

Career Technical Education Facilities Program



Application Guidelines 7th Funding Cycle

Revised: 5/2025

Filing Due Date
No later than 5:00 p.m., **Monday, December 1, 2025**

State of California
California Department of Education
Career and College Transition Division
School Facilities and Transportation Services Division
1430 N Street
Sacramento, CA 95814

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Background and Purpose

The Career Technical Education Facilities Program (CTEFP) was established by Article 13 of the *Kindergarten University Public Education Facilities Bond Act of 2006*, Assembly Bill 127, Chapter 35, Statutes of 2006.

California *Education Code (EC)* Section 17078.72 authorizes the issuance and sale of state general obligation bonds to provide aid to local educational agencies (LEAs) to reconfigure, construct, or modernize Career Technical Education (CTE) facilities, and/or purchase equipment for CTE programs and to joint powers authorities (JPAs) to modernize CTE facilities and/or equipment.

The Kindergarten through Grade 12 Schools and Local Community College Public Education Facilities Modernization, Repair, and Safety Bond Act of 2024 (Proposition 2) provided the CTEFP \$600 million in new bond authority. This is the seventh funding cycle of the program and application will allocate the first \$300 million in new bond authority for the program.

Purpose of the Grant

The purpose of this competitive grant program is to support the facilities and equipment needs of high-quality CTE programs on comprehensive high schools. *EC* Section 17078.72 provides funding to qualifying LEAs for the following purposes:

1. To reconfigure/modify a structure of any age that will enhance the CTE education opportunities for pupils in qualifying educational agencies in order to provide them with the skills and knowledge necessary to accommodate reconfiguration/modification.
2. New construction of CTE facilities.
3. To purchase equipment with an average useful life expectancy of at least 10 years.

The California Department of Education (CDE) is charged with reviewing and scoring the CTE application based on the requirements contained herein. The Office of Public School Construction (OPSC) is charged with prioritizing funding order of qualified CTE application projects and finalizing grant amounts pursuant to 2 CCR Section 1859.196 of the School Facility Program regulations:

<https://www.dgs.ca.gov/OPSC/Resources/Page-Content/Office-of-Public-School-Construction-Resources-List-Folder/Laws-Regulations-for-School-Construction-Projects>.

CTEFP application fund release is subject to CDE and Division of State Architect Plan approval pursuant to 2 CCR Section 1859.193.1.

Criteria for Application

The CDE in cooperation with the California Community College Chancellor's Office, the Labor and Workforce Development Agency, and business and industry groups, developed the grant application criteria and pupil outcome measures to evaluate the program as required by EC 17078.72(b). The criteria are designed to promote equity, align programs with industry needs, and ensure streamlined articulation with advanced coursework offered through partnering community college or private institutions.

Grant Allocation and Matching Funds Requirement

The grant will be allocated on a per-square-foot basis for the applicable type of construction proposed in the LEA's approved application for the project pursuant to EC 17078.72(d). An LEA must contribute from local resources a dollar amount equal to the state-awarded grant up to \$3 million for new construction and \$1.5 million per modernization project pursuant to EC 17078.72(e), (f) and (g)(1). This local contribution may be provided by private industry groups, the LEA, or a JPA and may be paid over time per the State Allocation Board (SAB) approved payment schedule. The local contribution cannot be waived. The LEA is not required to demonstrate that it has un-housed pupils or that a permanent school building is more than 25 years old in order to receive a grant. However, the application will be subject to all other laws and regulations governing the School Facility Program. Please contact Jonathan Bernstein at the OPSC at 279-946-8463 for additional information.

Application Requirements

The CTE applications meeting the minimum score requirement of 105 will be forwarded to the OPSC. The OPSC will determine which CTE projects will be funded based on School Facility Program Regulation 2 CCR Section 1859.196. Those selected CTE applications will be submitted to the SAB for approval.

There are two options for requesting funds from the (SAB):

1. An LEA may request a reservation of funds after the project has been selected by the OPSC. Final apportionment must be requested within one year and will require plan approval from the CDE and the Division of the State Architect (DSA).
2. An LEA may request a full apportionment after the project has been selected by the OPSC. In order to receive a full apportionment, construction plans must be approved by the CDE and the DSA.

