



BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

3536 Butte Campus Drive, Oroville, CA 95965

GRANT AGREEMENT K-12 STRONG WORKFORCE PROGRAM NORTH FAR NORTH REGIONAL CONSORTIUM

This Grant Agreement is made and entered into as of the latest date on the signature page of this Grant Agreement by and between the Butte-Glenn Community College District (hereinafter referred to as "District") and **Davis Joint Unified School District** (hereinafter referred to as "Grantee"). District and Grantee may be referred to individually as a "Party" and collectively as the "Parties" in this Grant Agreement.

RECITALS

WHEREAS, the District has been designated as the Regional Consortium Fiscal Agent on behalf of the North Far North Regional Consortium (hereinafter referred to as "NFN Regional Consortium") for the purpose of implementing the K-12 Strong Workforce Program (hereinafter referred to as "K12 SWP") established by Education Code §§ 88827-88833.

WHEREAS, the District shall receive K12 SWP funds allocated for the NFN Regional Consortium from the California Community Colleges Chancellor's Office (hereinafter referred to as "Sponsor"), and is responsible to distribute funding and monitor sub-grants once funding decisions have been authorized by the NFN Regional Consortium pursuant to Education Code §§ 88827-88833.

WHEREAS, the NFN Regional Consortium has been approved by the California Community Colleges Chancellor's Office.

WHEREAS, the Grantee is one or more, or any combination, of the following: (1) School district; (2) County office of education; (3) Charter school; (4) Regional occupational center or program operated by either a joint powers authority or by a county office of education; is located within the boundaries of the NFN Regional Consortium; and desires to engage in regional efforts to align workforce, employment and education services.

NOW, THEREFORE, the parties mutually agree as follows:

1. **SCOPE OF WORK.** The Grantee shall perform the work set forth in Exhibit A, the Grantee's K12 Strong Workforce Program Application submitted pursuant to the Request for Applications K12 Strong Workforce Program, which is attached hereto and incorporated by reference in this Grant Agreement (hereinafter referred to as "Work").
2. **K12 SWP SPECIFIC TERMS AND CONDITIONS.** The Grantee shall comply with the terms and conditions in Exhibit B, (1) K12 Strong Workforce Program: Grantee Guidelines and Requirements, 2020; (2) K12 Strong Workforce Program: Program-Specific Legal Terms and Conditions, 2020 and (3) Guidelines, Definitions and Allowable Expenditures, which is attached hereto and incorporated by this reference in this Grant Agreement. The terms and conditions provide further guidance for the administration of this Grant Agreement.
3. **PERIOD OF PERFORMANCE.** The period of performance for this Grant Agreement shall commence on **January 1, 2021** and shall expire on **June 30, 2023**, unless extended by written amendment to this Grant Agreement or terminated earlier in accordance with the termination provisions of this Grant Agreement.

4. **KEY PERSONNEL.** The performance under this Grant Agreement shall be under the direction of the respective Party's Authorized Representative for Technical Matters as specified in the Authorized Representatives provision of this Grant Agreement.
5. **AWARD OF FUNDS.** The total amount of funds made available for payment to Grantee for Work performed under this Grant Agreement are awarded at **\$1,345,441.00** (hereinafter referred to as the "Grant Award"). The awarded amount is fixed and based upon the amounts specified in Exhibit A, the Grantee's K12 Strong Workforce Program Application submitted pursuant to the Request for Applications K12 Strong Workforce Program. In no event shall the District be liable for payment to Grantee which would result in cumulative payment under this Grant Agreement exceeding the total allocated funds unless this Grant Agreement is modified in writing in accordance with this Grant Agreement.
6. **BUDGET.** The costs and categories of costs approved to fund the Grantee's performance of the Work are detailed in Exhibit A, the Grantee's K12 Strong Workforce Program Application submitted pursuant to the Request for Applications K12 Strong Workforce Program.
7. **ALLOWABLE COSTS.** The allowability of costs under this Grant Agreement shall be determined in accordance with the terms of this Grant Agreement and the terms set forth in Exhibit B, Guidelines, Definitions, and Allowable Expenditures.
8. **INVOICING.**
 - A. The Grantee shall submit an invoice for an advance payment of seventy percent (70%) of the total amount of the Grant Award after this Grant Agreement is fully executed.
 - B. The Grantee shall submit an invoice and accompanying documentation as required by NFN Regional Consortium upon completion of all reports due at the time the invoice is submitted for a progress payment of twenty percent (20%) of the total amount of this Grant Award.
 - C. The Grantee shall submit an invoice and accompanying documentation as required by the NFN Regional Consortium upon completion of all reports due at the time the invoice is submitted for the final payment of ten percent (10%) of the total amount of the Grant Award.
 - D. Grantee's invoices must be submitted to the District's Authorized Representative for Business Matters for approval.
9. **PAYMENT.** District will make payment on all approved invoices in accordance with the terms of this Grant Agreement. A progress payment of twenty percent (20%) will be made upon review of Quarterly Expenditure and Progress Reports and Grantee's expenditure of seventy percent (70%) of total Grant Award. Payment of the final ten percent (10%) will be made upon review and approval by the NFN Regional Consortium of Quarterly Expenditure and Progress Reports and the end-of-project Final Report. Payment shall be contingent upon the receipt of funding from the Sponsor and upon the Grantee's compliance with the terms and conditions of this Grant Agreement. All payments shall be subject to correction and adjustment upon audit or any disallowance. The Grantee is solely responsible for reimbursing the District for amounts paid the Grantee but (i) disallowed under the terms of this Grant Agreement or (ii) upon termination of this Grant Agreement, unexpended or unobligated balance of funds advanced.
10. **SEPARATE ACCOUNTING.** The Grantee will establish a separate account for all funds specified in this Grant Agreement and will use the funds as allowed under the K12 SWP to perform the Work specified in this Grant Agreement. As applicable, the Grantee shall also establish and maintain such accounting and documentation of matching expenditures of the Grantee to satisfy the requirements of the Sponsor.

11. **USE OF FACILITIES AND EQUIPMENT.** The Grantee will furnish the facilities and equipment necessary to perform and complete the Work under this Grant Agreement, and District has rights to inspect facilities furnished.
12. **AUDIT.** Grantee agrees that the District, the Sponsor, the Bureau of State Audits, and other appropriate state or federal oversight agency, or their designated representative(s), shall have the right to review and to copy any records and supporting documentation pertaining to the performance of this Grant Agreement. Grantee agrees to maintain such records for possible audit for a minimum of three (3) years after the final payment or until any audit findings have been resolved, unless a longer period of records retention is stipulated. Grantee agrees to allow the auditor(s) access to such records during normal business hours and to allow interviews of any employees who might reasonably have information related to such records. Further, Grantee agrees to include a similar right of District, the Sponsor, the Bureau of State Audits, any other appropriate state or federal oversight agency, or their designated representative(s), to audit records and interview staff in any subcontract related to the performance of this Grant Agreement.
13. **PROGRESS REPORTS.** The Grantee shall submit progress and fiscal reporting as outlined in Exhibit B, K12 Strong Workforce Program: Grantee Guidelines and Requirements, 2020, Section 4 Reporting Requirements.
14. **AUTHORIZED REPRESENTATIVES.** For the purpose of this Grant Agreement, the individuals identified below are hereby designated representatives of the respective parties.

For the District.	Technical Matters:	Blaine Smith Chair NFN Regional Consortium Butte-Glenn Community College District 3536 Butte Campus Dr. Oroville, CA 95965
	Business Matters:	Allison Travis-Bee Program Coordinator NFN Regional Consortium Butte-Glenn Community College District 3536 Butte Campus Dr. Oroville, CA 95965
	Authorized Official:	Andrew B. Suleski Vice President for Administration Butte-Glenn Community College District 3536 Butte Campus Drive Oroville, CA 95965
For the Grantee.	Technical Matters:	Gary Pearson Davis Joint Unified 526 B Street Davis, CA 95616
	Business Matters:	Mallory Arevalos Davis Joint Unified 526 B Street Davis, CA 95616

Authorized Official: Rody Boonchouy
Assoc. Superintendent
Davis Joint Unified
526 B Street
Davis, CA 95616

15. **INDEPENDENT CONTRACTOR.** For the purpose of this Grant Agreement and all work and services specified herein, the Parties shall be, and shall be deemed to be, independent contractors and not agents or employees of the other party.
16. **ASSIGNMENT.** The Grantee may not assign, transfer, or subcontract any part of this Grant Agreement, any interest herein or claims hereunder, without the prior, written approval of the District and Sponsor.
17. **CANCELLATION.** Either of the Parties may at any time cancel this Grant Agreement, with or without cause, by giving thirty (30) days advance written notice to the other Party which shall commence on the date of mailing of the written notice by certified mail or personal delivery. Thereafter, this Grant Agreement shall become null and void except for the portion or portions of payment herein agreed upon for which expenses have been necessarily incurred in the performance of this Grant Agreement.
18. **APPROPRIATED FUNDS.** The continuation of this Grant Agreement shall be subject to sufficient appropriated funds being received by District to administer and support the K12 SWP. In the event sufficient funds are not available or are discontinued at any time, the District may immediately cancel this Grant Agreement by delivering written notice to the Grantee.
19. **GENERAL RELEASE.** The Grantee's acceptance of payment of the final invoice under this Grant Agreement shall release the District from all claims of the Grantee, and from all liability to the Grantee concerning the Work, except where such claims or liabilities arise from any negligent act, error or omission of the District.
20. **USE OF NAME.** Neither of the Parties shall make use of this Grant Agreement, or use the other's name or that of any member of the other's staff for publicity or advertising purposes without prior written approval of the other Party. This restriction shall not include internal documents available to the public that identify the existence of the Grant Agreement.
21. **AMENDMENTS.** The Parties may make changes to the terms of this Grant Agreement. Any such changes shall be in the form of a written amendment signed by authorized representatives of the Grantee and the District.
22. **INDEMNIFICATION.**
 - A. The Grantee shall defend, indemnify and hold District, its officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Grant Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions or willful misconduct of Grantee, its officers, employees, or agents.
 - B. The District shall defend, indemnify and hold Grantee, its officers, agents, and employees harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Grant Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions or willful misconduct of District, its officers, employees or agents.

