE program that feeds into a community college program; phases in, augments, or improves the K-14 sequence of courses or pathways; or scales a previously funded K12 SWP project to serve a larger number of students.** The grant is not meant to sustain the program but help in new and/or innovative ways. Through this competitive grant process, applicants awarded a K12 SWP grant in one year are not guaranteed funding in a subsequent round of funding.

c) **Distribution of Funds when a Region's Full Allocation is Not Awarded Initially.**

After the initial round of award distribution, if a region has not fully awarded their allocation (allocated pursuant to subdivision (c) of Section 88827), the regional consortium **may** release a competitive grant application within the region to distribute the remaining funds, termed "Round 8B," to eligible grant recipients. Decisions governing or relating to the distribution of fiscal resources for the K–12 component shall be made exclusively by the region's K12 Selection Committee, including selection of grant recipients and specific funding amounts for each grant.

If a region decides to release a Round 8B, the NOVA application would be re-opened by January 12, 2026, and close February 27, 2026. Round 8B applications will be scored by the K12 Selection Committee and deliberation will conclude by March 31, 2026, with Round 8B award announcements made by April 10, 2026.

d) **K12 Selection Committee**

Each Regional Consortium has a K12 Selection Committee that is responsible for reviewing all eligible LEA applications that are requesting K12 SWP funds within its region (Education Code,

Section 88829). The K12 Selection Committee is made up of individuals with expertise in K–12 career technical education and workforce development.

The K12 Selection Committee makes all decisions within its region related to selecting grant recipients and awarding specific funding amounts for each grant.
Per Education Code, Section 88830, when determining grant recipients, the K12 Selection Committee shall consider past performance of grantees before awarding additional funds to those reapplying for grants.

Each Selection Committee will make decisions based on the merits of the proposed project, proportionality of the request, and alignment with the intent of legislation, funding applications that best meet the priorities of the region as set by the regional plan and local labor market
demand. If the total amount requested is higher than the region's allocation, funding decisions will be made by selection criteria decided upon by each regional selection committee.

For Round 8, each K12 Selection Committee has created criteria for award decisions which can be found through the following links:

- [Bay Area - Regional Criteria](#)
- [Central/Mother Lode - Regional Criteria](#)
- [Inland Empire/Desert - Regional Criteria](#)
- [Los Angeles - Regional Criteria](#)
- [Orange County - Regional Criteria](#)
- [North/Far North - Regional Criteria](#)
- [San Diego/Imperial Counties - Regional Criteria](#)
- [South Central Coast - Regional Criteria](#)

D. ELIGIBILITY REQUIREMENTS

a) Eligible Applicants

Eligible K12 SWP applicants consist of one or more of any combination of the following LEAs:

- School district
- County office of education
- Charter school
- Regional occupational center or program (ROCP) operated by either a joint powers authority or by a county office of education, provided that the applicant has certified that all partners are aware of this grant and agree to submission.

LEAs are encouraged to partner with other LEAs as co-applicants, but one LEA must be identified as the Lead Agency (and fiscal agent) on each K12 SWP application. The other LEAs are K–12 Partner Agencies.

An LEA can submit no more than three total K12 SWP applications as a Lead Agency or as a K–12 Partner Agency per funding cycle.

Grants may only serve students in grades 7 through 12, inclusive.

b) Eligibility Requirements for Applicants

LEAs applying to receive a K12 SWP grant must comply with **all** the following:

(1) The LEA applicant must partner with **at least one** community college or community college district in their application. It is allowable and encouraged for LEAs to partner with multiple community colleges or community college districts. The extent of the partnership should be clearly described within the grant proposal. LEAs that have a substantial number of students being served by a college in another region may partner with a community college in that region, if the college(s) agree to partner with the LEA. The LEA will still apply for funds from the Regional Consortium in which the LEA or LEA site is principally located.

(2) The LEA, including the Lead and all K–12 Partner Agencies, shall be located within the geographical boundaries of the region from which it is applying for funds. LEAs located in multiple regions may apply in each region where they have a site, but are limited to submitting no more than three applications total as either a Lead or K–12 Partner.

Agency (three applications per one CDS code). Any LEA that offers primarily online/virtual instruction may apply only in the region within which their district is located. Per the California Department of Education, "district" is defined as where the CDS code is registered.

(3) Each LEA that is a Lead or K–12 Partner Agency on the application must engage in regional efforts to align workforce, employment, and education services. In addition, each must use its region's Regional Plan to inform efforts to create, implement, or expand CTE courses, course sequences, programs and pathways; and, to the extent possible, integrate available local, regional, state and private resources to improve the successful outcomes of pupils enrolled in CTE.

(4) Each LEA (Lead or K-12 Partner Agency) on the application must report data that can be used by policymakers, LEAs, community college districts, and their regional partners to support and evaluate the program, including, to the extent possible, demographic data used to evaluate progress in closing equity gaps in program access and completion, and in earnings of underserved demographic groups.

Note: **Per Education Code, Section 88830, the Chancellor's Office will verify that required course data files have been submitted to the Department of Education. Currently, the Chancellor's Office is enhancing the data reporting tools and developing a comprehensive solution to manage the data upload process.**

c) **Middle Schools**

Proposed grant projects that include middle schools (grades 7 and 8 only) must:

(1) Focus on career exploration and/or introductory courses only.

(2) Address the need to guide students to CTE Pathways/sectors at the secondary level, which should subsequently be aligned to post-secondary programs within the region's colleges.

(3) Demonstrate collaboration between middle school and high school programs.

Successful middle school applications will include:

(1) A thorough approach to aligning career exploration with local high school programs and the Strong Workforce Program Regional Plan to address high demand, high wage sectors.

(2) Clear alignment with at least one high school. If the middle school and high school are not in the same district, the high school district should be listed as a Collaborative Partner.

d) **Adult Education Programs**

An Adult Education Program may be included as a Lead or K–12 Partner Agency **ONLY** if the program serves students 18 years of age and under, as approved by the local board. If this is the case, the application should specify the percentage of students served that are 18 or under.

Adult Education Programs may be included in the application as a Collaborative Partner, working with K–12 LEAs, community colleges, and other stakeholders to support pathways to higher education and employment for all students.

E. POSITIVE CONSIDERATIONS

a. When determining grant recipients under the K–12 component of the Strong Workforce Program, the K–12 Selection Committee shall consider past performance of grantees before awarding additional funds to those reapplying for grants.

b. When determining grant recipients, the K12 Selection Committee shall give positive consideration and the greatest weight to the following applicant characteristics:

- Aligned programs serving unduplicated pupils, as defined in Section 42238.02.

    o For purposes of this section "unduplicated pupil" means a pupil enrolled in a school district or a charter school who is either classified as an English learner, eligible for a free or reduced-price meal, or is a foster youth.

- Programs that the K–12 Selection Committee, in consultation with the consortium, determines most effectively meet the needs of the local and regional economies.

- Programs serving pupil subgroups that have higher than average dropout rates, as identified by the Superintendent of Public Instruction. (FY24 8.9%).

- Programs located in an area of the state with a high unemployment rate identified by the Employment Development Department Labor Market Information Division. FY24 (6.6%).