For more information regarding the CTEFP go to the CDE Web site and access the CTE frequently asked questions at <http://www.cde.ca.gov/ls/fa/sf/careertech.asp>.

Grant Application and Submission Requirements

A separate application is required for each project, industry sector, or site. The CTE program must be located on a comprehensive high school pursuant to EC 17078.72(e) and (f) except for joint powers authorities currently operating CTE programs per EC 17078.72(f). A comprehensive high school is a high school that meets the requirements of EC 51224, 51225.3 and 51228. Pursuant to EC 17078.72(i)(4), the LEA's CTE advisory committee must approve the application. Please refer to the certification section of Form A of the CTEFP cover page for applicable Education Code provisions.

Submission Requirements

☐ **Form A:** Cover Page

☐ **Table of Contents**

☐ **Project Abstract** (1 page maximum)

Complete a one-page abstract that includes a heading and brief summary of the CTE facilities/equipment request. The abstract should describe the project's goals and objectives as they relate to enhancing the CTE opportunities for students. The abstract gives the reader an overall picture of the project.

☐ **Project Parts 1–7 and Completed Appendices** (Narrative 10 pages maximum)

Provide a narrative that clearly describes each Part. Please label and specify which Part item is being addressed. Neither appendices nor Form A or B will count toward the narrative 10 page maximum.

☐ **Form B:** Budget Justification/Detail Sheet

Provide a budget summary specifically addressing how the requested funds will be spent and other financial details.

Format for the Preparation of the Application

Applications that do not comply with these formatting requirements will not be reviewed or considered for funding.

- Microsoft Word format
- Single line spacing
- 12-point Arial font

- 1" side, top, and bottom margins
- Page numbers at bottom of each page with applicant agency project name
- Do not attach additional pages or information not requested in the requirements
- Please clearly indicate which question, element or subject is being addressed

Submission Requirements

The CTEFP application must be received no later than 5:00 p.m. **Monday, December 1, 2025.**

LEAs must upload applications via CDEBox. Please visit <https://www.cde.ca.gov/ls/fa/sf/careertech.asp> to submit your application. This is a multi-step process. Please plan accordingly. The online portal will be available starting November 1, 2025.

For further information regarding the CTE **program** aspects (Parts 1-4, 6-7) of this application please contact:

Colby Franklin, Education Administrator I
Career Technical Education Leadership and Instructional Support Office
916-445-2652
E-mail: Prop2CTEprogram@cde.ca.gov

For further information regarding the CTE **facilities** aspects (Part 5) of this application please contact:

Angel Doughty, Education Programs Consultant
School Facilities and Transportation Services Division
916-445-5666
adoughty@cde.ca.gov

Application Review and Scoring Process

The CDE, the OPSC and the SAB are charged with the review and awarding of grants under *EC* Section 17078.72. The CDE staff will review project proposals submitted according to application guidelines. Scores will be based on the rubric in Appendix E. There are several weighted-score items which are indicated with an asterisk (*) as required by *Education Code 17078.72(j)*. The table below shows the maximum number of points assigned to each requirement.

Project Requirements

Project Requirements	Maximum Potential Score
Cover Page (Form A)	0
Part 1. Career Technical Education Plan	30
Part 2. Projections of Student Enrollment	18
Part 3. Identification of Feeder Schools and Partners	12
Part 4. The Accountability Plan	18
Part 5. Educational Specifications and Equipment/Space Requirements	24
Part 6. Budget Justification/Detail Sheet (Form B)	42
Part 7. Unique Conditions (If Applicable)	3
Total	147

An application's score is based on the average of two sets of subject matter expert readers scores. An application must score at least 105 points in order to be considered for funding. The CDE will send applicants a letter that includes their score and the process to appeal.