- C. This indemnification provision shall survive termination of the Agreement and remain in effect.
23. **INSURANCE.** The Grantee at its sole cost and expense, shall insure its activities in connection with this Grant Agreement and maintain in force for the duration of this Grant Agreement insurance policies and requirements as follows.
- A. Commercial General Liability insurance with a limit of not less than \$1,000,000 per occurrence for bodily injury, property damage, personal injury, products and completed operations, and blanket contractual coverage.
 - B. Automobile Liability insurance with a combined single limit of not less than \$1,000,000 per accident for bodily injury and property damage with respect to the Grantee's owned, hired, and non-owned vehicles.
 - C. Workers' Compensation insurance as required under California State law.
 - D. Employer's Liability insurance with limits of not less \$1,000,000 each accident, \$1,000,000 each employee, \$1,000,000 policy limit for bodily injury or disease.
 - E. Professional Liability insurance covering acts, errors, mistakes, and omissions arising out of the work or services performed by Grantee, or any person employed by the Agreement, with a limit of not less than \$1,000,000 each claim.
 - F. Such other insurance in such amounts which from time to time may be reasonably required by the mutual consent of the District and the Grantee against other insurable risks relating to performance of this Agreement.
 - G. Insurance shall be issued by an insurance company(ies) licensed in California with a current A.M. Best rating of A:VII or better.
 - H. The Commercial General Liability and Auto Liability coverages shall be endorsed to name "Butte-Glenn Community College District, its trustees, officers, agents, employees, and volunteers" as additional insureds as their interest may appear.
 - I. All insurance policies shall be endorsed to provide for thirty (30) days' advance written notice to the District of cancellation, suspension, or any material change of the required insurance coverage.
 - J. The Grantee's insurance must be primary, and any insurance or self-insurance maintained by the District shall not contribute to it. The coverages required under this Section shall not limit the Grantee's liability. If any part of this Grant Agreement is assigned or subcontracted, these insurance requirements also apply to all assignees and subcontractors.
 - K. The Grantee may fulfill its insurance obligations under this paragraph by self-insurance pursuant to an established plan operated in accordance with accepted insurance practices.
 - L. Prior to commencing the Work under this Grant Agreement, Grantee shall furnish District with certificates of insurance and original endorsements evidencing the coverage, limits, and conditions required by this Grant Agreement.
24. **NOTICES.** Any notice required or permitted by this Grant Agreement shall be in writing and shall be delivered by (i) personal delivery; (ii) certified mail; or (iii) electronic mail to the respective party's Authorized Official.

25. **APPLICABLE LAW.** This Grant Agreement shall be interpreted and governed by applicable federal laws and State of California laws.
26. **ENTIRE AGREEMENT.** This Grant Agreement, together with the Exhibits attached hereto, express the complete agreement of the Grantee and the District and supersedes all prior understandings regarding the Work.
27. **COUNTERPARTS AND ELECTRONIC SIGNATURES.** This Grant Agreement may be executed in one or more counterparts, and counterparts may be exchanged by facsimile, electronic mail or other electronic transmission, each of which will be deemed an original, but all of which together constitute one and the same instrument.

SIGNATURE PAGE FOLLOWS

IN WITNESS WHEREOF, the respective parties have executed this Grant Agreement on the dates indicated below.

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT DAVIS JOINT UNIFIED SCHOOL DISTRICT

IN WITNESS WHEREOF, the respective parties have executed this Grant Agreement on the dates indicated below.

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT DAVIS JOINT UNIFIED SCHOOL DISTRICT

By: _____
(Signature of authorized official of District.)

Name: Andrew B. Suleski

Title: Vice President for Administration

Date: _____

By: 
(Signature of authorized official of Grantee.)

Name: Amari Watkins

Title: Associate Superintendent of Business Services

Date: 3-9-21

- B -** Request for Applications K12 Strong Workforce Program 2020-2021
Appendix A: K12 Strong Workforce Program: Grantee Guidelines and Requirements, 2020
Appendix B: K12 Strong Workforce Program: Program-Specific Legal Terms and Conditions, 2020
Appendix C: Guidelines, Definitions, and Allowable Expenditures

TO BE COMPLETED BY DISTRICT ONLY

The person preparing this contract must complete this section and obtain appropriate initials before contract will be approved.

Initiating Department:	CTE/NFNRC	Preparer's Name & ID:	Allison Travis-Bee 3005411	Phone:	2900
Vendor Name:	Davis Joint Unified School District		Vendor ID:	3495893	
PO Description (Max. 25 characters):	K12 Strong Workforce Year 3 Allocation				
Budget Code:	12.463.500.1.601023.55100	PO Amount:	\$1,345,441.00		
Contract Monitor Name (Person Who Approves Invoices):	Allison Travis-Bee			Phone:	2900
Dept. Dean/Director Initials:		Dept. Vice President Initials:			
Business Contracts Approval:		Purchase Order Number:			

**GRANT AGREEMENT
K-12 STRONG WORKFORCE PROGRAM
EXHIBIT A**

SCOPE OF WORK

Grantee shall furnish all the necessary services, qualified personnel, material, equipment, and facilities as needed to perform all tasks specifically set forth in the Grantee's K12 Strong Workforce Program Application submitted pursuant to the Request for Applications K12 Strong Workforce Program, which is attached hereto and incorporated by reference in this Grant Agreement.

K12 Strong Workforce Program Produced: 01/14/2021 10:58 AM PST Becca Mortimer

CTE Equity and Alignment: Certified

Details

Pathway Improvement Name

CTE Equity and Alignment

Region within which applying

North/Far North

Start Date

01/01/2021

End Date

06/30/2023

Assurances

This Pathway/Program Work Plan is:

- ✓ In compliance with K12 SWP legislation ([Ed Code 88827](#)).
- ✓ Aligned with your district(s)/partner district(s) 2020-21 LCAP
- ✓ Informed by, aligned with, and expands upon your region's Strong Workforce Program 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.

All LEAs will:

- ✓ In addition, to ensure that the K12 SWP legislative reporting requirements are met, all grant recipients, both lead and partnering LEAs, are required to do the following until an MOU is executed between CDE and CCCCCO for information sharing on K-12 data:
 1. Sign an MOU with Cal-PASS Plus to facilitate the sharing of data with the Cal-PASS Plus data system (if not already done so);
 2. Maintain a current MOU with Cal-PASS Plus throughout the life of the awarded grant;
 3. Beginning in 2021-22, upload end-of-year data files, as applicable and required by K12 SWP, into the Cal-PASS Plus system annually by November 1.
- ✓ 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.

Lead Agency

Davis Joint Unified

Lead LEA Type

Unified School District

Agency Information

Address

526 B Street | Davis, CA | 95616-3811

Region

North/Far North

Website

http://www.djUSD.net

Community College District

Los Rios CCD

Part of a Rural School District

No

Unemployment Rate

4.1%

Total ADA (Average Daily Attendance)

Per Senate Bill 117, ADA changed for reporting for both 2019-20 P-2 and annual to include all full school months from July 1, 2019 to February 29, 2020 to mitigate the impact of COVID closures on ADA. County Offices of Education should only include the ADA of schools for which they provide direct oversight.
3543.82

K12 SWP 2019-20 Award/Role

Was your organization awarded funds in 2019-20?

Yes

If yes, what is your organization's role in this work (as Lead or K-12 Partner Agency)?

Lead organization

CTEIG Award

Was your organization awarded CTEIG funds in 2019-20?

No

Will your organization apply for CTEIG funds in 2020-21?

Yes

Participating Schools

School
Davis Senior High School

Primary Contact(s)

Name	Role	Email
Garry Pearson	Project Lead Contact	gpearson@djusd.net
Rody Boonchouy	Project Lead Contact	rboonchouy@djusd.net
troy allen	Project Lead Contact	tallen@djusd.net
Mallory Arevalos	Institution Project Fiscal Reporter	marevalos@djusd.net

K12 Partner Agencies (optional)

No K12 Partner Agencies added.

ADA Totals

Name	ADA	Agency Type
Davis Joint Unified	3,543.82	Unified School District

Higher Education Partners

American River College

Higher Education Partner Agency Type
College

Agency Information

Address
Region
North/Far North
Website
N/A

Community College District
Los Rios CCD

Primary Contact(s)

Name	Role	Email
John McCormack	Contact - View Only	mccormj@arclosrios.edu

Cosumnes River College

Higher Education Partner Agency Type

College

Agency Information

Address

Region

North/Far North

Website

N/A

Community College District

Los Rios CCD

Primary Contact(s)

Name	Role	Email
Jason Roberts	Contact - View Only	robertj@crc.losrios.edu

Sacramento City College

Higher Education Partner Agency Type

College

Agency Information

Address

Region

North/Far North

Website

N/A

Community College District

Los Rios CCD

Primary Contact(s)

Name	Role	Email
Andrea Gaytan	Contact - View Only	gaytana@scc.losrios.edu

University of California-Davis

Higher Education Partner Agency Type

4-Year College/University

Agency Information

Address

One Shields Avenue | Davis, CA | 95616

Region

N/A

Website

www.ucdavis.edu

Community College District

N/A

Primary Contact(s)

Name	Role	Email
Dr. Helene Dillard	Contact - View Only	hrdillard@ucdavis.edu

Collaborative Partners (optional)

Bayha Group

Agency Type

Other

Address

7875 Highland Village Pl., Suite B102-383 | San Diego, CA | 92129

Website

www.bayhagroup.com

Partner Role

✓ Work-Based Learning Experiences for Students

Contacts

Name	Role	Email
June Bayha	Contact - View Only	june@bayhagroup.com

Plenty-Ag

Agency Type

Business

Address

N/A

Website

www.plenty.ag

Partner Role

✓ Partnership and Subject-Matter Expertise

Contacts

Name	Role	Email
Melanie Yelton	Contact - View Only	myelton@plenty.ag

Kaiser Permanente

Agency Type

Industry

Address

N/A

Website

N/A

Partner Role

✓ Partnership and Subject-Matter Expertise

Contacts

Name	Role	Email
Mark Ho	Contact - View Only	mark.dho@kp.org

Yolo County Office of Education

Agency Type

Other

Address

N/A

Website<https://www.ycoe.org/>**Partner Role**

- ✓ Curriculum Development/Alignment
- ✓ Work-Based Learning Experiences for Students

Contacts

Name	Role	Email
Me. garth lewis	Contact - View Only	garth.lewis@ycoe.org

Problem Statement

Provide a brief Problem Statement that is concise, clear, and evidence-based, supporting the problem or need that your K12 SWP efforts will address.

Davis Joint Unified School District (DJUSD) is a small district with 8,587 students in Yolo and Solano Counties, nestled at the heart of California's Central Valley and Sacramento River Delta agricultural (Ag) hub, and eastern expansion of the Bay Area technology boom. The region's industry needs tie directly to existing, fully-sequenced CTE pathways at 1,823-student Davis Senior High School (DSHS) in community college sectors Advanced Transportation & Logistics (ATL), Agriculture, Water, & Environmental Technologies (AWET), Energy, Construction & Utilities (ECU); Health; and Information & Communication Technologies/Digital Media (ICT/DM). DJUSD secured CTE Facilities Program (CTEFP) funding for new and modernized CTE facilities at DSHS to support CTE students building skills in these North/Far North Regional Consortium-identified (NFNRC) priority sectors. Leveraging new CTE facilities at DSHS, needs remain for greater equity in student access, more industry-standard equipment, stronger alignment with industry and local community colleges, ongoing CTE professional development; surveys and guidance on outcomes data collection, development of CTE Advisory Committee, and more work-based learning (WBL).

With new facilities, DJUSD is focusing on greater equity in CTE access for all students, especially underserved students and those from special populations. Equity and access for students is paramount to DJUSD: students of color comprise over 50% of DSHS students; 23% economically disadvantaged, and 12% English learners. Alignment across CTE pathways is key to enhance connections to industry and post-secondary partners.

Capacity building in support of regional sector priority starts with labor market (LM) alignment through DJUSD's CTE pathways. Updated LM data for 2020 show job growth across sectors targeted in DJUSD for this grant. According to NFNRC economic reports, jobs in the ATL, aligning with Davis' transportation pathways, are projected to grow 21.9% through 2026 in the same Sacramento metro area. The food manufacturing industry, aligning with Davis' AWET pathways, is expected to grow 12.2% through 2026, and "total farm" industry projections for the area are projected to increase 6.2%. This proposed **CTE Equity & Alignment** plan will increase student access to CTE pathway programs and further align to industry standards as well to partner colleges' for more articulation agreements and dual enrollment opportunities for DJUSD CTE students.