- Programs serving pupils enrolled at a local educational agency receiving Local Control Funding Formula Equity Multiplier funding pursuant to Section 42238.02, as identified through the stability rate data file produced by the State Department of Education in the prior fiscal year.

c. The K–12 Selection Committee shall also give positive consideration to programs to the extent they do any of the following:

- **Successfully leverage one or both of the following:**

    o Existing structures, requirements, and resources of the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (Public Law 115-224), the California Partnership Academies pursuant to Article 5 (commencing with Section 54690) of Chapter 9 of Part 29 of Division 4 of Title 2, or the Agricultural Career Technical Education Incentive Program pursuant to Article 7.5 (commencing with Section 52460) of Chapter 9 of Part 28 of Division 4 of Title 2.

    o Contributions from industry, labor, and philanthropic sources.

- **Make significant investments in career technical education infrastructure, equipment, and facilities.**
- **Operate within rural school districts.**

In addition, positive consideration may be given to a proposed project that:
- Creates one or more new high school pathways aligned with Vision 2030: STEM, Health, Education & Early Childhood, & Climate Sustainability.
- Includes first-time K12 SWP applicants who have never received K12 SWP funds or services as either a Lead or K–12 Partner Agency in previous rounds of funding.
- Focus on early college credit, youth apprenticeship/pre-apprenticeship, and/or Artificial Intelligence (AI) Literacy.

F. PARTNERSHIPS

The K12 SWP encourages and supports intersegmental collaboration—or partnerships between LEAs, postsecondary institutions, workforce agencies and industry—in developing K–14 CTE courses, programs, and pathways aligned with the Regional Plan. At a minimum, applicants must demonstrate a partnership between the applying LEAs and at least one California community college or community college district.

Following is a description of the required and recommended partners in K12 SWP partnerships.

a) Community College Partners

Applicants are required to identify and describe a purposeful partnership with at least one partnering community college or community college district with the intent of developing clearly defined K–14 career pathways for students that include sector/pathway alignment of K12 to the strong workforce program(s) of any partnering community college(s). LEAs are encouraged to partner with multiple community colleges for developing or supporting multiple K–14 CTE course sequences, programs, or pathways aligned with regional workforce needs.

The LEA–community college collaboration is a mutually beneficial partnership. The LEA can leverage the SWP efforts and resources of the partnering community college, while the community college can anticipate prepared, incoming students for their pathways and better predict student enrollment levels. Moreover, students and employers' benefit when students are able to more fully develop knowledge, skills, and abilities through participation in high-skill, high-wage career technical education programs.

In addition to the required partnership with at least one community college or community college district, an LEA may have additional partnerships with four-year institutions, including those in the California State University, the University of California, and private colleges and universities.

b) K–12 Partner Agencies

LEAs are encouraged to partner with other LEAs as co-applicants, but one LEA must be identified as the Lead Agency (and fiscal agent) on each K12 SWP application. All LEAs that are not the Lead Agency on the application but will receive K12 SWP funds and/or services from this strand of work, are considered K–12 Partner Agencies and must be included as such in the application submission under "K–12 Partner Agencies."

If the ADA for a K–12 Partner Agency is included on the application as the student population served, then that LEA must also receive K12 SWP funds or services and is also responsible for submitting all required reports. Any K12 LEA receiving funds or services must be included as a K-12 Partner Agency.

c) **Collaborative Partners**

LEAs seeking K12 SWP funds are encouraged, though not required, to identify partnerships with Collaborative Partners, which agree to support and inform LEAs as they create, implement or expand K–14 CTE programs and pathways.

Collaborative Partners may include (but are not limited to):

- Businesses and industry organizations;

- Workforce development agencies;

- Economic development agencies/corporations;

- Government offices and philanthropies;

- Adult Education Programs that serve students over the age of 18; and,

- A K-12 LEA that is not receiving funds and/or services from the project (being listed as a Collaborative Partner does not count towards the 3-application maximum).

Partners may provide, for example, industry expertise, staff, access to equipment, and/or work-based learning (WBL) opportunities.

G. **MATCH REQUIREMENTS**

a) **Proportional Dollar Match**

Match funds are required and intended to incentivize K–12 institutions and community colleges to invest from their base budgets in the development, support, and expansion of K–14 CTE programs aligned with the workforce needs of California's regional economies. K12 SWP funds are intended to supplement, not supplant base budgets.

Per Education Code Sections 88828, (c)(1)(A)(B), for any K12 SWP funds awarded, the grantee is required to provide a proportional dollar match as follows:

- For ROCPs operated either by a joint powers authority or by a county office of education, one dollar ($1) for every one dollar ($1) awarded. The ROCP must be the Lead LEA on the application.
- For all other LEAs, two dollars ($2) for every one dollar ($1) awarded.

b) Acceptable and Unacceptable Financial Match Sources

Financial match must directly support and benefit the project proposed in the grant.

The match may include funding from the following sources:

- School district and charter school LCFF apportionments.
- Perkins V (Strengthening Career and Technical Education for the 21st Century Act), or its successor.
- Partnership Academies Program.
- Agricultural Career Technical Education Incentive Grant.
- Community College Strong Workforce Program (SWP) that directly serves K–12 pupils (i.e., dual enrollment, early college credit).
- California Adult Education Programs (CAEP)
- Business, industry, philanthropic sources that will directly support the program.
- Dual Enrollment Opportunity Grants
- Any other source, except those described below.

The match may NOT include funding from any of the following:

- California Career Technical Education Incentive Grant Program (CTEIG).
- Career Technical Education Facilities Program Grant.
- Public School Facilities Bond (Proposition 51).
- The same local match that is being used for a California Career Technical Education Incentive Grant.
- The same local match that is being used for another concurrent K12 SWP grant/application.

H. APPLICATION DETAILS

a) Application Due Date

The K12 SWP application, the required forms, and all supporting documents must be submitted and certified via the NOVA reporting system on or before **Friday, October 10, 2025, by 5:00 PM**, at which time the application system will close. Only applications

submitted via the NOVA reporting system will be accepted.

b) **Application Review**

Each application will be read and scored by a minimum of three trained reviewers from the regional K12 Selection Committee formed by the Regional Consortium in the region in which the applicant is applying. **Application reviews will occur from October 13, 2025, through November 20, 2025.**

The K12 Selection Committee can take a variety of factors into consideration in making their funding decisions and are not required to fund the highest scoring applications that are determined not to align with the regional plans and/or meet regional economic needs (Education Code, Sections 88821 and 88830).

The K12 Selection Committee reserves the right to adjust the funding amount to align with the proposed scope of work in the application. The K12 Selection Committee may, at its discretion, award less than the amounts requested based on review of the application and the committee's responsibility to ensure a portfolio of awards that best meets the needs of the region's economy and the intention of the legislation. When determining grant recipients under the K–12 component of the Strong Workforce Program, the K12 Selection Committee shall consider past performance of grantees before awarding additional funds to those reapplying for grants (Education Code, Section 88830(a)).

For information on scoring, application format, and instructions, please see "Section II: Instructions for Preparing and Submitting the K12 SWP Application."

c) **Allowable and Non-Allowable Activities and Costs**

Budgets for the use of grant funds will be reviewed and scored as part of the application process. Budgets without descriptions and/or that include items deemed non-allowable, excessive, or inappropriate will receive a lower score or may not be funded by the Selection Committee. Program funds are for direct services to the project only and are intended to supplement, not supplant, existing investments. Applicants should refer to the Strong Workforce Program (Education Code, Sections 88820-88833) and "Appendix C: Guidelines, Definitions, and Allowable Expenditures" to determine specific allowable and non-allowable activities and costs.

d) Administrative Indirect Cost Rate

An LEA may take a maximum of 4% administrative indirect costs for the term of the grant. This is the approved rate set by the Chancellor's Office.