An applicant may appeal the score results within 10 days of the date of the letter. Appeals shall be limited to the grounds that the CDE failed to correctly apply the standards for reviewing the application as specified in this application. A letter from the district superintendent shall be required indicating the basis of the appeal. The CDE will provide applicants with the results of their appeal after due consideration.

After all the appeals have been determined, the next step for the applications that scored 105 or higher is for the applicant to submit the required paperwork to OPSC for funding consideration **no later than June 30, 2026**. Be sure to include a copy of this

approval letter as part of your application to the OPSC. The scope and budget of the project submitted to OPSC must be consistent with the application approved by the California Department of Education (CDE). For more information, you may contact Jonathan Bernstein at the OPSC at 279-946-8463 or visit OPSC's website at www.dgs.ca.gov/opsc for additional information.

Timeline for Application Review

- CTEFP grant applications must be submitted to CDE by **December 1, 2025**.
- Application scores will be published online by CDE on **March 1, 2026**.
- LEAs with applications scoring **105 or higher** must submit their applications to OPSC by **June 30, 2026**.
- Eligible projects will be presented to the State Allocation Board by **December 2026**.

Project Parts of the Application

The following outline is intended to assist in addressing each element in the grant application. Applicants must concisely describe each item in each part. For example, under Part 1, CTE Plan, separately address items A, B, etc.

Any appendices attached must clearly reference the part it is addressing. Neither appendices nor Forms A or B will count toward the narrative 10 page maximum.

The following parts are based on criteria developed pursuant to EC 17078.72(b), (i).

Part 1: Career Technical Education Plan (30 Points Possible)

- A. Describe the labor market demand for highly qualified technical employees in the selected industry sector. Outline the geographic proximity of similar CTE programs in your area. Describe how the proposed CTE project would complement, enhance or differ from the existing CTE offerings available in your area. * (12 points)
- B. Describe the proposed CTE Plan for this request for applications (6 points):
 - Please use Appendix A to complete this question. From the list provided as Appendix D, identify the proposed industry sector, pathway(s) and the sequence of courses being considered. Also include the 2025–26 school year California Longitudinal Pupil

Achievement Data System (CALPADS) course number(s). (Appendix A will not count toward the narrative 10 page maximum).

- Provide a rationale for the requested CTE modification, reconfiguration, new construction, and/or equipment.
 - Please use the chart provided as Appendix B to complete this question. List the membership of the advisory committee required pursuant to *EC* Section 8070. List each member's affiliation and contact information including address, phone, and e-mail. (Appendix B will not count toward the narrative 10 page maximum).
- C. Describe the accessibility to the proposed CTE program for all (including Ethnic subgroups, Socioeconomically disadvantaged pupils, English Learners, Pupils with disabilities, and Foster youth) students (6 points):
- Describe how the school is committed to ensuring that all students are given the opportunity to participate in all CTE programs, activities, and experiences of their choice offered at the school.
- D. Identify how the proposed CTE project addresses all of the following (6 points):
- Professional development for teachers centered on the use and integration of the new facilities and equipment within their curriculum.
 - Offering of High-Quality CTE Pathways
 - Industry recognized/validated certification(s)

Part 2: Projections of Student Enrollment (18 Points Possible)

- A. Provide the projected number of students served (12 points):
- Identify the total annual number of students expected to attend the proposed CTE program that will be supported with grant funds.*
- B. Describe the Enrollment Procedures for the Proposed Project (6 points):
- Describe how the LEA will ensure that the projected student enrollment will be met and sustained.
 - Provide specific details of the activities the LEA staff will conduct in the recruitment and enrollment of all students for the proposed CTE project.

Part 3: Identification of Feeder Schools and Partners (12 Points Possible)

A. Identify Feeder Schools and Partners for the Proposed Project (12 points):

- Using the chart provided as Appendix C, list the feeder schools, middle schools, high schools, ROCPs, students, parents, counselors, community members, business and industry partners, community colleges, and other key stakeholders who participated in the development, articulation, review and approval of the proposed CTE project which was previously described in Part 1.*

Part 4: The Accountability Plan (18 Points Possible)

A. Describe the school's accountability plan for enrollment and expected outcome(s) for the proposed CTE project described in Part 1 of this application (12 points):*

- The expected number of students who will complete or qualify for a CTE industry recognized Certification or Certificate, (i.e. industry-based, stackable, third party assessment, etc).
- The number of students expected to enter employment in a related industry, apprenticeship program or military service.
- The number of students expected to successfully transition into postsecondary institutions for more advanced study in a CTE applicable industry or related area of study.
- The process the school will use to gather, analyze, and disseminate the data from above to the CDE, the school board, parents, community members, business and industry partners, and other key stakeholders.