Project Objectives

Provide clear, concrete objectives, which this project aims to achieve, to address the issues in the Problem Statement. Include how the LEA(s) is using the K12 SWP funds to help meet those objectives. Avoid statements of lofty goals.

This *CTE Equity & Alignment* plan aims to address performance gaps for students with disabilities, foster youth, homeless and Latino student population. The LCAP details that DJUSD will “promote 21st Century teaching and learning through CTE pathways and innovation pilots” that focus on teaching and learning to ensure students’ preparation for college and high-wage employment in industries that meet regional labor market needs.

To that end, DJUSD seeks K12 SWP grant funding in support of CTE programs to help build out and enhance pathways in Health and ICT/DM that tie to the NFNRC SWP priority industry sectors and capitalize on CTEFP dollars that are funding new and modernized ATL, AWET, and ECU facilities at DSHS. Strategy focus areas are: curriculum & instruction, postsecondary transition & completion, and work-based learning (WBL).

DJUSD's *CTE Equity & Alignment* plan will expand, scale, and strengthen the following pathways: 1) Agriculture & Natural Resources: Agricultural Mechanics, Agriscience, Animal Science; 2) Arts, Media & Entertainment: Design, Visual & Media Arts; 3) Engineering & Architecture: Engineering Design; 4) Health Science & Medical Technology: Patient Care; 5) Information & Communication Technologies: Networking; 6) Transportation: Systems Diagnostics, Services & Repair.

New industry-standard equipment, dual enrollment planning and curriculum alignment with community colleges, and professional development along with networking opportunities by attending NFNRC meetings for CTE teachers, represent a long-term investment in DSHS students and educators. Staff and counselors will work with faculty and industry through CTE advisory groups to ensure students are properly trained for industry-recognized certification testing across pathways. In addition, this grant will: build data to support the community colleges (CC) metrics for student outcomes; add industry-standard equipment across CTE programs in health, ICT/DM, and to articulate coursework and promote dual enrollment with CCs; support broader coalitions through CTE advisory committees and higher education; and increase CTE students’ access to WBL experiences.

WBL will connect pathways students to online and in-person internships, pre-apprenticeships, paid work experiences, mentoring, job shadowing, worksite visits, and building ties among faculty K-14 to leverage existing industry relationships. Equity and inclusion are important goals in coordinating better postsecondary transitions.

Local/Regional Economies

For the LEA to be considered in high unemployment area, the unemployment rate of the county in which in LEA is located must be over 6.451%, in alignment with the Workforce Innovation and Opportunity Act (WIOA). LEAs are classified as Rural School Districts if they meet 'Small, Rural School Achievement Program' or REAP eligibility standards as determined by the U.S. Department U.S. Department of Education (<https://www2.ed.gov/programs/reapsrsa/eligibility.html>).

Unemployment Rates & Rural School Districts

Lead/Partner LEA	Rural School District?	Unemployment Rate
Davis Joint Unified	No	4.1% 

Underserved Student Populations

Annual Adjusted Statewide Grades 9-12 Dropout Rate

9.0% (for 2018-19, per CDE RFA page 10)

Will the proposed CTE program(s) serve student subgroups that have a dropout rate higher than the state dropout rate?

Yes

Will proposed CTE program(s) serve the following unduplicated pupils?

Yes

Will the proposed CTE program(s) serve K-12 students that are defined as special populations per Perkins V?

Yes

Industry Sectors & Pathways

Targeted Industry Sectors

California Department of Education Industry Sectors

- ✓ Agriculture & Natural Resources (CDE)
- ✓ Arts, Media, & Entertainment (CDE)
- ✓ Engineering & Architecture (CDE)
- ✓ Health Science & Medical Technology (CDE)
- ✓ Information & Communication Technologies (CDE)
- ✓ Transportation (CDE)

Crosswalk California Community Colleges

- ✓ Advanced Transportation & Logistics (CCCCO)
- ✓ Agriculture, Water & Environmental Technologies (CCCCO)
- ✓ Energy, Construction & Utilities (CCCCO)
- ✓ Health (CCCCO)
- ✓ Information & Communication Technologies (ICT)/Digital Media (CCCCO)
- ✓ Life Sciences/Biotech (CCCCO)

Pathways & Design Purpose

✗ Create a New Pathway(s)

✓ Expand and/or Scale an Existing Pathway(s)

Pathway(s) Involved

- Agriculture & Natural Resources: Agricultural Mechanics
- Agriculture & Natural Resources: Agriscience
- Agriculture & Natural Resources: Animal Science
- Arts, Media, & Entertainment: Design, Visual & Media Arts
- Engineering & Architecture: Engineering Design
- Health Science & Medical Technology: Patient Care
- Information & Communication Technologies: Networking
- Transportation: Systems Diagnostics, Services & Repair

✗ Implement Cross-Sector Work

Work Plan

K14 Pathway Quality Strategies

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

K14 Pathway Quality Strategies: Curriculum and Instruction

Description of work funded by K12 SWP

The proposed *CTE Equity & Alignment* plan aims to address curriculum and instruction include supporting extra days for 8 CTE teachers to participate in NFNRC meetings and build connections with community college CTE faculty and administrators along with regional industry leaders, workforce development, and other collaborative CTE partners. This proposal would also support a portion of a CTE Project Manager's FTE who will oversee all grant-funded CTE activities for DJUSD, with a focus on enhancing and growing connections to industry and local community colleges, Sacramento State University, and UC Davis. The CTE Project Manager will also ensure special outreach attention is given to socioeconomically disadvantaged students, English learners, students with disabilities, students who are on probation, and foster youth to enroll in CTE pathways. In addition, 5 CTE counselors will support CTE students to take sequenced pathway courses toward completion at DSHS.

K12 SWP funds will also support DJUSD to contract for technical assistance and guidance to ensure all CTE pathways have clear and specific alignment to regional industry needs based on current and projected regional labor market needs.

New equipment and supplies are needed for the Health, ECU, and ICT/DM pathways to better align to industry, thus preparing students to be work ready with industry-recognized certifications as well as earn college credit while in high school with dual enrollment and articulation agreements with our partner colleges.

List of project activities

- To further equity in access, this funding will provide for more outreach about all CTE programs to every DJUSD family to increase awareness through videos and messaging to the community. ^[1]_[SEP]
- For better alignment to industry and partner colleges, DJUSD CTE staff and faculty ensure new equipment addresses the industry needs identified in the NFNRC priority sector pathway courses, including Health, ICT/DM, and ECU to address regional industry needs and articulate coursework and explore dual enrollment CTE courses with local community colleges. ^[1]_[SEP]
- Ensure all CTE curriculum aligned to state CTE Model Curriculum Standards and Career Education at local community colleges to ensure students graduate with job skills learned in locally relevant, project-based CTE pathways. ^[1]_[SEP]
- Led by CTE Project Manager, DJUSD will build out its CTE Advisory Committee to hone priorities through town hall meetings, with a focus on connecting the district's "graduate profile" to skills students need to be prepared for the 21st Century workforce. ^[1]_[SEP]
- Provide support through new CTE staff and professional development for high school faculty as they integrate relevant industry skills into curriculum across all pathways, including building, programming, designing, manufacturing, fabrication, prototyping, marketing, newsletter production, video production, business development, team projects, and collaboration. ^[1]_[SEP]
- Collect CTE student-level data for those participating in the proposed *CTE Equity & Alignment* plan. Conduct formative and summative data collection and analyses 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.

Partner role and responsibilities

DJUSD

- CTE Project Manager will oversee all grant-funded CTE activities for the district, with a focus on enhancing and growing connections to industry and local community colleges, Sacramento State University, and UC Davis. ^[1]_[SEP]
- CTE Project Manager will also ensure special outreach attention is given to socioeconomically disadvantaged students, English learners, students with disabilities, students who are on probation, and foster youth to enroll in CTE pathways. ^[1]_[SEP]
- 8 CTE teachers will attend quarterly NFNRC meetings with community college, industry, workforce development, and other collaborative CTE partners. ^[1]_[SEP]
- 5 CTE counselors will support CTE students to take sequenced pathway courses toward completion at DSHS. ^[1]_[SEP]
- Purchase new equipment and supplies to ensure Health, ECU, and ICT/DM pathways are aligned to NFNRC priority industry sectors needs and partner colleges' expectations for dual enrollment and articulation agreements with DSHS CTE pathways courses. ^[1]_[SEP]

Sacramento City College/American River College/Los Rios Community College District

Advise and collaborates with CTE staff and faculty at DSHS, and CTE Advisory Committee, to promote greater articulation between regional priority DSHS pathways and community college coursework. Identifies industry equipment and technology needs.

CTE Advisory Committee ^[1]_[SEP]

This committee is being expanded to advise and collaborate with CTE staff and faculty at DSHS, and community college staff and faculty to promote greater articulation between regional priority DSHS pathways and community college coursework.

Bayha Group

Collect student-level data for those participating in the **CTE Equity & Alignment** plan. Conduct formative and summative data collection and analyses to support and evaluate the plan, including, to the extent possible, demographic data used to evaluate progress in closing equity gaps in student access and completion, and earnings of underserved demographic groups.

Number of students and/or teachers to be served

Curriculum and instruction activities in this K12 SWP grant will occur across all DSHS CTE pathways, which reach approximately 1,200 students annually. This grant proposal anticipates supporting 8 high school CTE faculty through professional development and enhanced collaboration and articulation with community colleges and 4-year universities across pathways for student success. In addition, 5 CTE counselors will participate in post-secondary transition professional development and support CTE students to take sequenced pathway courses toward completion.

Justification for requested funds (Return on Investment)

To address greater equity in access to CTE programs, special outreach attention is given to socioeconomically disadvantaged students, English learners, students with disabilities, students who are on probation, and foster youth. In addition, the proposed new industry-standard equipment, dual enrollment planning and curriculum alignment with Sacramento City College and American River College in the Los Rios Community College District, and professional development/networking opportunities for CTE teachers and counselors that are included in this K12 SWP proposal represent a long-term investment in DSHS students. DSHS CTE programs are tied to NFNRC regional priority industry sectors and linked to community needs, interest, and feedback from surveys conducted with families and community stakeholders. The school's Engineering Design pathway in the ECU sector, for instance, consistently ranked in the top 3-4 requests for expansion and investment based on feedback from stakeholders including local businesses, the Chamber of Commerce, students, parents, 4-year universities, and partner community colleges. K12 SWP funds will allow DJUSD to continue to work on expanding its CTE Advisory Committee with members who are knowledgeable about regional job growth in the Sacramento region that includes Davis, and integrating desired workplace skills into the curriculum.

In order to track return on investment, student-level data will be collected and analyzed for those participating in this **CTE Equity & Alignment** plan. To the extent possible, the demographic data collected may be used to evaluate progress in closing equity gaps in program access and completion, and earnings of underserved demographic groups. These data will be provided to DJUSD to address grant reporting requirements as well as be shared with administrators and Board Members, community college districts,

and regional partners to support and evaluate the plan to make informed decisions about what is working and areas for improvement.

K14 Pathway Quality Strategies: Postsecondary Transition and Completion

Description of work funded by K12 SWP

The DJUSD CTE Project Manager will collaborate with CTE teachers and counselors, who will have extra days to attend CTE NFNRC meetings and networking opportunities with industry professionals to ensure pathways students in regional priority sectors have clear guidance to transition to local colleges. Staff and counselors will work with faculty and industry through CTE advisory groups to ensure students are properly trained for certification testing in CTE pathways: Agriscience (chemistry and sustainable agriculture), Animal Science (biology and sustainable agriculture and veterinary science), Agriculture Mechanics (design and fabrication and agriculture engineering); Health - Patient Care; Engineering; ICT/DM - Networking Cyber Security; ATL - Electric Vehicle Tech and Build, Basic Auto, and Advanced Automotive Technology. All pathways CTE teachers are credentialed in their industry sector, and help plan and build connections to local business partners, parents, alumni, colleges and universities for smooth transitions to work and college for students.