4% of Grant Operating Budget (Grant Amount ÷ 1.04 = Grant Operating Budget × 4 percent = Indirect Costs)

e) Incomplete and Late Applications

Incomplete or late applications will not be considered. The Chancellor's Office and K12 Selection Committees reserve the right to reject any and all applications prior to scoring should the following occur:

- ❖ The application is not received and certified via submission through the NOVA reporting system by **5:00 PM on Friday, October 10th**. NOVA will not accept applications after the deadline.
- ❖ The budget exceeds the maximum amount allowed as specified in the Request for Application instructions.
- ❖ The application does not meet the match requirement funding levels and/or indicates that the match comes from non-allowable sources.

f) Performance Period

Successfully awarded project applications will be funded from January 1, 2026 to June 30, 2028. There will be no extensions to the performance period.

I. CALENDAR OF KEY DATES FOR K12 SWP GRANT CYCLE

Table 3. Calendar of Key Dates for K12 SWP Grant Cycle

Date	Event
August 18, 2025	K12 SWP application released/NOVA platform opens
TBD	NOVA platform training posted to [K12 SWP Chancellor's Office website](#)
August 27, 2025	Live Bidder's Conference
September 12, 2025	Questions submission deadline (K12SWP@CCCCO.edu)
October 3, 2025	Regional Engagement Information Sessions conclude
October 10, 2025	K12 SWP applications due in NOVA system

Date	Event
November 20, 2025	K12 Selection Committees review period concludes
November 21, 2025	K12 SWP preliminary awards announced by Regional Consortia
December 12, 2025	Round 8 Appeals due to SWP Regional Consortia
December 19, 2025	Regional Consortia release Intent to Award to LEAs
January 2026	Regional Consortia initiate subcontract process
January 1, 2026	K12 SWP project term begins
June 30, 2028	K12 SWP project term ends

J. TECHNICAL ASSISTANCE

Bidder's Conference Webinar

The Chancellor's Office staff will host an informational Bidder's Conference webinar to provide an overview of the project submission process. The webinar is scheduled for August 27, 2025, and will also be posted on the K12 Strong Workforce Program webpage.

Date and Time: Wednesday, August 27, 2025, 1:30 PM

Register for the K12 SWP Bidder's Conference

K12 Pathway Coordinators (K12 PCs) are available for all LEAs within each community college district service area. Their contact information can be found on the K12 Strong Workforce Program webpage. In addition, K14 Technical Assistance Providers (K14 TAPs) are available for each region (please see table below).

Table 4. K14 Technical Assistance Providers (TAPs)

Region	K14 TAPs	Email Address
Bay Area	Dr. Sharon Turner	TurnerSharon@FHDA.edu
Central/Mother Lode	Domenica Trinidad	domenica.trinidad@KCCD.edu
Inland Empire/Desert	Cristina flores	Cristina.Flores@RCCD.edu
Los Angeles	Mark Basnage	MxBasnage@pasadena.edu
North/Far North	Tanya Meyer	TMeyer@FRC.edu
Orange County	Michael Sacoto	sacoto_michael@rsccd.edu
San Diego/Imperial	Leslie Wisdom	Leslie.Wisdom@GCCCD.edu
South Central Coast	Dr. Giselle Bice	Giselle.Bice@Canyons.edu

K. RFA CLARIFICATION

If any ambiguity, conflict, discrepancy, omission, or other error in this RFA is discovered, immediately notify the Chancellor's Office of the error and request a written modification or clarification of the document. Insofar as practical, the Chancellor's Office will give such notice to other interested parties, but the Chancellor's Office shall not be responsible for failure to do so.

Written questions concerning the specifications and instructions in this Request for Applications must be submitted by email to K12SWP@CCCCO.edu **no later than 5:00 PM on Friday, September 12.** Questions received will be addressed on the Frequently Asked Questions section of the K12 Strong Workforce Program webpage.

Following the question deadline of **Friday, September 12, 2025**, only technical questions (e.g., questions about accessing the NOVA system, logistical challenges using NOVA or the K12 SWP online application, etc.) will be answered. No response will be provided to content questions submitted to K12SWP@CCCCO.edu after that date.

L. APPEALS PROCESS

Applicants who wish to appeal a grant award decision must submit a letter of appeal to the Regional Consortium for the region in which the application was submitted. **The Regional Consortium must receive the letter of appeal, with a signature by the authorized person, by 5:00 PM Friday, December 12, 2025.** Only e-mailed letters will be accepted. **The final decision of the submitted appeals will be provided in writing by December 19, 2025.**

Appeals shall be limited to the grounds that the K12 Selection Committee failed to correctly follow the specified processes for reviewing the application. The appellant must file a full and complete written appeal, including the issue(s) in dispute, the legal authority or other basis for the appeal position, and the remedy sought. Incomplete or late appeals will not be considered. The appellant may not supply any new information that was not contained in the original K12 SWP application. Note that the regional K12 Selection Committee has discretion to award an amount less than the requested amount based on an applicant's work plan, budget, number of students and/or teachers served, and the committee's responsibility to ensure a portfolio of awards that best meet the needs of the region's economy and the intention of the legislation.

Appeals should be submitted to the Regional Consortium at the following email addresses:

Table 5. Contact Information for Regional Chairs

Region	Regional Chair	Email Address
Bay Area	Rock Pfotenhauer	Rock@BACCC.net
Central/Mother Lode	Lora Larkin	Llarkin@kccd.edu
Inland Empire/Desert	Lori Sanchez	Lori.Sanchez@Rccd.edu
Los Angeles	Dr. Narineh Makijan	NMakijan@Pasadena.edu
North/Far North	Jennifer Macarthy	macarthyje@butte.edu
Orange County	Michael Sacoto	SacotoMichael@rsccd.edu
San Diego/Imperial	Danene Brown	Danene.Brown@GCCCD.edu
South Central Coast	Holly Nolan Chavez	HChavez@VCCCD.edu

SECTION II: INSTRUCTIONS FOR PREPARING AND SUBMITTING THE K12 SWP APPLICATION

A. CREATING A NOVA ACCOUNT/ACCESSING A NOVA ACCOUNT

The K12 SWP Application is housed in the Chancellor's Office NOVA system. NOVA allows users to plan, invest, and track their investments across different programs.

New Users – visit the [Request Access to NOVA](#) webpage to create an account.

Returning Users - access your existing NOVA Account at https://Nova.cccco.edu NOVA Account (or click [here](#)).

B. NOVA TECHNICAL ASSISTANCE

The Chancellor's Office staff will provide a training video on using the NOVA online application platform. The NOVA Platform Applicant Training Webinar video will be pre-recorded and posted on the [K12 SWP website](#). For questions related to the NOVA system that are not addressed in the webinar, please contact [K12SWP@CCCCO.edu](#).

Training Video Posting Date: TBD

C. SUBMITTING THE K12 SWP APPLICATION

Once you create a NOVA account, you can submit an application. In NOVA, go to the sidebar menu; click "Programs," then "K12 SWP," and "Applications." Click the "Create New Application" button to begin. NOVA automatically saves progress.

When using copy and paste features from another source (including templates) into NOVA, ensure text wraps properly and be cautious about formatting.