B. Describe how the proposed CTE project will enhance or expand the school's efforts to meet or exceed its obligations pursuant to *EC* Section 51228 (6 points).

Part 5: Educational Specifications and Equipment/Space Requirements (24 Points Possible)

A. Project Description (2 points):

- Provide a general overview of the scope of the construction/equipment project including the number of classrooms and buildings supporting the industry sector in this application.

- Include any existing space conversions/demolitions/expansions. List any site constraints (i.e. Accessibility, engineering) associated with the proposed CTE project.

B. School Site Plan (2 points):

- Provide a copy of the school site plan and label all applicable buildings in the project as well as identifying delivery routes, if applicable.

C. Schematic Drawing (2 points):

- Submit a schematic drawing of the floor plans with dimensions of proposed space(s) and/or location of equipment.

D. Space Requirements (6 points):

- Summarize instructional and support spaces (i.e. prep areas, small group/collaboration areas, storage, specialized areas) needed to adequately implement the CTE program. For smaller sized specialized areas (i.e. lighting booths, recording studios), articulate design considerations given to how those spaces could adequately support direct instruction/hands-on demonstration.
- Identify square footage of area(s) used for equipment, lecture space and hands-on teaching spaces.
- On the schematic drawing of the floor plan(s), label equipment, instructional areas and support spaces.

E. Facilities/Equipment Planning Process (6 points):

- Articulate the planning process and level of industry partnership engagement used to develop educational space and equipment needs.
- Provide evidence that the educational space/equipment aligns with industry standards. Describe the educational activities students will now be able to participate in as a result of the school being awarded these grant funds, and that were not available to students prior to this award.

F. Program and Space Justification (6 points):

- Explain how the project will support the CTE program activities and students expected to serve.
- Demonstrate how the proposed space (i.e. classrooms, instructional areas) and/or equipment will directly correlate with CTE coursework and number of

students expected to serve (i.e. demonstrate number of periods, types of courses the space will support).

- Include the number of students per class as well number of students expected to occupy various spaces or workstations (i.e. lecture, lab, equipment areas) at one time.

Part 6: Budget Justification/Detail Sheet (Form B) (42 Points Possible)

- A. Provide the estimated annual capital cost per student and the rationale/method used for calculating this cost (12 points).*
- B. Describe the financial participation and the ongoing support plan of all business and industry partners in constructing and equipping the proposed CTE facility, including donations. Please attach letters of support as an additional Appendix item items. (12 points). *
- C. Describe the efforts taken to ensure business and industry input and collaboration was considered in determining equipment needs (6 points).
- D. Describe the process used to ensure that all grant funds are expended in an objective manner, giving consideration to price, life expectancy, warranty, safety, maintenance, and upkeep. (6 points).
- E. Describe the steps that will be taken to ensure the ongoing costs of maintenance and upkeep will be sustained after the grant funds are no longer available (6 points).

Part 7: Unique Conditions (3 Points Possible)

- A. Describe any existing unique condition(s) of the school or school site which may affect this application. Unique conditions may include, but are not limited to, such items as rural or isolated schools or educational agencies, unique partnership arrangements, unique costs and expense issues, unique physical plant conditions or facilities issues, etc. (3 points).