In addition to alignment across pathways, equity and inclusion is an important goal in coordinating better postsecondary transitions. DSHS strives to ensure a safe, inclusive and respectful environment for every student. Equity is a central tenant at DSHS, where the principal enacts a “free breakfast for every student” policy to ensure each student starts the day ready to learn. This practice carries through to the classroom, where the District’s multi-tiered system of support/intervention, guidance counselors, instructional coaches, and social emotional learning support framework come together with academic rigor to ensure success for CTE students.

List of project activities

- Provide additional time for CTE staff and CTE counselors to ensure that equipment and course curriculum in high school courses articulates to college-level work.
- CTE faculty and staff work to enhance and evaluate software CTE students use to determine relevance to industry and community college programs. For example, in the Engineering Design pathway, students become proficient in the industry-standard Onshape manufacturing/ engineering software to manage and share drawings and 3D models with local businesses.
- DSHS CTE teachers collaborate with college faculty to implement dual enrollment opportunities for pathway students with a focus on college and career readiness.
- College readiness is integrated into CTE pathways, and CTE counselors keep students on track to postsecondary achievement that aligns with community and local industry needs.

Partner role and responsibilities

Sacramento City College/American River College/Los Rios Community College District

Provide advice and collaboration in identifying industry-recognized certification opportunities, and reviewing curriculum and facilities. Develop and maintain articulation agreements; support mentoring opportunities for DSHS students.

DJUSD

District leadership focuses on course alignment between high school and college with the support of committed DSHS faculty and staff from the Agriculture; Water & Environmental Technologies; Advanced Transportation and Logistics; Energy, Construction & Utilities; Health; and Information & Communication Technologies (ICT)/Digital Media. Faculty and staff pledged to practice innovative teaching with the goal of preparing students to meet the uniquely unprecedented challenge of learning in the 21st Century.

CTE Advisory Committees

The DJUSD CTE Advisory Committee and industry-specific advisory groups for each of DSHS’s pathways will continue to link high school learning to college preparedness.

Booster Groups

Provide ongoing support and connections to local colleges and universities through parents and alumni supporters of CTE pathways at DSHS.

UC Davis

Several UC Davis partners have signed letters of support for DSHS CTE pathways in regional priority sectors, including the UC Cooperative Extension (Agriculture and Natural Resources), the chair of the Department of Biological and Agricultural Engineering, the dean of the College of Agricultural and Environmental Sciences, and the University's Community Education specialist.

Number of students and/or teachers to be served

Postsecondary transitions supported by this grant will occur across all DSHS pathways, which reach approximately 1,000 students annually. This grant supports 8 high school CTE faculty through professional development, equipment purchases, and greater coordination of CTE across pathways for student success.

Justification for requested funds (Return on Investment)

K12 SWP investment in DSHS includes time for 8 CTE staff to be responsible for building relationships with community colleges to support articulation, dual enrollment, and mentoring opportunities. K12 SWP funding supports time for 5 CTE counselors to participate in postsecondary transition professional development throughout the course of this grant. Funds also support state-of-the-art and industry-standard equipment in the Health, ICT/DM, and ECU pathways to enhance articulation to colleges and make it possible for students to efficiently transition to community colleges and/or 4-year universities. These smooth transitions and building efficiencies in student completion rates support the California Community Colleges Chancellor's Office metrics for success in workforce development.

K14 Pathway Quality Strategies: Work-Based Learning

Description of work funded by K12 SWP

Work-based learning under this grant focuses on connecting pathways students to internships, pre-apprenticeships, paid work experiences, mentoring, job shadowing, work site visits, and building ties among faculty K-14 to leverage existing industry relationships. Since each DSHS CTE pathway is tied to a regional priority sector, funding in this K12 SWP grant provides for staff to help coordinate WBL in a focused way within industries unique to the greater Sacramento region. Examples of this include individual advisory groups at the high school for Agriculture and ATL CTE pathways that link to new technologies in next-generation seed and agriculture biotech development, and to companies developing electric vehicle advances that move toward reliable, safe and greener modes of mobility.

List of project activities

This K12 SWP grant will enhance DJUSD efforts to strengthen work-based learning (WBL):

- Hire a consultant with expertise in coordinating virtual and in-person internships, faculty externships, college and career fairs, mentorships, industry/company tours, and speakers bureaus/webinars with industry professionals across various sectors. ^[1]_[SEP]
- CTE staff including a project manager and 5 CTE counselors will be trained to support CTE faculty as they guide students in lab and hands-on workshop experiences that mirror real life in the regional workforce. ^[1]_[SEP]
- A CTE consultant will provide technical assistance and develop internal capacity to oversee and manage online and in-person WBL program to provide opportunities for all CTE students. ^[1]_[SEP]
- Support CTE students to help them gain hands-on work experience along with technical skills, essential workplace skills such as time management, teamwork, critical thinking, problem solving, and communication mastery. ^[1]_[SEP]
- A consultant will provide a documented training plan and assignments related to all WBL in the District. ^[1]_[SEP]
- Funding supports a consultant to recruit industry partners and invite K-14 pathway faculty to collaborate on activities for students on all levels of the CTE pathway, including reviewing the knowledge and skill preparation needed for each WBL activity; providing robust assessment and documentation of student performance in the workplace; and designing and implementing orientation for workplace supervisors and students.
- Each DSHS CTE pathway will build on existing ties to industry to augment student experiences in WBL. ^[1]_[SEP]

Partner role and responsibilities

DJUSD CTE Advisory Committee

Continue to work with DJUSD and expand membership to enhance WBL for DSHS students.

Bayha Group

Develop a proof of concept student work-based learning (WBL) program including virtual and in-person internship for DSHS CTE students to gain access to hands-on work experience along with technical skills, essential workplace skills such as time management, teamwork, critical thinking, problem solving, and communication mastery. Recruit industry partners to host tours, serve as guest speakers or mentors, and host interns at their worksite (when possible). Provide orientation for workplace supervisors and students. Host a showcase for all internship participants to share with industry collaborators and the public what they created during the internship. Provide robust assessment and documentation of student performance in the workplace.

Plenty AG

Participate in CTE Advisory Committee, support students to participate in WBL and hands-on experience with latest technologies, provide feedback on curriculum development and related activities, identify/sponsor guest speakers, host student/faculty tours at events and facilities (sustainable indoor vertical farm).

Kaiser Permanente

Participate in CTE Advisory Committee, support students to participate in WBL and hands-on experience with latest technologies, provide feedback on curriculum development and related activities, identify/sponsor guest speakers, host student/faculty tours at events and facilities.

Number of students and/or teachers to be served

Work-based learning supported by this grant will occur across all DSHS pathways, which reach approximately 1,000 students annually. This grant serves supports 8 high school CTE faculty through greater coordination with WBL activities aligned to industry sectors across all DJUSD CTE pathways for student success.

Justification for requested funds (Return on Investment)

K12 SWP funding for work-based learning furthers CTE program development and student success at DSHS in several ways: (1) it enables DJUSD to hire a consultant to conduct a 6-month post-graduation CTE survey, coordinate virtual and in-person sustainable WBL activities, and oversee CTE outcome data collection. WBL should connect to relevant industry needs, and this funding provides technical assistance and guidance for clear design, delivery and outcomes based on current labor market analyses.

In order to track return on investment, student-level data will be collected and analyzed for those participating in this grant-funded *CTE Equity & Alignment* plan. These data will be provided to DJUSD to make informed decisions and to address reporting requirements. The data may also be used by policymakers, DJUSD administrators and Board Members, community college districts, and 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.

Leveraged 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)
- × SWP (Strong Workforce Program)

✕ Other

Budget & Match

Grant Funds Summary

Expenditure Type	K12 SWP Grant Funds
1000 - Certificated Salaries	\$64,500
2000 - Classified Salaries	\$28,625
3000 - Employee Benefits	\$65,643
4000 - Books and Supplies	\$228,000
5000 - Services and Other Expenditures	\$261,000
6000 - Capital Outlay	\$0
7000 - Indirect Costs	\$25,911
Total Grant Funds Budgeted	\$673,679

Financial Match Summary

Expenditure Type	Financial Match
1000 - Certificated Salaries	\$990,199
2000 - Classified Salaries	\$87,508
3000 - Employee Benefits	\$221,455
4000 - Books and Supplies	\$35,926
5000 - Services and Other Expenditures	\$10,924
6000 - Capital Outlay	\$9,273
7000 - Indirect Costs	\$0
Total Financial Match	\$1,355,285

Davis Joint Unified: Budget

Budget Funds

Expenditure Type	2020-21	2021-22	2022-23	Totals
1000 - Certificated Salaries	\$12,900	\$25,800	\$25,800	\$64,500
2000 - Classified Salaries	\$7,875	\$10,375	\$10,375	\$28,625
3000 - Employee Benefits	\$13,709	\$25,967	\$25,967	\$65,643
4000 - Books and Supplies	\$48,000	\$90,000	\$90,000	\$228,000
5000 - Services and Other Expenditures	\$87,000	\$87,000	\$87,000	\$261,000
6000 - Capital Outlay				\$0
7000 - Indirect Costs	\$6,779	\$9,566	\$9,566	\$25,911
Total Budget	\$176,263	\$248,708	\$248,708	\$673,679

Davis Joint Unified: Expenditure Descriptions**1000 - Certificated Salaries**

- Additional days for 8 CTE teachers x \$215 per day for 15 days to attend regional CTE meetings that community college, industry, workforce development, and other collaborative CTE partners for grant period

2000 - Classified Salaries

- Part-time (.2) FTE CTE Project Manager to oversee all CTE activities for DJUSD
- Additional hours for 5 CTE counselors to participate post-secondary transition professional development and support CTE students to take sequenced pathway courses toward completion \$215 per day (5 CTE counselors x \$215 per day x 5 days per counselors)

3000 - Employee Benefits

- Benefits for additional days for 8 teachers x 15 days to attend regional CTE meetings that community college, industry, workforce development, and other collaborative CTE partners for grant period (Employee Benefits Statutory Benefit rate of 27%)
- Benefits for part-time (.2) FTE CTE Project Manager to oversee all CTE activities for DJUSD (Employee Benefits Statutory Benefit rate of 27%)
- Benefits for additional hours for 5 CTE counselors to participate post-secondary transition professional development (Employee Benefits Statutory Benefit rate of 27%)

4000 - Books and Supplies

- Purchase new equipment and supplies for NFNRC priority industry sector Health needed to better align to industry. thus preparing students for industry certifications and articulation agreements with our partner college. Update current equipment and supplies that align with both post-secondary and industry standards.
- Purchase new equipment and supplies for NFNRC priority industry sector ICT/DM needed to better align to industry. thus preparing students for industry certifications and articulation agreements with our partner college. Update current equipment and supplies that align with both post-secondary and industry standards.
- Purchase new equipment and supplies for NFNRC priority industry sector Engineering pathway in the the Energy, Construction & Utilities (ECU) industry sector needed to better align to industry. thus preparing students for industry

certifications and articulation agreements with our partner college. Update current equipment and supplies that align with both post-secondary and industry standards.