D. PERMISSIONS IN NOVA

Each assigned role in NOVA has set permissions, as follows:

- **Project Lead:** Please designate one individual to be the first point of contact for the entire project. The Project Lead is the accountable party for the project.
    - Permissions include:
        - submitting and editing the project application
        - submitting and editing project plan budgets and contacts
        - submitting and editing progress and expenditure reports
- **Project Lead Alternate(s):** Multiple individuals can be assigned to this role. The Alternate(s) will not be the first point of contact and will not have the same permissions as Project Lead. Communication through the NOVA system will only be received by the Project Lead.
    - Permissions include:
        - Editing the project application
- **Project Contributor and Reporter:** Multiple individuals can be assigned to this role. The

Project Contributor and Reporter can contribute to the application but cannot submit. This is the role that should be provided to anybody that is not a lead but is a delegate of the lead.

- o Permissions are limited to:
    - ▪ Submitting and editing expenditure reports

- **Project Viewer**: Multiple individuals can be assigned to this role. The role of Project Viewer is for information purposes only. Permissions are limited to viewing only.

E. ROLE OF THE LEAD LEA

A Lead LEA must be identified for each K12 SWP proposed grant project. The Lead LEA serves as the lead agency through the duration of the project term. The K12 SWP Lead LEA must:

- Agree to the Statements of Assurance (in NOVA),
- Ensure all required progress, fiscal, and data reports are submitted on behalf of all K–12 Partner Agencies,
- Have an invoice process for all K–12 Partner Agencies (sub-grantees), and
- Share K12 SWP-relevant communications and information with all partners.
- Any LEA not in compliance may be ineligible for future K12 SWP funding.

F. APPLICATION SCORING

The K12 Selection Committee will score applications in the NOVA System following the guidelines set by this RFA and the Scoring Rubrics. Grant applications are scored based on a 106-point scale as indicated in Table 6 provided below. A minimum average score of 75 must be obtained during the review process, which includes multiple readers and scoring rubrics, to be considered for funding.

Table 6. Application Sections

Application Section	Points
1. Pathway Identification	Not Scored/Required
2. Lead Local Education Agency (LEA)	Not Scored/Required
3. K–12 Partner Agencies (LEA)	Not Scored/Optional
4. Higher Education Partners	Not Scored/Required
5. Collaborative Partners	Not Scored/Optional
6. Positive Considerations	13 Points

6a. Positive Considerations - Additional points	3 Points
7. Problem Statement and Project Objectives	40 Points
8. Industry Sectors and Pathways	Not Scored/Required
9. Project Work Plan	40 points
10. Budget	10 points
11. Assurances	Not Scored/Required
12. Supporting Documentation	Not Scored/Required

G. APPLICATION FORMAT AND INSTRUCTIONS

The following instructions describe the content and format of the application. Only applications submitted via the NOVA system will be accepted. To receive the highest possible score and to prevent disqualification, the application instructions provided here must be followed, all questions must be answered, and all requested information must be supplied.

NOTE: Applicants may be required to make adjustments in the budget, work plan, or other aspects of the application prior to distribution of funds.

(1) Pathway Identification (Not Scored/Required)

  (a) Project Title.

  (b) CTEIG Award: Please indicate whether your organization was awarded CTEIG funds in 2024-25.

(2) Lead Local Education Agency (LEA) (Not Scored/ Required)

  (a) Lead LEA Type: Select the Agency Type from the drop-down list. The Lead Agency/fiscal agent on the application must be one of the following eligible LEAs: school district, county office of education, charter school, or ROC/P operated by a joint powers' authority or county office of education. If applying as an ROC/P based at a county office of education, be sure to select the appropriate ROC/P option.

  (b) Lead LEA: Select the LEA that will serve as the Lead Agency for this proposed grant project. Address and ADA for Lead LEA are auto-populated by NOVA. If the agency cannot be found or if the information is inaccurate, please contact the K12 SWP help desk by clicking the link in the instructions.

  (c) Lead LEA Primary Contact: Identify the individual who will serve as Primary Contact for this proposed grant project. Include name, phone, and email. If applicable, include Lead LEA Reporting Designee.

  (d) Project Lead Alternate: Identify the individual who will serve as the alternate lead contact for this proposed grant project. Include name, phone, and email. _Choose Project Lead Contact in NOVA. Do not use Alternate Lead Contact role in NOVA._

  (e) Participating Schools: Enter each of the Lead LEA's middle and/or high schools that are participating in the proposed grant project.

  (f) Proposed Grant Project Region: Select the region in which you are applying. **The LEA shall be located in and offer instruction within the geographical boundaries of the region** from which it is applying for funds. LEAs that offer site-based instruction in multiple regions should apply within the region where the participating site is located. LEAs that offer primarily online/virtual instruction may apply only in the region within which its chartering district is located. Per CDE, district is defined where the CDS code is registered.

  (g) Recurring Investments: Applicants who were awarded funds as a Lead or K–12 Partner Agency will need to include information on prior awards, including a brief description of efforts that K12 SWP awarded funds have supported to date. Select the K12 SWP project that is similar in scope to this project application and identify how this proposed project is scaling the previously funded project(s).

(3) K–12 Partner Agencies (Local Education Agency: LEA) (Not Scored/Optional)

For each K–12 Partner Agency provide:

 (a) K–12 Partner Agency Type from the drop-down list.

 (b) K–12 Partner Agency: Select the K–12 Partner Agency for this proposed grant project. (Address and ADA for K–12 Partner Agency are auto-populated by NOVA.)

<u>Note</u>: If the ADA for a K–12 Partner Agency is included in the application, that K–12 Partner Agency must:

- **Receive K12 SWP awarded funds or services, and**
- **Submit all required K12 SWP Progress, Fiscal, and Data reports.**

(c) K–12 Partner Agency Primary Contact: identify the individual who will serve as Primary Contact. Include name, phone, and email. (Contact information must be provided for each K–12 Partner Agency.)

(d) K–12 Participating Schools: Enter each K-12 Partner Agency middle and/or high schools that are participating in the proposed grant project.

(4) Higher Education Partner(s) (Not Scored/Required)

For each Higher Education Partner provide:

(a) CA Community College Partner: Select the California community college or community college district partner for this proposed grant project. (Address for community college/district Partner(s) is auto-populated by NOVA.)

Note: K12 SWP requires an intersegmental partnership between the K–12 system and at least one California community college or district.

Community College/District Primary Contact: Please identify the individual, **preferably a Career Education Dean,** who will serve as Primary Contact for this college or district's participation in the proposed grant project. Include name, phone, and email. Contact information must be provided for each Partner.

(b) (OPTIONAL) Additional Higher Education Partner(s): If applicable, select additional higher education partners participating in the proposed grant project. Additional higher education partners may include four-year institutions, including those in the California State University, the University of California, and private colleges and universities.

(5) Collaborative Partners (Not Scored/Optional)

(a) Collaborative Partner: List the Collaborative Partner's name and identify partner type and proposed role for this proposed grant project. Enter a contact's name, phone, and email. (Contact information must be provided.)

Collaborative Partner(s) Types include but are not limited to: Businesses, community organizations, industry organizations, philanthropic organizations, workforce development agencies, economic development corporations, government agencies, and K12 agencies not receiving funds or services.

Collaborative Partner Roles include, but are not limited to: Fiscal/financial contribution, partnership and subject-matter expertise, curriculum development/alignment, work-based learning experiences for students, externship experience for educators and administrators, etc.

(6) Positive Considerations (Maximum Points: 13)

1. Will the proposed project serve "unduplicated pupils," as defined in Ed. Code Section 42238.02, meaning a pupil enrolled in a school district or a charter school who is either classified as an English learner, eligible for a free or reduced-price meal, or is a foster youth.