Career Technical Education Facilities Program Application

Form A - Cover Page (Revised 5/2025)

Local Educational Agency Contact Information

Local Educational Agency (LEA) :

CDS Code:

Printed Name and Title of Contact:

Address:

City:

Zip Code:

County:

Telephone Number:

Fax Number:

Email Address:

Project Information

Type of Project:

New Construction (including equipment):

Modernization/Reconfiguration (including equipment):

Equipment Only:

School Name:

Name of Career Technical Education Industry Sector (Note: Only one industry sector per application will be accepted):

Career Technical Education Pathway(s):

Proposed Schematic Drawing Attached?: Yes No

School Site Plan Drawing Attached: Yes No

Estimated Total Cost of Project (See Form B):

Total Amount of State Funds Requested (See Form B):

Number of students occupying teaching stations or using equipment (per class period):

Number of Classrooms in Project:

Annual Number of Students Served:

Square Footage of Project:

Approval

Date Governing Board Approved CTE Application (Board must approve project no later than November 30, 2025):

Date Advisory Committee (Part 1, Item B) and Feeder Groups and Partners (Part 3) approved the CTE Plan for this project:

Certification

The local educational agency (LEA) certifies that the Advisory Committee pursuant to Education Code Section 8070 has met and approved the CTE Plan, and the other requirements contained in Education Code Section 17078.72, including sections (i) (1 thru 7) have been accomplished, and minutes and other supporting documentation are on file at the LEA's Office. Further, the LEA certifies that the project is on a comprehensive high school site that meets the requirements of Education Code sections 51224, 51225.3, and 51228.

Authorized LEA Representative to initial each Education Code Section.

E.C. 8070

The governing board of each school district participating in a career technical education program shall appoint a career technical education advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers.

The committee shall consist of one or more representatives of the general public knowledgeable about the disadvantaged, students, teachers, business, industry, school administration, and the field office of the Department of Employment Development.

E.C. 17078.72

(a) The Career Technical Education Facilities Program is hereby established to provide funding to qualifying local educational agencies for the purpose of constructing new facilities or reconfiguring existing facilities, including, but not limited to, purchasing equipment with an average useful life expectancy of at least 10 years, to enhance educational opportunities for pupils in existing high schools in order to provide them with the skills and knowledge necessary for the high-demand technical careers of today and tomorrow.

(b) The State Department of Education, in cooperation with the Chancellor's Office of the California Community Colleges, the Labor and Workforce Development Agency, and industry groups, shall develop criteria and pupil outcome measures to evaluate the program. The criteria shall ensure equity, program relevance to industry needs, and articulation with more advanced coursework at the partnering community colleges or private institutions.

(c) The program shall be based on grant applications administered by the board.

- (d) Grants shall be allocated on a per-square-foot basis for the applicable type of construction proposed or deemed necessary by the board consistent with the approved application for the project.
- (e) New construction grants shall not exceed three million dollars (\$3,000,000) per project per schoolsite, inclusive of equipment, and shall only be allocated to comprehensive high schools that have an active Career Technical Advisory Committee pursuant to Section 8070, in either of the following methods:
- (1) For a stand-alone project on a per-square-foot basis for the applicable type of construction proposed, based on the criteria established pursuant to subdivision (b), consistent with the approved application for the project.
- (2) For new school projects, as a supplement to the per pupil allocation pursuant to Section 17072.10. The supplement is intended to cover excess costs uniquely related to the facilities required to provide the career technical education program or programs.
- (f) Modernization grants shall not exceed one million five hundred thousand dollars (\$1,500,000) per project per schoolsite, inclusive of equipment and may be awarded to comprehensive high schools or joint power authorities currently operating career technical education programs that have an active Career Technical Advisory Committee pursuant to Section 8070 for the purpose of reconfiguration. For comprehensive high schools, the grant shall be supplemental to the per pupil allocation pursuant to Section 17074.10. The supplement is intended to cover excess costs uniquely related to the facilities required to provide the career technical education program or programs.
- (g)(1) A school district shall contribute from local resources a dollar amount that is equal to the amount of the grant of state funds awarded under subdivisions (d), (e), and (f). The required local contribution may be provided by private industry groups, the school district, or a joint powers authority.
- (2) A school district shall not be required to demonstrate that it has unhoused pupils or that a permanent school building is more than 25 years old in order to receive a grant under the program.
- (h) The program shall allow the required local contribution to be paid over time if sufficient local funds are not immediately available. The board may provide for a repayment schedule consistent with subparagraphs (C) and (D) of paragraph (1) of subdivision (a) of Section 17078.57. The board shall not waive the required local contribution on the basis of financial hardship or on any other basis.
- (i) Applications shall meet the criteria developed under subdivision (b) and shall require all of the following:
- (1) A clear and comprehensive career technical education plan for each course of study applicable to the instructional space.
- (2) Projections of pupil enrollment.
- (3) Identification of feeder schools, industry partners, and community colleges or other postsecondary schools participating in the development, articulation, and review of the educational program.
- (4) Evidence of approval of the plan by the entities listed in paragraph (3).
- (5) The method by which accountability for pupil enrollments and outcomes will be maintained. Outcomes shall include, but are not limited to, certificate completion, the successful entry of pupil to employment in the applicable industry, and successful transition to post-secondary institutions for work in the applicable industry or other areas of study.