5000 - Services and Other Expenditures

- Develop recruitment and outreach CTE materials including brochures, videos
- CTE Consultant to oversee 6-month post-graduation CTE survey, virtual and in-person sustainable work-based learning, CTE outcome data collection
- Consultant to provide technical assistance and guidance for having a clear and specific alignment of CTE pathways (design, delivery, and outcomes) and current and projected regional labor market needs. Evidence provides a clear case for a current and projected, local and regional labor market need for the CTE pathway.
- CTE consultant will develop a proof of concept student work-based learning (WBL) program including virtual and in-person internship for DSHS CTE students to gain access to hands-on work experience along with technical skills, essential workplace skills such as time management, teamwork, critical thinking, problem solving, and communication mastery. Recruit industry partners to host tours, serve as guest speakers or mentors, and host interns at their worksite (when possible). Provide orientation for workplace supervisors and students. Host showcase for all internship participants to share with industry collaborators and the public what they created during the internship. Provide robust assessment and documentation of student performance in the workplace.

7000 - Indirect Costs









Indirect costs not to exceed 4%

Davis Joint Unified: Match

Financial Match Funds

Expenditure type	Financial Match	Source of Match Funds (100 char max)
1000 - Certificated Salaries	\$990,199	Unrestricted LCFF Base, Supplemental, Parcel Tax, Perkins, Ag IG
2000 - Classified Salaries	\$87,508	Unrestricted LCFF Base, Supplemental, Parcel Tax, Perkins, Ag IG
3000 - Employee Benefits	\$221,455	Unrestricted LCFF Base, Supplemental, Parcel Tax, Perkins, Ag IG
4000 - Books and Supplies	\$35,926	Unrestricted LCFF Base, Supplemental, Parcel Tax, Perkins, Ag IG
5000 - Services and Other Expenditures	\$10,924	Unrestricted LCFF Base, Supplemental, Parcel Tax, Perkins, Ag IG
6000 - Capital Outlay	\$9,273	Unrestricted LCFF Base, Supplemental, Parcel Tax, Perkins, Ag IG
7000 - Indirect Costs		
Total Financial Match	\$1,355,285	

Supporting Documents

Document Title	Type	Uploaded	Comment
 Los Rios CCD Equity and Alignment DJUSD K12 SWP 2020b.pdf	Letter of Support	10/15/2020, 11:49:43 AM	N/A
 cteig2020-21attach1 DAVIS CT Oct 13 FINAL .pdf	High-Quality CTE Program Evaluation	10/13/2020, 4:06:01 PM	N/A
 TPMG Kaiser Davis Letter for Dr Farin (1).pdf	Letter of Support	10/13/2020, 1:06:57 PM	N/A
 Bayha Group DJUSD Equity and Alignment Ltr K12SWP 2020.pdf	Letter of Support	10/13/2020, 9:33:18 AM	N/A
 Plenty Ag CTE Equity and Alignment Grant.pdf	Letter of Support	10/12/2020, 3:50:41 PM	N/A
 Art crc & davis sr high weld 100.pdf	Agreement/MOU	10/8/2020, 3:17:32 PM	N/A
 DJUSD CA&ES support letter, 10-05-20.pdf	Letter of Support	10/8/2020, 1:54:25 PM	N/A
 Articulation Agreement ARC - Davis Sr HS 2018-19 AT 100.pdf	Agreement/MOU	10/8/2020, 1:48:15 PM	N/A
 YoloCounty MOU DJUSD 2020.pdf	Agreement/MOU	10/8/2020, 11:48:56 AM	N/A

Certification

Certifying Authority

Blaine Smith
 Chair
smithbl@butte.edu
 (530) 895-2894

Approved by Blaine Smith

12/08/2020 01:08 PM PST



California
Community
Colleges



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NOVA Site Version: 4.28.2

K12 Strong Workforce Program Produced: 01/14/2021 10:57 AM PST Becca Mortimer

Davis INSPIRE: Certified

Details

Pathway Improvement Name

Davis INSPIRE

Region within which applying

North/Far North

Start Date

01/01/2021

End Date

06/30/2023

Assurances

This Pathway/Program Work Plan is:

- ✓ In compliance with K12 SWP legislation ([Ed Code 88827](#)).
- ✓ Aligned with your district(s)/partner district(s) 2020-21 LCAP
- ✓ Informed by, aligned with, and expands upon your region's Strong Workforce Program 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.

All LEAs will:

- ✓ In addition, to ensure that the K12 SWP legislative reporting requirements are met, all grant recipients, both lead and partnering LEAs, are required to do the following until an MOU is executed between CDE and CCCCCO for information sharing on K-12 data:
 1. Sign an MOU with Cal-PASS Plus to facilitate the sharing of data with the Cal-PASS Plus data system (if not already done so);
 2. Maintain a current MOU with Cal-PASS Plus throughout the life of the awarded grant;
 3. Beginning in 2021-22, upload end-of-year data files, as applicable and required by K12 SWP, into the Cal-PASS Plus system annually by November 1.
- ✓ 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.

Lead Agency

Davis Joint Unified

Lead LEA Type

Unified School District

Agency Information

Address

526 B Street | Davis, CA | 95616-3811

Region

North/Far North

Website

<http://www.djUSD.net>

Community College District

Los Rios CCD

Part of a Rural School District

No

Unemployment Rate

4.1%

Total ADA (Average Daily Attendance)

Per Senate Bill 117, ADA changed for reporting for both 2019-20 P-2 and annual to include all full school months from July 1, 2019 to February 29, 2020 to mitigate the impact of COVID closures on ADA. County Offices of Education should only include the ADA of schools for which they provide direct oversight.
3543.82

K12 SWP 2019-20 Award/Role

Was your organization awarded funds in 2019-20?

Yes

If yes, what is your organization's role in this work (as Lead or K-12 Partner Agency)?

Lead LEA

CTEIG Award

Was your organization awarded CTEIG funds in 2019-20?

No

Will your organization apply for CTEIG funds in 2020-21?

Yes

Participating Schools

School

Davis Senior High School

Holmes Junior High

Emerson Junior High

Harper Junior High

Primary Contact(s)

Name	Role	Email
Garry Pearson	Project Lead Contact	gpearson@djUSD.net
Rody Boonchouy	Project Lead Contact	rboonchouy@djUSD.net
troy allen	Project Lead Contact	tallen@djUSD.net
Mallory Arevalos	Institution Project Fiscal Reporter	marevalos@djUSD.net

K12 Partner Agencies (optional)

No K12 Partner Agencies added.

ADA Totals

Name	ADA	Agency Type
Davis Joint Unified	3,543.82	Unified School District

Higher Education Partners**American River College****Higher Education Partner Agency Type**

College

Agency Information**Address****Region**

North/Far North

Website

N/A

Community College District

Los Rios CCD

Primary Contact(s)

Name	Role	Email
John McCormack	Contact - View Only	mccormj@arclosrios.edu

Cosumnes River College**Higher Education Partner Agency Type**

College

Agency Information**Address****Region**

North/Far North

Website

N/A

Community College District

Los Rios CCD

Primary Contact(s)

Name	Role	Email
Jason Roberts	Contact - View Only	robertj@crc.losrios.edu

Sacramento City College**Higher Education Partner Agency Type**

College

Agency Information**Address****Region**

North/Far North

Website

N/A

Community College District

Los Rios CCD

Primary Contact(s)

Name	Role	Email
Andrea Gaytan	Contact - View Only	gaytana@scc.losrios.edu

University of California-Davis**Higher Education Partner Agency Type**

4-Year College/University

Agency Information**Address**

One Shields Avenue | Davis, CA | 95616

Region

N/A

Websitewww.ucdavis.edu**Community College District**

N/A

Primary Contact(s)

Name	Role	Email
Dr. Helene Dillard	Contact - View Only	hrdillard@ucdavis.edu

Collaborative Partners (optional)**Yolo County Office of Education****Agency Type**

Other

Address

N/A

Website<https://www.ycoe.org/>**Partner Role**

✓ Work-Based Learning Experiences for Students

Contacts

Name	Role	Email
Me. garth lewis	Contact - View Only	garth.lewis@ycoe.org

Bayha Group

Agency Type

Other

Address

7875 Highland Village Pl., Suite B102-383 | San Diego, CA | 92129

Website

www.bayhagroup.com

Partner Role

✓ Work-Based Learning Experiences for Students

Contacts

Name	Role	Email
June Bayha	Contact - View Only	june@bayhagroup.com

Kaiser Permanente

Agency Type

Industry

Address

N/A

Website

N/A

Partner Role

✓ Partnership and Subject-Matter Expertise

✓ Curriculum Development/Alignment

Contacts

Name	Role	Email
Mark Ho	Contact - View Only	mark.dho@kp.org

Plenty-Ag

Agency Type

Business

Address

N/A

Website

www.plenty.ag

Partner Role

✓ Partnership and Subject-Matter Expertise

Contacts

Name	Role	Email
Melanie Yelton	Contact - View Only	myelton@gmail.com

Problem Statement

Provide a brief Problem Statement that is concise, clear, and evidence-based, supporting the problem or need that your K12 SWP efforts will address.

Davis Joint Unified School District (DJUSD) serves 8,587 students in Yolo and Solano Counties, at the heart of an emerging need for well-trained healthcare practitioners, tech and multimedia professionals. Both Health and Information & Communication Technologies/Digital Media (ICT/DM) link to North Far North (NFN) SWP regional priority sectors. DJUSD's recently approved Patient Care pathway ties to Sacramento City College's (SCC's) Health sector, & its ICT/DM pathways have been redesigned to meet industry and community demand. Implementing more and better CTE pathways like these necessitates staff to oversee activities and ensure student experiences are aligned to workforce needs and college programs. One major challenge is reaching students at a younger age to convey CTE options and excite them about potential careers before they reach high school. DJUSD plans to strengthen coordinated career exploration and articulation to high school and community college CTE pathways for students at its 3 junior highs (2,137 7th-9th grade) by leveraging community momentum and building connections to college & careers with career events and enhanced articulation to SCC. This will position students for success in 2 priority sectors before 10th grade at 1,823-student Davis Senior High School (DSHS), a critical step to creating a pipeline of skilled workers to fill regional high-wage jobs that fall into middle- and high-skill brackets. More than 70% of NFN region's healthcare practitioners and technicians jobs require *middle skills*, and about 25% require *above middle skill* training & education (T&E). In ICT/DM, about 70% of jobs require *above middle skill* investment in T&E.

These distinctions place postsecondary education, industry certification, work readiness at the fore. DJUSD's workforce partners set advancing workers into *middle-skill and higher-paying occupations* as a common goal, which aligns with CCC's goal to increase transfers to 4-year universities and number of students who acquire degrees/certificates. Both entry- and experienced-level pay for healthcare practitioners and technical occupations top all other major sector occupations at \$26/hr for entry level and \$43/hr for more experienced employees in the greater Sacramento region. Also regionally, many tech-heavy digital media occupations in design pay well above occupations in other sectors, with median wage of \$22/hr for entry level workers, and \$36/hr for more experienced employees.

Project Objectives

Provide clear, concrete objectives, which this project aims to achieve, to address the issues in the Problem Statement. Include how the LEA(s) is using the K12 SWP funds to help meet those objectives. Avoid statements of lofty goals.