2. Has the K-12 Selection Committee, in consultation with the consortium, determined this program most effectively meets the needs of the local and regional economies?

3. Will the proposed project serve pupil subgroups that have a dropout rate higher than the state dropout rate of 8.9% as determined by the Superintendent of Public Instruction?

4. Is the program located in an areas of the state with a high unemployment rate (FY 24 6.6%)

5. Will the proposed project serve pupils enrolled at an LEA receiving Local Control Funding Formula Equity Multiplier funding pursuant to Education Code Section 42238.02, as identified through the stability rate data file produced by the Department of Education in the prior fiscal year? *Applications should demonstrate how the project is serving these students in the Problem Statement, Project Objectives, and Work Plan.*

6. Does the program successfully leverage one or both of the following:

   - Existing structures, requirements, and resources of the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (Public Law 115-224), the California Partnership Academies pursuant to Article 5 (commencing with Section 54690) of Chapter 9 of Part 29 of Division 4 of Title 2, or the Agricultural Career Technical Education Incentive Program pursuant to Article 7.5 (commencing with Section 52460) of Chapter 9 of Part 28 of Division 4 of Title 2.

   - Contributions from industry, labor, and philanthropic sources

7. Does the program make significant investments in career technical education infrastructure, equipment, and facilities?

8. Does the program operate within rural school districts?

(6a) Additional Positive Considerations (Maximum Points: 3)

9. <u>New HS Pathways:</u> Will the proposed project create one or more new high school CTE pathways aligned with Vision 2030, in field of STEM, Health, Education, Early Education, AND/OR Climate Sustainability?

10. <u>New K12 SWP Applicant</u>: Is the Lead LEA and/or any K12 partner LEA a new applicant having never received K12 SWP funds or services as either a Lead or K-12 Partner LEA in any prior round of K12 SWP funding?

11. <u>Alignment to Vision 2030:</u> Does the proposed project have a focus on early college credit, youth apprenticeship/pre- apprenticeship, and/or Artificial Intelligence (AI) Literacy? Applications should demonstrate how the project is serving these students in the Problem Statement, Project Objectives, and Work Plan.

(7) Problem Statement and Project Objectives (Maximum Points: 40)

(a) **Problem Statement** (Maximum Points: 20 points)

Provide a brief Problem Statement that is concise, clear, and evidence-based, describing the problem or need that this K12 SWP project will address.

Respond to the following prompts:

1. Explain the regional problem this grant is trying to solve. Illustrate the problem using the region's Strong Workforce Program Regional Plan and the region's Centers of Excellence Labor Market Information. Utilize and include information about the wage rate and demand for skilled workers in the industries/sectors the grant project includes. Data sources for emerging fields may be included, *in addition* to Centers of Excellence, to further support local and regional needs. (2500 characters maximum)

2. Identify the applicant LEA's challenges the proposed project will address and how they align with the Strong Workforce Regional Plan and Labor Market Information provided by the Centers of Excellence. (2500 characters maximum)

3. Identify the need or opportunity to create alignment with your Community College partner(s) that the proposed project will address. (2500 characters maximum)

4. Provide data identifying equity gaps on how targeted student subgroups (e.g., race, gender, socioeconomics, unduplicated) access, participate in, and complete high school CTE coursework. Specifically, include evidence from demographic, enrollment, and completion data to substantiate the targeted student population to be served. (2500 characters maximum)

(b) **Project Objectives** (Maximum Points: 20 points)

Provide clear, concrete Project Objectives this project aims to achieve that **address the issues identified in the Problem Statement**. Include how the LEA(s) plan to use K12 SWP funds to meet the objectives. Avoid statements of lofty goals.

Project Objectives should respond to the following prompts:

1. Identify measurable outcomes for this project that align career pathways/programs to community college programs AND lead to high-wage, high-demand career opportunities. (2500 characters maximum)

2. Describe the efforts the proposed project will include that will close equity gaps by improving access to and completion of high-skill/high-wage CTE opportunities for disproportionately impacted students. Include student services that are designed to intentionally improve outreach and increase targeted academic supports, such as tutoring, mentoring by professionals, and work-based learning. (2500 characters maximum).

3. Explain how objectives respond to the needs described in the Problem Statement. (2500 characters maximum)

4. Describe how objectives are informed by and aligned with the region's Strong Workforce Program Regional Plan and the region's Labor Market Information provided by the region's Centers of Excellence. (2500 characters maximum)

(8) Industry Sectors and Pathways (Maximum Points: Not Scored/Required)

(a) Select the Industry Sectors the proposed project will target. The California Department of Education (CDE) Industry Sectors are cross walked with the California Community Colleges (CCC). When you select the appropriate CDE sectors, the associated CCC sectors will automatically populate.

(b) Select the pathway(s) to be included in the grant project. At least one pathway must be selected.

(c) Identify the design purpose for each Pathway involved in the project.

- Create a new High School Pathway (Does not apply to middle school applicants)
- Expand and/or Scale existing High School Pathways (Does not apply to middle school applicants)
- Implement work across Industry Sectors (i.e. WBL across sectors, career exploration across sectors, student supports across sectors)
- Middle School Career Exploration

It is acceptable for a project to include only one design purpose.

Note: Proposed grant projects that include middle schools must select "Middle School Career Exploration"

(9) Project Work Plan (Maximum Points: 40)

(a) K14 Pathway Quality Strategies

Please identify which of the following four K14 Pathway Quality Strategies (Strategies) will be addressed by the proposed grant project work.

- Curriculum and Instruction
- College and Career Exploration
- Postsecondary Transition
- Work-Based Learning

It is acceptable for the proposed work to focus on only one Strategy. Your application will be scored on only the Strategy(ies) selected.

Note: Proposed grant projects that include middle schools must select Curriculum & Instruction and/or College & Career Exploration.

(b) Project Work Plan

Use the project Work Plan to describe the activities and strategies that will be implemented to address the problems identified in the Problem Statement and achieve the Project Objectives, and how those activities and strategies align to the included budget.

For each K14 Pathway Quality Strategy identified earlier in the application as the focus of this grant project (i.e., Curriculum and Instruction, College and Career Exploration, Postsecondary Transition, Work-Based Learning), describe the work and measurable outcomes.

For *each* strategy selected:

1. Describe work and project activities to be funded by K12 SWP related to the strategy selected. Use a thorough and coherent approach that illustrates how the activities will align with the Problem Statement, achieve the stated Project Objectives, and align to the budget.

2. Describe and provide a list of expected measurable outcomes related to the project activities for the selected strategy. What changes will occur because of the work and activities put into place with this grant? What improvements will be made? Examples may include (but are not limited to) increases in CTE enrollments, CTE completers, CTE completers' graduation rates, and/or CTE completers with early college credit/WBL/industry certifications.

For the *overall project*:

3. Identify and describe the following for the project: Partner roles and responsibilities. Include descriptions of what each K12 partner, community college, and/or employer partner, etc. will contribute to the project. *Internal LEA staff (data technicians, counselors, teachers, etc.) are not considered "partners" for the purposes of this application.*

4. Identify the total number of students (unduplicated headcount) and/or teachers to be served by this project, including how many to be served by each selected strategy. Provide justification for requested funds and address plans for sustainability.

5. Describe the student support services designed to improve access to and completion of high-skill/high-wage CTE opportunities for **disproportionately impacted students.** Include services that are designed to intentionally improve outreach and increase targeted academic support, such as tutoring, mentoring by professionals, and work-based learning.

Note: A Work Plan practice template, scoring rubrics, and additional resources can be downloaded from the [K12 Strong Workforce Program](#) website.