DJUSD seeks to bridge the gap between CTE pathways and labor market needs by implementing the proposed *Davis INSPIRE (INSPIRE)*, a program bringing career exploration to middle schoolers. Integrated into this approach are college and career exploration, postsecondary transition, and work-based learning (WBL) for high schoolers. INSPIRE connects 7th-8th graders to industry professionals, job shadowing opportunities, and continued industry connections into high school. INSPIRE activities include major annual events where students showcase their projects to local employers, meet industry leaders, and discover in-demand careers in the greater Sacramento area. Equity and access is paramount to DJUSD, with more than 50% of students of color and 23% economically disadvantaged.

College and career exploration strategies include heavy community outreach about pathways programs to engage younger students, hands-on activities for students to experiment with skills across local industries, and greater input from industry and community colleges about paths students may follow to achieve their goals. Special outreach attention will be given to socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth.

DJUSD will achieve smooth postsecondary transition and completion through enhancing dual enrollment opportunities. DJUSD will develop internal capacity to oversee and manage online and in-person work-based learning programs to provide opportunities for all students to access meaningful college and career exploration, smooth transition to postsecondary and career paths through greater access to CTE internships, industry certifications, and innovative online and in-person WBL opportunities across junior and senior high schools.

K12 SWP funds will provide time for 5 middle school CTE teachers and 10 high school CTE teachers to coordinate career exploration events. Additional staff include 1 half-time CTE project manager and 1 part-time college and career exploration and WBL coordinator to build relationships with local colleges for further articulation, dual enrollment, hands-on career events. Transportation costs are factored in for 7th-12th graders to attend job shadow and SkillsUSA leadership opportunities, facility tours, and off-campus industry meetings. All CTE activities will be marketed (brochures/videos) to capture student and parent interest.

Local/Regional Economies

For the LEA to be considered in high unemployment area, the unemployment rate of the county in which in LEA is located must be over 6.451%, in alignment with the Workforce Innovation and Opportunity Act (WIOA). LEAs are classified as Rural School Districts if they meet 'Small, Rural School Achievement Program' or REAP eligibility standards as determined by the U.S. Department of Education (<https://www2.ed.gov/programs/reapsrsa/eligibility.html>).

Unemployment Rates & Rural School Districts

Lead/Partner LEA	Rural School District?	Unemployment Rate
Davis Joint Unified	No	4.1% 

Underserved Student Populations

Annual Adjusted Statewide Grades 9-12 Dropout Rate

9.0% (for 2018-19, per CDE RFA page 10)

Will the proposed CTE program(s) serve student subgroups that have a dropout rate higher than the state dropout rate?

Yes

Will proposed CTE program(s) serve the following unduplicated pupils?

Yes

Will the proposed CTE program(s) serve K-12 students that are defined as special populations per Perkins V?

Yes

Industry Sectors & Pathways

Targeted Industry Sectors

California Department of Education Industry Sectors

- ✓ Agriculture & Natural Resources (CDE)
- ✓ Arts, Media, & Entertainment (CDE)
- ✓ Engineering & Architecture (CDE)
- ✓ Health Science & Medical Technology (CDE)
- ✓ Information & Communication Technologies (CDE)
- ✓ Transportation (CDE)

Crosswalk California Community Colleges

- ✓ Advanced Transportation & Logistics (CCCCO)
- ✓ Agriculture, Water & Environmental Technologies (CCCCO)
- ✓ Energy, Construction & Utilities (CCCCO)
- ✓ Health (CCCCO)
- ✓ Information & Communication Technologies (ICT)/Digital Media (CCCCO)
- ✓ Life Sciences/Biotech (CCCCO)

Pathways & Design Purpose

✕ Create a New Pathway(s)

✓ Expand and/or Scale an Existing Pathway(s)

Pathway(s) Involved

- Agriculture & Natural Resources: Agricultural Mechanics

- Agriculture & Natural Resources: Agriscience
- Agriculture & Natural Resources: Animal Science
- Arts, Media, & Entertainment: Design, Visual & Media Arts
- Engineering & Architecture: Engineering Design
- Health Science & Medical Technology: Patient Care
- Information & Communication Technologies: Networking
- Transportation: Systems Diagnostics, Services & Repair

× Implement Cross-Sector Work

Work Plan

K14 Pathway Quality Strategies

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

K14 Pathway Quality Strategies: College and Career Exploration

Description of work funded by K12 SWP

DJUSD will leverage CTE Incentive Grant funding and K12 SWP funding to grow the program, **Davis INSPIRE** and heavily market college and career exploration activities to middle school students and parents while also building connections for high school students to explore college and career through in-person and virtual experiences. This research-based approach incorporates career exploration through events with hands-on activities for students to experiment with skills across different local industries, heavy marketing and video production to engage younger students in thinking about potential careers, and input from industry and community colleges about paths students may follow to achieve their goals.

List of project activities

College and career exploration activities include:

- * **Davis INSPIRE** planning takes place with DJUSD CTE faculty, staff, administrators, local industry and community college partners. ^[1]_[SEP]
- * Parent outreach through the PTAs and boosters associations. ^[1]_[SEP]
- * Technical assistance and guidance is provided for developing and sustaining a clear and specific alignment of CTE pathways (design, delivery, and outcomes), and tracking current and projected regional labor market needs. Evidence provides a clear case for a current and projected, local and regional labor market need for each CTE pathway. ^[1]_[SEP]
- * Consultant to develop recruitment and outreach CTE materials including brochures, videos to promote **Davis INSPIRE**. ^[1]_[SEP]
- * Middle school and high school counselors work with new DJUSD college and career exploration and WBL coordinator, and CTE project manager across pathways to identify student strengths and interests starting in 7th grade. ^[1]_[SEP]
- * Transportation costs are factored in for SWP, as 7th-12th graders will be attending job shadow opportunities, facility tours, and off-campus industry meetings by bus or shuttle. ^[1]_[SEP]
- * Students travel to leadership competitions to enhance learning, including SkillsUSA events. ^[1]_[SEP]
- * DJUSD regularly surveys students, parents, industry partners, and college and university partners about college and career experiences and updates and improves programs based on feedback.

Partner role and responsibilities

DJUSD

Part-time DJUSD Career Exploration & WBL Coordinator works with counselors and CTE Project Manager to communicate with students, parents, industry, and postsecondary institutions about upcoming college and career events and strategies to benefit middle schoolers.

CTE Advisory Committee

DJUSD is developing its CTE Advisory Committee across industries to include new Health sector members from Sacramento City College, American River College, Cosumnes College, UC Davis, Ag Booster, Davis Chamber of Commerce, local hospitals and clinics, and current partners that include DSHS faculty and staff, DSHS Transportation Booster, Citrus Circuits, Kaiser Permanente, Bayha Group, Adams Group, Plenty AG, and Transportation Services, Inc., among other businesses.

Number of students and/or teachers to be served

Approximately 1,500 DJUSD middle schoolers and high schoolers will benefit from career exploration activities through this grant. Transportation will be provided for students to attend off-campus meet and greets with industry professionals, field trips to company headquarters, factories, and manufacturing plants. Students will have hands-on opportunities to explore in-demand careers on campus through occasional events guided by CTE teachers, a college and career exploration and WBL coordinator, consultants, the DJUSD CTE Advisory Committee, and CTE Project Manager. All 13 secondary CTE teachers will have time to coordinate and support career exploration activities to be held on campuses or in the community.

Justification for requested funds (Return on Investment)

Beginning college and career exploration in the 7th grade and creating more and better CTE pathways opportunities that are aligned to local workforce needs enhance student experiences through real-life encounters with professionals and a clearly articulated pathway to college and career success. Investing in a Career Exploration & WBL Coordinator as a new part-time role creates DJUSD accountability to coordinate high-quality CTE student experiences. A half-time CTE Project Manager will ensure college and career exploration is inclusive to students across campuses and from all backgrounds, including students with disabilities, foster youth, and students living in poverty. A consultant will initiate and analyze CTE outcome data and post-graduation surveys to ensure that objectives are on target with student goals and achievements.

K14 Pathway Quality Strategies: Postsecondary Transition and Completion

Description of work funded by K12 SWP

Davis INSPIRE for middle school college and career exploration is designed to build momentum for students across their secondary education years as they enter sequenced CTE pathways at Davis Senior High School (DSHS) and consider dual enrollment opportunities at local community colleges and start researching industry credentials. Alignment between high school CTE classes and college coursework at local community colleges is critical to student success as high schoolers progress through pathways. This proposal supports postsecondary transitions and completion across all DJUSD CTE pathways and ensures they are tied to labor market demand regionally as well as college programs.

A gap in skilled workers persists with a pressing need for healthcare practitioners, with the sector projected to grow in the Sacramento region by 12% through 2022 (NFN Region Centers of Excellence & Los Rios Community College District). Statewide, however, only 7% of high school CTE students in the region are enrolled in health sector pathways. For example, the Patient Care CTE pathway at DJUSD aligns with the top regional need for most desired skills. Local health employers include Dignity Health, UC Davis Health, Kaiser Permanente, UC Davis Health, Sutter Health, and Universal Health Services.

The ICT/digital media (DM) sector is projected to grow locally by 6% through 2024, and 18% of CTE high school students regionally are enrolled in digital media or related CTE courses. DJUSD sees this student interest and community backing as an opportunity to better align its current DM pathway with Sacramento City College courses and degree programs, and industry certifications, including Cisco certified network associate, IT infrastructure library certification, Cisco certified network professional, certified A+ technician (CompTIA A+ Technician), Microsoft certified professional, CompTIA network+, and project management certification. CTE coursework in the revamped DM and cyber security pathways will include work in the most in-demand computer languages

Java and JavaScript, and build foundational employer-desired skills in project management, customer service, information systems, and technical support that will continue in community colleges or 4-year universities.

List of project activities

DJUSD will achieve smooth postsecondary transitions and completions by:

- * Half-time CTE Project Manager to oversee all DJUSD pathway activities and ensure new and expanding pathways meet labor market needs and align with industry certification and postsecondary programs. ^{[1][1]}_[SEP]
- * Hire 1 part-time College and Career Exploration & WBL Coordinator to build relationships with local Los Rios Community College District for further articulation between CTE pathways and college courses, and to provide dual enrollment for DSHS students. ^{[1][1]}_[SEP]
- * 5 CTE teachers attend industry-specific educator conferences to stay up to date on required skills, certifications, and postsecondary attainment for careers in Health, ICT/DM, and across CTE pathways. ^{[1][1]}_[SEP]
- * Sacramento City College/Los Rios Community College District works with DJUSD to review curriculum, facilities, and equipment for alignment; identify industry-recognized certification opportunities; identify industry equipment and technology needs; and support mentoring activities for DJUSD students. ^{[1][1]}_[SEP]
- * DJUSD CTE faculty and staff recruit new industry professionals to the district's CTE Advisory Committee in health and ICT/DM sectors to advise on industry certifications, and skill levels needed for entry into occupations. ^{[1][1]}_[SEP]

Partner role and responsibilities

DJUSD

Ensures collaboration among CTE teachers, consultants, CTE project manager, and CTE coordinator with Los Rios Community College District, Sacramento City College, and American River College to ensure alignment of new Health pathway and re-envisioned ICT/DM sector pathway to college level courses.

CTE Advisory Committee

Developing advisory committee includes DJUSD faculty, students, counselors, parents, and industry, and will include Health sector members from Kaiser Health, Sacramento City College, UC Davis, Davis Chamber of Commerce, and local hospitals and clinics.

Sacramento City College/Los Rios Community College District

Review curriculum, facilities, and equipment for alignment; identify industry-recognized certification opportunities; identify industry equipment and technology needs; and support mentoring activities for DJUSD students.

UC Davis

Professors, researchers, and staff are partnering with DJUSD to serve on the new CTE advisory board for Health and ICT/DM sector program, and advising on curriculum. Partner opens state of the art facilities to DJUSD CTE students and faculty for tours, workshops, and meetings.

Number of students and/or teachers to be served

As of fall 2020, it is estimated a total of 1,059 DJUSD CTE high school students (784) and all 7th-9th grade CTE students (275) will be served through postsecondary transition and completion activities. The half-time CTE project manager will coordinate activities across pathways, and work to enhance college program exploration starting in the district's junior high schools. One part-time College and Career Exploration & WBL Coordinator will build relationships with local community colleges to further support articulation, dual enrollment, and more. Fifteen DJUSD CTE teachers will have the opportunity to partner on curriculum development with college partners. Special outreach attention will be given to socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth. In DJUSD, 1 in 5 students are homeless, foster youth, lives in poverty, or is an English learner.

Justification for requested funds (Return on Investment)

The value of this investment rests with the high-caliber of CTE credentialed faculty who will be leading students in the new Health pathway and re-imagined ICT/DM pathway with the latest, relevant technology for student use. Also, new industry-standard equipment provides a clear articulation between what high school students at DJUSD middle schools and DSHS learn in the pathways and what they will learn in college courses. CTE faculty will participate in ongoing professional development and take

on leadership roles in relevant industry and educator organizations that provide value for students whose professional networks expand with greater regional reach.

K14 Pathway Quality Strategies: Work-Based Learning

Description of work funded by K12 SWP

DJUSD will develop internal capacity to oversee and manage online and in-person work-based learning programs to provide opportunities for all pupils to gain access to paid work experience or pre-apprenticeships, internships, industry certifications, and work-based learning opportunities for industry to provide input to the CTE programs and curriculum. This includes a documented training plan and assignments related to work-based learning. Recruit industry partners and invite K–12 CTE pathway faculty to collaborate on activities for students on all levels of the CTE pathway including reviewing the knowledge and skill preparation needed for each work-based learning activity; provide robust assessment and documentation of student performance in the workplace; and orientation for workplace supervisors and students.

List of project activities

This K12 SWP grant will enhance DJUSD efforts to strengthen work-based learning (WBL) by:

- * Hiring a consultant with expertise in coordinating WBL including internships, pre-apprenticeships, paid work experiences, job shadowing, mentoring, and worksite visits^{[1][2]}
- * CTE staff including a project manager will support more hands-on WBL opportunities^{[1][2]}
- * A CTE consultant will provide technical assistance and develop internal capacity to oversee and manage online and in-person WBL program to provide opportunities for DJUSD students^{[1][2]}
- * Each DSHS CTE pathway will build on existing ties to industry to augment student experiences in WBL^{[1][2]}
- * Virtual and in-person internships, faculty externships, college and career fairs, mentorships, industry/company tours, and speakers bureaus^{[1][2]}
- * Participating students in WBL to gain hands-on work experience along with technical skills, essential workplace skills such as time management, teamwork, critical thinking, problem solving, and communication mastery^{[1][2]}
- * Increase connections to industry professionals who can serve as guest speakers and mentors^{[1][2]}

Partner role and responsibilities

CTE Advisory Committee

Developing and expanding group provides oversight of WBL training plans and student assignments, participates in providing internships and paid work experience, offers feedback on all WBL activities, and provides job site visits, shadowing, and mentorship connections for DJUSD students.

Los Rios Community College District/Sacramento City College

Partners with DJUSD WBL activities to ensure activities align with college coursework and/or industry certifications offered at campuses. Provides opportunities for DJUSD students to gain WBL through regional industry connections.

Yolo County Office of Education

Partners with DJUSD on WBL activities and opportunities regionally. Co-hosts hands-on career events for younger students, and provides resources and feedback on new WBL opportunities.

Bayha Group

Develop a proof of concept student work-based learning (WBL) program including virtual and in-person internship for DSHS CTE students to gain access to hands-on work experience along with technical skills, essential workplace skills such as time management, teamwork, critical thinking, problem solving, and communication mastery. Recruit industry partners to host tours, serve as guest speakers or mentors, and host interns at their worksite (when possible). Provide orientation for workplace supervisors and students. Host Showcase for all internship participants to share with industry collaborators and the public what they created during the internship. Provide robust assessment and documentation of student performance in the workplace.

Number of students and/or teachers to be served

WBL activities will impact approximately 1,500 of DJUSD's middle and high school students, who will benefit from stronger industry connections and industry input in the development and focus of CTE pathways. Approximately 50 students each year will participate in paid work experience, pre-apprenticeships, internships, or industry certification test prep and skills development. All 15 middle and high school CTE teachers have the opportunity to participate in WBL activities, programs, and workplace orientations that are established for their students.

Justification for requested funds (Return on Investment)

K12 SWP funds will allow a consultant to oversee and manage online and in-person WBL to provide opportunities for students to gain access to paid work experience or pre-apprenticeships, internships, and industry certifications. These connections are invaluable for students seeking to enter the workforce or better prepare themselves for desired industry certification test prep. Through DJUSD's WBL initiative, industry will be able to provide input to CTE programs and curriculum, which informs students' CTE and college coursework. Funds provide for accountability through a documented training plan and assignments for students, all with WBL at the core. DJUSD's consultant will recruit industry partners and invite grades 7-12 CTE pathway faculty to collaborate on activities for students in reviewing the knowledge and skill preparation needed for each WBL activity. These funds are an investment to provide robust assessment and documentation of student performance in the workplace, and orientation for workplace supervisors and students.

In order to monitor return on investment on WBL, student-level data will be collected and analyzed and then provided to DJUSD for grant reporting. These data may also be used by policymakers, district administrators and board members, community college districts, and 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.

Leveraged 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)
- × SWP (Strong Workforce Program)
- × Other

Budget & Match

Grant Funds Summary

Expenditure Type	K12 SWP Grant Funds
1000 - Certificated Salaries	\$96,750
2000 - Classified Salaries	\$165,000
3000 - Employee Benefits	\$70,674
4000 - Books and Supplies	\$0
5000 - Services and Other Expenditures	\$313,500
6000 - Capital Outlay	\$0
7000 - Indirect Costs	\$25,838
Total Grant Funds Budgeted	\$671,762

Financial Match Summary

Expenditure Type	Financial Match
1000 - Certificated Salaries	\$990,198
2000 - Classified Salaries	\$87,508
3000 - Employee Benefits	\$221,455
4000 - Books and Supplies	\$35,926
5000 - Services and Other Expenditures	\$10,924
6000 - Capital Outlay	\$0
7000 - Indirect Costs	\$0
Total Financial Match	\$1,346,011

Davis Joint Unified: Budget

Budget Funds

Expenditure Type	2020-21	2021-22	2022-23	Totals
1000 - Certificated Salaries	\$32,250	\$32,250	\$32,250	\$96,750
2000 - Classified Salaries	\$37,000	\$64,000	\$64,000	\$165,000
3000 - Employee Benefits	\$18,698	\$25,988	\$25,988	\$70,674
4000 - Books and Supplies	\$0	\$0	\$0	\$0
5000 - Services and Other Expenditures	\$99,500	\$107,000	\$107,000	\$313,500
6000 - Capital Outlay				\$0
7000 - Indirect Costs	\$7,498	\$9,170	\$9,170	\$25,838
Total Budget	\$194,946	\$238,408	\$238,408	\$671,762

Davis Joint Unified: Expenditure Descriptions**1000 - Certificated Salaries**

- Additional days for all 5 CTE teachers at 3 middle schools to coordinate INSPIRE career exploration events for all middle school students \$215 per day (5 CTE teachers x \$215 per sub per day x 10 days per teacher)
- Additional days for 10 high school CTE teachers to coordinate INSPIRE career exploration events for all middle school students \$215 per day (10 CTE teachers x \$215 per sub per day x 10 days per teacher)

2000 - Classified Salaries

- Half-time (.5) FTE CTE Project Manager to oversee all CTE activities for DJUSD of \$60,000
- Part-time (.4) FTE College and Career Exploration & WBL Coordinator responsible for coordinating WBL and building relationships with local community colleges to further support articulation, dual enrollment, etc. of \$60,000
- Part-time (.2) FTE CTE Project Coordinator responsible for grant monitoring on all expenditures of \$50,000

3000 - Employee Benefits

- Benefits for addso that all 5 CTE teachers at 3 middle schools to coordinate INSPIRE career exploration events for all middle school students (Employee Benefits Statutory Benefit rate of 27%)
- Benefits for additional days for 10 high school CTE teachers to coordinate INSPIRE career exploration events for all middle school students (Employee Benefits Statutory Benefit rate of 27%)
- Benefits for half-time (.5) FTE CTE Project Manager to oversee all CTE activities for DJUSD (Employee Benefits Statutory Benefit rate of 27%)
- Benefits for part-time (.4) FTE College and Career Exploration & Work-based Learning Coordinator to oversee all CTE activities for DJUSD (Employee Benefits Statutory Benefit rate of 27%)
- Benefits for part-time (.2) FTE CTE Project Coordinator responsible for grant monitoring on all expenditures of \$50,000

5000 - Services and Other Expenditures

- Transportation (school buses) for students to participate in career exploration opportunities (job shadow activities, facility tours and other career related activities) happening outside campus. Provides career exploration and guidance opportunities for all pathway learners. (10 buses x \$500 each bus)
- Transportation (5 buses x \$500 per bus) for students to participate in SkillsUSA and WBL opportunities and WBL transport using UBER, Lynx
- Consultant to develop recruitment and outreach CTE materials including brochures, videos

- CTE Consultant to conduct and analyze 6-month post-graduation CTE survey, virtual and in-person sustainable WB, CTE outcome data collection
- Contract with technical assistance provider to collect student-level data collection, conduct data analyses and provide reporting of 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.
- CTE consultant to provide technical assistance and develop internal capacity to oversee and manage online and in-person work-based learning (WBL) program to provide opportunities for all CTE students to gain access to paid work experience or pre-apprenticeships, internships, industry certifications, and WBL opportunities for industry to provide input to the CTE programs and curriculum. Develop a proof of concept student work-based learning (WBL) program including virtual and in-person internship for DSHS CTE students to gain access to hands-on work experience along with technical skills, essential workplace skills such as time management, teamwork, critical thinking, problem solving, and communication mastery. Recruit industry partners to host tours, serve as guest speakers or mentors, and host interns at their worksite (when possible). Provide orientation for workplace supervisors and students. Host Showcase for all internship participants to share with industry collaborators and the public what they created during the internship. Provide robust assessment and documentation of student performance in the workplace.