Review the K12 SWP Scoring Rubric to ensure that your Work Plan addresses each item that will contribute to the overall work plan score. There should be alignment between each section of the work plan, the Problem Statement, and the Project Objectives.

(c) Leveraging other CTE Funds to Support this Work.

Identify the additional funding sources that will support this work. Check all that apply.

- LCFF (Local Control Funding Formula) (general funds)
- Perkins V (Strengthening Career and Technical Education for the 21st Century Act)
- CTEIG (California Technical Education Incentive Grant)
- Agricultural Career Technical Education Incentive Grant
- CTEFP (Career Technical Education Facilities Program/Prop 51)
- CPA (California Partnership Academies grants)
- SSP (Specialized Secondary Programs grant)
- Community College SWP (Strong Workforce Program)
- Other:_____

(10) Budget (Maximum Points: 10)

Prepare a budget by object code for the Lead LEA and each K–12 Partner Agency (if applicable), provide narrative descriptions of what the funds will be used for, and provide a description and source of matching funds. **The budget narratives should align with the Work Plan.**

Use the Budget and Match Template as a planning tool from which information can be copied and entered into NOVA.

(a) Include how the grant funds will be distributed for each Lead Agency and K–12 Partner Agency for each fiscal year the proposed work will span. The template allows for expenditures in object codes 1000–7000, as follows:

1000 - Certificated Salaries: Certificated CTE teacher or counselor salaries

2000 - Classified Salaries: Classified salaries associated with CTE programs

3000 - Employee Benefits: Benefits associated with included salaries

4000 - Books and Supplies

5000 - Services and Other Operating Expenditures

6000 - Capital Outlay: Equipment purchases over $5,000

7000 - Indirect Costs at a rate of 4%

      4% of Grant Operating Budget (Grant Amount ÷ 1.04 = Grant Operating Budget × 4 percent = Indirect Costs)

The total budget will populate in NOVA based on the amounts entered. *There is no guarantee of being funded the requested amount.*

Only those expenses related to the CTE courses, pathways, and programs included in this project should be included in the project budget.

Please see "Section I: General Information" as well as "Appendix C: Guidelines, Definitions, and Allowable Expenditures" for information about allowable costs and administrative indirect cost rates.

(b) For the Match section, provide the source and a description of the financial matching funds that will support the proposed project.

Remember: Financial match must *directly* support and benefit the project proposed in the grant.

(11) Assurances

A duly authorized representative for the Lead LEA should review all assurances, certifications, and terms and conditions to be familiar with the grant expectations. Please upload the Statement of Assurance form into NOVA for the Lead LEA and all K-12 Partner Agencies attesting that the Proposed Grant Project is:

- In compliance with K12 SWP legislation (Education Code, Section 88827- 88828(c)(8)(C)):
    - All partners will report outcomes and financials in NOVA and Chancellor's Office data reporting tools.
    - Aligned with the district(s)/partner district(s) 2024-25 [Local Control and Accountability Plan (LCAP)](#).
    - Informed by, aligned with, and expands upon the region's Regional Plan and planning efforts occurring through the Strong Workforce Program.
    - Informed by Labor Market Information and regional priorities.
    - Staffed by skilled teachers or faculty and provides professional development opportunities for those teachers or faculty members.

Additionally, attest that the Lead LEA and K-12 Partner Agencies will:

- Report data that can be used by policymakers, LEAs, community college districts, and their regional partners to support and evaluate the program, including, to the extent possible, demographic data used to evaluate progress in closing equity gaps in program access and completion, and earnings of underserved demographic groups.

(12) Supporting Documentation

Applicants **must** upload the following documents:

- A signed agreement (Statement of Assurance) from the Lead LEA and each K–12 Partner Agency whose ADA is included on the application as the students

served, and

- A signed letter of commitment from community college partner(s) detailing the intended collaborative work. The letter should include specifics from the grant project application. See template for guidance.

Do not upload any other types of documents, as they will not be reviewed or factored in the scoring process.

H. DOWNLOADABLE APPLICATION TOOLS

For your convenience, the required application materials, scoring rubrics, and practice templates are available and downloadable. The below referenced application tools and resources can be downloaded from the [K12 Strong Workforce Program](#) website.

a. Work Plan Practice Template

b. Problem Statement and Project Objectives Examples

c. Problem Statement and Objectives Templates

d. Budget and Match Template

e. Budget and Match Example

f. Scoring Rubrics

g. Community College Letter of Commitment Template

h. Statement of Assurance

APPENDIX A: GRANTEE REQUIREMENTS AND GUIDELINES

A. PROGRAM OUTCOME MEASURES

The long-term measures of success for the K12 SWP are the students completing high school, transitioning successfully into an aligned postsecondary program, graduating with a degree or credential in a high-demand field and securing employment successfully. The K12 SWP Metrics are designed to measure student-level outcomes from K–12 to postsecondary education and employment. Only four metrics measure K–12 student-level outcomes, while the remaining metrics apply to postsecondary student-level outcomes and employment outcomes.

The K12 SWP Metrics that measure **K–12 student-level outcomes**:

- Completed 2+ CTE courses in high school in the same program of study.
- Completed 2+ CTE courses in high school in the same program of study that include early college credit, work-based learning, or third-party certification.
- Graduated high school.
- Enrolled in a California community college within one year of leaving secondary school.

The K12 SWP Metrics that measure **postsecondary student-level outcomes**:

- Entered registered apprenticeship after participation in high school pre- apprenticeship program.
- Enrolled in another form of job training (other than a California community college).
- Completed 9+ CTE units in the first year of California community college.
- Attained a California community college certificate/degree or journey-level status.
- Transferred to a four-year institution after exiting California community college.

The K12 SWP Metrics that measure **employment student-level outcomes**:

- Employed in a job closely related to field of study after exiting California community college.
- Median annual earnings of students after exiting a California community college.

B. REPORTING REQUIREMENTS

a) Program Outcome Measures Reporting

As a K12 SWP grant recipient, LEAs must collect extra data elements in addition to those required by CDE. The K12 SWP grant recipients (both Lead and K–12 Partner Agencies) must submit the required end-of-the-year files by November 1, immediately following the fiscal year for which data are being reported.

Grant recipients must also notify their region's K–14 Technical Assistance Provider that data has been reported by the due date. The Regional Consortium may end contracts and grants from grantees that do not provide the required outcomes-based data.

b) **Fiscal Reporting and Course Data Submissions** (see Table 7 for details)

To ensure the successful implementation of the K12 SWP, grant recipients are required to submit:
- four (4) Expenditure Reports via the NOVA Reporting System
- one (1) Final Report - K12 Expenditure Report with Narratives via the NOVA Reporting System.

The required reports demonstrate that grant recipients have met the dollar-for-dollar match requirement and are providing program deliverables using the K12 SWP funds pursuant to the Education Code, Section 88828. **It is the responsibility of the Lead LEA** to ensure that all K–12 Partner Agencies on the project submit mid-year progress and expenditure reports either on their own or to the Lead LEA to submit on their behalf. Failure to submit required reports or evidence that deliverables have been met could result in the loss and/or remittance of all awarded funds.

The following reports are to be submitted by the due dates indicated. Extensions of reporting deadlines may be made with the approval of the Regional Consortium. Due dates are subject to change, pending announcement from the California Community Colleges Chancellor's Office.