7000 - Indirect Costs










Indirect Costs not to exceed (4%)

Davis Joint Unified: Match

Financial Match Funds

Expenditure type	Financial Match	Source of Match Funds (100 char max)
1000 - Certificated Salaries	\$990,198	Unrestricted LCFF, Supplemental, Parcel Tax
2000 - Classified Salaries	\$87,508	Unrestricted LCFF, Supplemental, Parcel Tax
3000 - Employee Benefits	\$221,455	Unrestricted LCFF, Supplemental, Parcel Tax
4000 - Books and Supplies	\$35,926	Unrestricted LCFF, Supplemental, Parcel Tax
5000 - Services and Other Expenditures	\$10,924	Unrestricted LCFF, Supplemental, Parcel Tax
6000 - Capital Outlay		
7000 - Indirect Costs		
Total Financial Match	\$1,346,011	

Supporting Documents

Document Title	Type	Uploaded	Comment
 Yolo COE letter of support IN SPIRE DJUSD K12 SWPv2.pdf	Letter of Support	10/14/2020, 11:24:31 PM	N/A
 cteig2020-21attach1 DAVIS CT Oct 13 FINAL .pdf	High-Quality CTE Program Evaluation	10/13/2020, 4:06:53 PM	N/A
 TPMG Kaiser DJUSD K12 SWP 2020.pdf	Letter of Support	10/13/2020, 2:24:13 PM	N/A
 Bayha Group DJUSD Davis IN SPIREltr K12SWP 2020.pdf	Letter of Support	10/13/2020, 2:23:04 PM	N/A
 Plenty.AG DJUSD Davis INSPIRE Grant Letter of Support.pdf	Letter of Support	10/13/2020, 2:19:48 PM	N/A
 UC Davis DJUSD support letter K12 SWP 2020.pdf	Letter of Support	10/13/2020, 2:09:42 PM	N/A
 YoloCounty MOU DJUSD 2020 05.pdf	Agreement/MOU	10/13/2020, 2:08:00 PM	N/A
 Articulation DJUSD Cosumnes Ag.pdf	Agreement/MOU	10/13/2020, 2:06:14 PM	N/A
 Articulation Agreement ARC - Davis Sr HS 2018-19 AT 100 (1).pdf	Agreement/MOU	10/13/2020, 2:05:53 PM	N/A

Certification

Certifying Authority

Blaine Smith
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Approved by Blaine Smith

12/08/2020 01:06 PM PST



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**GRANT AGREEMENT
K-12 STRONG WORKFORCE PROGRAM
EXHIBIT B**

K12 SWP SPECIFIC TERMS AND CONDITIONS

The Grantee shall comply with the terms and conditions: (1) K12 Strong Workforce Program: Grantee Guidelines and Requirements, 2020; (2) K12 Strong Workforce Program: Program-Specific Legal Terms and Conditions, 2020 and (3) Guidelines, Definitions and Allowable Expenditures, which are attached hereto and incorporated by this reference in this Grant Agreement.

Appendix A: Grantee Requirements and Guidelines

K12 Strong Workforce Program: Grantee Guidelines and Requirements, 2020

1. 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.

2. 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.
- 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 in order 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.

c. 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.

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.

3. 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 CA 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 CA Community College).
- Completed 9+ CTE units in first year of CA Community College.
- Attained a CA Community College certificate/degree or journey-level status.
- Transferred to a four-year institution after exiting CA Community College.

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

- Employed in a job closely related to field of study after exiting CA Community College.
- Median annual earnings of students after exiting CA Community College.
- Attained a living wage after exiting CA Community College.

4. Reporting Requirements

a. Program Outcome Measures Reporting

As a K12 SWP grant recipient, LEAs may need to 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 to CDE 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 K12 Selection Committee, in consultation with the SWP Regional Consortium, may end contracts and grants from grantees that do not provide the required outcomes-based data.

In addition, to ensure that the K12 SWP legislative reporting requirements are met, beginning in 2021–22 all grant recipients, both lead and partnering LEAs, are required to upload end-of-year data files, as applicable and required by K12 SWP.

In addition, to ensure that the K12 SWP legislative reporting requirements are met, all grant recipients, both lead and partnering LEAs, are required to do the following until an MOU is executed between CDE and CCCCCO for information sharing on K–12 data:

1. Sign an MOU with Cal-PASS Plus to facilitate the sharing of data with the Cal-PASS Plus data system (if not already done so);
2. Maintain a current MOU with Cal-PASS Plus throughout the life of the awarded grant; and
3. Beginning in 2021–22, upload end-of-year data files, as applicable and required by K12 SWP, into the Cal-PASS Plus system annually by November 1.

b. Progress and Fiscal Reporting

To ensure the successful implementation of the K12 SWP, grant recipients are required to submit ten (10) Quarterly Expenditure and Progress Reports and one (1) end-of-project Final Report to their SWP Regional Consortium. The required reports demonstrate that grant recipients have met the dollar-for-dollar match requirement (specified in Education Code, Section 88828) and are providing program deliverables using the K12 SWP funds pursuant to Education Code, Section 88827. The Lead

Agency of the K12 SWP grant is responsible for ensuring that Lead and K–12 Partner Agencies on the grant submit all required progress and fiscal data. 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.

Table 8. K12 SWP Progress and Fiscal Report Due Dates

Date	Report
April 30, 2021	Year 1, Third Quarter (Jan-Mar) Expenditure and Progress Report
July 30, 2021	Year 1, Fourth Quarter (April-June) Expenditure and Progress Report
October 29, 2021	Year 2, First Quarter (July-Sept) Expenditure and Progress Report
January 28, 2022	Year 2, Second Quarter (Oct-Dec) Expenditure and Progress Report
April 29, 2022	Year 2, Third Quarter (Jan-Mar) Expenditure and Progress Report
July 29, 2022	Year 2, Fourth Quarter (April-June) Expenditure and Progress Report
October 29, 2022	Year 3, First Quarter (July-Sept) Expenditure and Progress Report
January 27, 2023	Year 3, Second Quarter (Oct-Dec) Expenditure and Progress Report
April 28, 2023	Year 3, Third Quarter (Jan-Mar) Expenditure and Progress Report
July 28, 2023	Year 3, Fourth Quarter (April-June) Expenditure and Progress Report
August 31, 2023	Final Report

Appendix B: Program-Specific Legal Terms, and Conditions

K12 Strong Workforce Program: Program-Specific Legal Terms and Conditions, 2020

1. 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.

2. 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.

3. Modification/Budget Changes

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. When grant funds are unexpended, the unspent funds will go to the next round of K12 SWP funding for the region in which it was awarded.

4. 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 CCCCCO 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 K–12 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 requirements specified in subdivision (c) of Section 88828, and for monitoring the use of funds provided pursuant to Section 88827.
- Every year, the awarded grantees must:
 - Provide student-level data necessary to evaluate K12 SWP as required by Legislation;
 - Submit required end-of-year data files; and
 - Notify K–14 Technical Assistance Provider that data has been reported.

Appendix C: Guidelines, Definitions, and Allowable Expenditures

Guidelines, Definitions, and Allowable Expenditures

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 fiscal agent's 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 pre-vailing 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 have 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 determining allowability of costs.

Allowable	Allowable with Prior Approval	Unallowable
-	-	Advertising and Public Relations
-	-	Alcoholic Beverages

Allowable	Allowable with Prior Approval	Unallowable
-	-	Alumni Activities
-	-	Audit Costs
-	-	Bad Debts
-	-	Commencement and Convocation Costs
-	Communication Costs (telephone, telegrams, postage, messenger)	-
Compensation for Personnel Services (salary, wages, fringe benefits)	-	-
-	-	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 (<i>rate approved by the Chancellor's Office</i>)	-	-
-	-	Lobbying

Allowable	Allowable with Prior Approval	Unallowable
-	-	Losses on Other Sponsored Agreements or Contracts
Materials & Supply Costs (only those actually used for performance of sponsored agreement)	-	-
Meetings and Conferences ⁶	-	-
-	Memberships ⁷	-
Professional and Consultant Services	-	-
-	-	Proposal Costs
Publication and Printing Costs (printing and publication costs related only to funded project activities)	-	-
Maintenance & Repair Costs ⁸ (keeping in efficient 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

¹ **Entertainment Costs:** Costs of entertainment, including amusement, diversion, and social activities and any costs directly associated with such costs (such as tickets to shows or sports events, meals, lodging, rentals, transportation, and gratuities) are unallowable.

² **Equipment:** For the purposes of the K-12 SWP, equipment includes low value assets of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost that equals or exceeds the lesser of the capitalization level established by the institution for financial statement purpose. Equipment with a value higher \$5,000 must obtain prior approval before purchase from the Regional Consortia. Any equipment requested within the K12 SWP grant will be closely scrutinized to determine purchases meet the intent of the funding and show long-term sustainability.

General Purpose Equipment – General purpose equipment furnishings, modular offices, telephone, networks, information technology equipment systems, air conditioning equipment,

reproduction and printing equipment, motor vehicles, etc. are unallowable unless the awarding agency approves them in advance.

³ Fines and Penalties: Costs resulting from violations of, or failure of the institution to comply with, Federal, State, and local or foreign laws and regulations are unallowable, except when incurred as a result of compliance with specific provisions of the sponsored agreement, or instructions in writing from the authorized official of the sponsoring agency authorizing in advance such payments.

⁴ Gifts of Public Funds: If it looks like a gift, it is. You are not allowed to purchase pencils, pens, mouse pads, t-shirts, etc. and give them out (under the marketing banner). This would still be considered a gift of public funds. Awards and honorarium would also be considered a gift of public funds and not allowed.

⁵ Improvements: Improvements for land, buildings, or equipment that materially increases their value or useful life are unallowable as a direct cost.

⁶ Meetings and Conferences: Costs of meetings and conferences, the primary purpose of which is the dissemination of technical information, are allowable. This includes costs of meals, transportation, rental of facilities, and other items incidental to such meetings or conferences. Be aware not to cross over into entertainment costs. Must obtain prior approval from the Regional Consortium.

NOTE: Food is only allowed at meetings that require a working breakfast, lunch, or dinner and disseminate technical information to participants. The meeting must have an agenda that shows a working meal; must have a sign-in sheet for participants; and cannot go over the fiscal agent's per diem guidelines for food purchases.

⁷ Memberships: Only institutional memberships are allowed (not individual memberships). If the K12 SWP applicant requests any (institutional) membership costs, the application must justify why the statement of work cannot be accomplished without paying for such membership(s). Grantee must demonstrate how they will sustain the membership beyond the term of the grant. Business, technical, and professional organization or periodical memberships are allowed. Civic or community, or country club or social or dining club memberships are not allowed.

⁸ Maintenance and Repairs: Activities such as construction and remodeling, which increase the value of an asset or appreciably extend its useful life, are not allowed unless authorized by the funding source. Maintenance of equipment that neither adds to the permanent value of the property nor appreciably prolongs its intended life, but keeps it in an efficient operating condition, is allowable.

⁹ Selling and Marketing: Cost of selling and marketing any products or services of the institution are unallowable.

¹⁰ Travel: Only travel necessary for the project is allowed. Travel costs are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business for the grant. Such costs will be based on the fiscal agent's per diem rates. These costs shall be considered reasonable and allowable only to the extent such costs do not exceed charges normally allowed by the institution in its regular operations as the result of the institution's written travel policy.

OUT-OF-STATE TRAVEL: Out-of-state travel will be closely scrutinized and must be disclosed in the Budget summary. After the application is fully executed, any further out-of-state travel requires prior approval of the Regional Consortia by submitting the necessary (as determined by the Regional Consortia) documentation for approval. The Regional Consortium reserve the right to limit out-of-state travel.

OUT-OF-COUNTRY TRAVEL: Out-of-country travel will not be allowable via this funding source.

Cost must be necessary, reasonable, allocable, and not supplanting, and any additional cost restrictions listed in the RFA would supersede allowable costs within this summary.











Davis Joint Unified_ K12 Strong Workforce_ FEB 2021

Final Audit Report

2021-03-04

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