Table 7. K12 SWP Expenditure and Course Data Report Due Dates

Date	Reports Due	Reporting System	Time Period Covered
August 31, 2026	Quarter 4 (Q4) Expenditure Report	NOVA	January 2026 through June 2026
February 26, 2027	Quarter 2 (Q2) Expenditure Report	NOVA	July 2026 through December 2026
August 31, 2027	Quarter 4 (Q4) Expenditure Report	NOVA	January 2027 through June 2027
February 25, 2028	Quarter 2 (Q2) Expenditure Report	NOVA	July 2027 through December 2027
August 31, 2028	Quarter 4 (Q4) Expenditure Report	NOVA	January 2028 through June 2028
November 30, 2028	Final K12 SWP Expenditure Report with Narrative	NOVA	January 2026 through June 2028

November 2, 2026	Annual Course Data Report	Cal-PASS	2025 – 2026 School Year
November 1, 2027	Annual Course Data Report	Cal-PASS	2026 – 2027 School Year
November 1, 2028	Annual Course Data Report	Cal-PASS	2027 – 2028 School Year

C. ALIGNMENT WITH GUIDING POLICY PRINCIPLES TO SUPPORT K–14+ PATHWAYS

The California Workforce Pathways Joint Advisory Committee (CWPJAC) developed the Guiding Policy Principles to Support K–14+ Pathways to help prioritize a policy pivot towards purposeful integration of the student experience across systems and into college and career, while addressing industry workforce needs. The CWPJAC recommends incorporating the following Guiding Policy Principles in K12 SWP implementation:

- ❖ **Focus on a Student-Centered Delivery of Services** for all K–14+ college and career pathways, which accommodates multiple entry points to facilitate students' needs to build their skills as they progress along a continuum of education and training or advance in a sector-specific occupation or industry.

- ❖ **Promote Equity and Access** by eliminating institutional barriers and achievement gaps for all students to realize their educational and career aspirations.

- ❖ **Achieve System Alignment** in the economic regions of the state in order to create a comprehensive and well-defined system of articulation of high-quality K– 14+ pathway courses (i.e., both in-person and online) and work-based learning opportunities with a specific emphasis on career technical education. Bring greater coherence to programming, common use of terminology, appropriate data collection and sharing and attainment of student outcomes in a timely way that lead to upward mobility in California's industry sectors.

- ❖ **Support the Continuous Improvement and Capacity Building** at all levels and components to ensure smooth transitions in the system and focus efforts on implementation of state standards, attainment of student outcomes and a strengthening of California's regional economies.

D. LEVERAGING PARTNERSHIPS AND CTE FUNDING SOURCES

(a) Examples of Leveraging SWP at Partnering Community Colleges

Following are a few examples of how LEAs can leverage a partnering community college's existing SWP efforts.
- ❖ The partnering community college offers dual enrollment and articulated courses as part of K–14 CTE pathways so that high school students can earn early college credit and enter college CTE programs with advanced standing.

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❖ The partnering community college can share course syllabi and collaborate with K-12 to create vertical alignment in CTE pathways.

❖ The partnering community college counselors and the K–12 counselors collaborate so that students stay on their chosen pathway as they transition from secondary to postsecondary education.

❖ The partnering community college has an SWP-funded CTE coordinator, who is responsible for outreach and marketing of CTE programs, including promoting the K–14 pathways at secondary schools and ROCPs. The CTE coordinator can host open houses, provide college tours, speak to high school students and their parents, and share marketing collateral with the high school community.

❖ The partnering community college offers its college students apprenticeships and work-based learning opportunities through its relationships with industry.

❖ Additional work-based learning opportunities for high school CTE pathways can be established with the same industry organizations.

(b) Working Norms for Intersegmental Partnerships

Providing students with a seamless CTE pathway from K–12 through postsecondary education is a central component of the K12 SWP objectives. To support intersegmental partnerships between K–12 LEAs, institutions of higher education and Collaborative Partners, the CWPJAC recommends these working norms in building student-centered, high-quality, K–14 college and career pathways:

1. Frequent, open, and intentional communication between educational agencies, workforce agencies and employers.

2. A mindset shift from insular to coordination of planning and from independent to interdependent implementation of systems to make better use of and maximize scarce public funds.

3. A continual scan for opportunities to leverage, build upon, and/or replicate effective models and practices in order to benefit from the scale of the state.

4. An understanding of the existing eco-system as a basis to build a new culture for our institutions and incentivize behaviors and relationships.

5. Ongoing alliances through sustained funding and mutual agreements to "stay the course" despite governance changes.

6. A commitment to the work to create stability and sustainability of the K–14+ college and career pathway system.

E. LEVERAGING MULTIPLE CTE FUNDING SOURCES

LEAs are expected to support their CTE programs and pathways primarily through funds from the Local Control Funding Formula (LCFF), ensuring that the programs and pathways are integral to the LEAs' programs of study. K12 SWP is intended to assist LEAs in building their capacity to leverage funds from their LCFF and other possible Federal and State CTE funding sources—such as Perkins V and CTEIG—to build strong pathway programs. In doing so, LEAs are demonstrating a

commitment to improve CTE opportunities for students through high-quality programs and pathways.

The following is an example of how LEAs can leverage funding sources.

A high school plans to expand its CTE program, and it strategically leverages its different funding sources: Funds from LCFF are budgeted for the hiring of a new CTE teacher; CTEIG funds support professional development and the purchase of new equipment; Perkins V funds support student services for special populations and increased recruitment of such students; while K12 SWP funds support modifying the "A-G" curriculum with an industry focus on career pathways and skills, building connections with its local community college to provide dual enrollment courses and establishing work-based learning opportunities with local businesses

APPENDIX B: APPENDIX PROGRAM-SPECIFIC LEGAL TERMS, AND CONDITIONS

A. COST AND PAYMENTS

In consideration of satisfactory performance of the services described in the Grantee's application, the applicable Strong Workforce Program Career Technical Education Regional Consortium (hereinafter Regional Consortium) agrees to pay the Grantee a total amount not to exceed the "Grant Funds" amount stated on the fully executed Grant Agreement. Payment should be made as follows:

Beginning in 2021, an advance payment of 70% of the total amount of this Grant Agreement will be paid, upon receipt of an invoice, after the Grant Agreement is fully executed.

Grantee may request progress payment(s) up to 20% of the total amount of this Grant Agreement upon submission of an invoice and accompanying documentation as required by the Regional Consortium and completion of all reports due at the time the invoice is submitted. Payment of the final 10% will be made upon receipt of an invoice and accompanying documentation as required by the Regional Consortium, and review and approval by the Regional Consortium of expenditure/progress reports and the final report.

B. WORK TO BE PERFORMED

The Grantee shall complete the tasks described in the Grantee's application and funds shall be expended in compliance with the requirements for the funding source and Grant Agreement with the Regional Consortium.

C. MODIFICATION/BUDGET CHANGES

The grantee may request modifications to the work to be performed. **All such requests must be submitted in writing to the Regional Consortium prior to the modification being made.** The Regional Consortium may require that a Grant Amendment be processed if the Regional Consortium determines that the change would materially affect the project outcomes or the term of this Grant Agreement.

Grantee may make changes to any budget category amounts up to 10% of the total award amount per line item without the approval of the Regional Consortia so long as budget categories are not added or deleted, the total dollar amount of the Grant Agreement is not affected, and the

outcomes of the Grant Agreement will not be materially affected. Grantee may add or delete budget categories subject to the prior approval of the Regional Consortium.

Grant amendments are required for budget changes when there are changes in the total dollar amount of the Grant Agreement and/or the outcome of the Grant Agreement is materially affected. The process for requesting and approving grant amendments are determined by the Regional Consortium. Budget changes or amendments are subject to applicable program limitations and require approval of the Regional Consortium. No extensions to the performance period will be granted.

Grantees are required to fully expend their grants by the end of the expenditure period. If a grantee projects that they will be unable to do so, they should contact the Regional Consortium and arrange to have their grant reduced to a level which the grantee is confident can be fully spent within the expenditure period. **If a Regional Consortium has reason to question whether a grantee can fully expend their grant within the expenditure period, it may request that the grantee provide evidence that it will be able to do so.**

D. ASSURANCES, CERTIFICATES, TERMS, AND CONDITIONS

Assurances, certifications, terms, and conditions are requirements of applicants and grantees as a condition of receiving funds. The certified K12 SWP application is a commitment to comply with the assurances, certifications, and terms and conditions associated with the grant as described in the K12 SWP Request for Applications and K12 SWP legislation (Education Code, Sections 88820-88833).

As a condition of receiving funds, funded applicants shall do the following:

- Enter into a grant agreement with the applicable Strong Workforce Program Regional Consortium that may include terms and conditions provided by the Chancellor's Office and the applicable Regional Consortium.
- Certify that all identified partners are aware of this grant application and agree to its submission.
- Be responsible for the performance of any services provided through funds awarded under this grant by partners, consultants, or other organizations.
- Certify to the K12 Selection Committee that grant funds received and the matching funds contributed by each local educational agency shall be used solely for the purpose of supporting the program or programs for which the grant is awarded.

- Make expenditure data on career technical education programs available for purposes of determining if the grant recipients have met the matching funds requirement specified in subdivision (c) of Section 88828, and for monitoring the use of funds provided pursuant to Section 88827.
- Every year, the awarded grantees (Lead LEAs and K-12 Partner Agencies) must provide student-level data necessary to evaluate K12 SWP as required by Legislation and submit required end-of-year data files.

APPENDIX C: GUIDELINES, DEFINITIONS, AND ALLOWABLE EXPENDITURES

A. DETERMINING IF A COST IS ALLOWABLE

All allowable costs must meet three primary criteria: (1) Substantiate that the cost was necessary and reasonable for proper and effective administration of the allocations; (2) The cost must be allocable to the funding source activities; and (3) The cost must not be a general expense required to carry out the grantee overall responsibilities (not supplanting). However, even if the costs meet the prior three criteria, the costs must be approved within the statement of work/budget of the individual fiscal agent; otherwise, they are not allowable within that year without changes to the statement of work/budget. In addition, the Regional Consortium has the discretion to impose special conditions beyond the funding source that would also determine allowability of cost.

While the proposed cost is allowable under the funding source, is it also reasonable?

A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost.

Systems that can guide this definition are necessary for the performance of the grant; following sound business practices (procurement processes, follow state and local laws, follow the terms of the grant); use of fair market prices; acting with prudence under the circumstances; and having no significant deviation from established prices.

What are the guidelines of allocable?

Allocable is defined by the dictionary as capable of being allocated or assigned. A cost is considered allocable to a particular funding source/program to the extent it actually benefits the objectives of that program. You can only charge in proportion to the value received by the funding source/program. An example would be that a Project Director works 80% on the funded program (only 80% of the salary and benefits can be charged in the grant application). Beyond this definition, allocable also means that the cost must be related to the statement of work/budget that has been approved by the Consortium.

What is supplanting?

Strong Workforce K12 funds must supplement and not supplant state or local funds. Funding may not result in a decrease in state or local funding that would have been available to conduct the activity had these funds not been received. Strong Workforce K12 funds may not free up state or local dollars for other purposes but should create or augment programs to an extent not possible without Strong Workforce K12 dollars. You must be able to demonstrate that Strong Workforce K12 funds are added to the amount of state and local funds that would, in absence of Strong Workforce K12 funds, be made available for uses specified in your plan. Allocation recipients and sub-recipients must use grant funds to provide extra goods, services, materials, staff coordination positions, etc. that would not otherwise be purchased with state, local, or other non-Strong Workforce K12 funds.

Allowable General Costs

There are permissible activities within K12 Strong Workforce Program funds. In addition, there are criteria for what can be funded while doing those activities. The following table is a synopsis of rules to determine allowability of costs. (Title 2 Code of Federal Regulations (2 CFR Parts 215 and 220)).

Table 8. Allowable and Non-Allowable Activities and Costs

Allowable	Allowable with Prior Approval	Unallowable
		Advertising and Public Relations
		Alcoholic Beverages
		Alumni Activities
		Audit Costs
		Bad Debts
		Commencement and Convocation Costs
	Communication Costs (telephone, telegrams, postage, messenger)	
Compensation for Personnel Services (salary, wages, fringe benefits)		

Allowable	Allowable with Prior Approval	Unallowable
		Contingencies
		Contributions or Donations Given or Paid Out (cash, property, services)
		Entertainment Costs[1]
Equipment[2] (low value assets with a value greater than $250 - $4,999)		Equipment[2]
		Fines and Penalties[3]
		Fundraising and Investment Costs
		Gifts of Public Funds are never allowed (memorabilia, honoraria, gifts, souvenirs, etc.)[4]
		Goods & Services for Personal Use
		Improvements[5]
Indirect or Administrative Expenditures *(rate approved by the Chancellor's Office)*		
		Lobbying
		Losses on Other Sponsored Agreements or Contracts
Materials & Supply Costs (only those actually used for performance of sponsored		

agreement)	48	
Meetings and Conferences[6]		
	Memberships[7]	
Professional and Consultant Services		

Allowable	Allowable with Prior Approval	Unallowable
		Proposal Costs
Publication and Printing Costs (printing and publication costs related only to funded project activities)		
Maintenance & Repair Costs[8] (keeping inefficient operating condition)		Maintenance & Repair Costs[8] (construction, remodeling, increasing value)
		Student Expenses, Activities or Direct Services
		Selling and Marketing[9]
Travel[10]	Out-of-State Travel[10]	Out-of-Country Travel[10]

APPENDIX D: REGIONAL FUNDING DISTRIBUTION BASED ON AVERAGE DAILY ATTENDANCE (ADA)

Within each of the eight regions, funding is designated for applicants based on ADA as presented in Table 9 (Education Code, Section 88827(c)(2)).

Table 9. Regional Funding Distribution Based on Average Daily Attendance[W]

Total Applicants' ADA	Percentage of a Region's Allocation
Less than or equal to 140	4%
141 – 550	8%
More than 550	88%

A K12 Selection Committee, in consultation with its Regional Consortium, has the discretion to adjust the percentages of a region's allocation, as needed. For example, if LEAs with less than 140 ADA account for substantially less than 4 percent of the region's total ADA, a portion of the 4 percent of funds allocated to that distribution level may be added to another level.

Statewide Funding Allocations to the Regions

The California Legislature (Education Code, Section 88827(c)(1)(A-B)) appropriated statewide funding of $150 million that is apportioned annually by the Chancellor's Office to the fiscal agent of each of the eight Regional Consortia based on the following weighted factors in each region:

- The unemployment rate. (33 percent of the allocation formula)
- The region's total Average Daily Attendance (ADA) for pupils in grades 7 through 12, inclusive. (33 percent of the allocation formula)
- The proportion of projected regional job openings. (34 percent of the allocation formula)

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[1] California Community Colleges Chancellor's Office and the California Department of Education (2025)