6) Evidence of coordination with all feeder schools, middle schools, and high schools within the area to ensure that the project and programs complement career technical education offerings in the area.

(7) Evidence that upon completion of the project the local educational agency will meet all of its obligations under Section 51228 relating to career technical education.

(j) Applications shall give weight to the number of pupils expected to attend, the cost per pupil, financial participation by industry partners in the construction and equipping of the facility, commitment to accountability for outcomes and participation, the strength and relevance of the educational plans to the needs of industry for qualified technical employees applicable to the economic development needs of the region in which the project will be located, and coordination and articulation with feeder schools, other high schools, and community colleges.

(k) The Office of Public School Construction shall develop and the board shall approve regulations to implement this article on or before April 19, 2007, and the board may promulgate those regulations first on an emergency basis, which shall be effective for no more than 12 months, after which any permanent regulations shall be promulgated in accordance with the Administrative Procedure Act (Chapter 3.5 (commencing with Section 11340) of Part 1 of Division 3 of Title 2 of the Government Code).

(l) Notwithstanding paragraphs (e) and (f), a project approved pursuant to this section is also eligible for an incentive grant from the funds specified in paragraph (8) of subdivision (a) of Section 101012 if the project meets the criteria prescribed in that section.

E.C. 51224

The governing board of any school district maintaining a high school shall prescribe courses of study designed to provide the skills and knowledge required for adult life for pupils attending the schools within its school district. The governing board shall prescribe separate courses of study, including, but not limited to, a course of study designed to prepare prospective pupils for admission to state colleges and universities and a course of study for career technical training.

E.C. 51225.3

(a) A pupil shall complete all of the following while in grades 9 to 12, inclusive, in order to receive a diploma of graduation from high school:

(1) At least the following numbers of courses in the subjects specified, each course having a duration of one year, unless otherwise specified:

(A) Three courses in English.

(B) Two courses in mathematics. If the governing board of a school district requires more than two courses in mathematics for graduation, the governing board of the school district may award a pupil up to one mathematics course credit pursuant to Section 51225.35.

(C) Two courses in science, including biological and physical sciences.

(D) Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics.

(E) One course in visual or performing arts or foreign language. For purposes of satisfying the requirement specified in this subparagraph, a course in American Sign Language shall be deemed a course in foreign language.

(F) Two courses in physical education, unless the pupil has been exempted pursuant to the provisions of this code.

(2) Other coursework requirements adopted by the governing board of the school district.

(b) The governing board, with the active involvement of parents, administrators, teachers, and pupils, shall adopt alternative means for pupils to complete the prescribed course of study that may include practical demonstration of skills and competencies, supervised work experience or other outside school experience, career technical education classes offered in high schools, courses offered by regional occupational centers or programs, interdisciplinary study, independent study, and credit earned at a postsecondary educational institution. Requirements for graduation and specified alternative modes for completing the prescribed course of study shall be made available to pupils, parents, and the public.

(c) If a pupil completed a career technical education course that met the requirements of subparagraph (E) of paragraph (1) of subdivision (a) of Section 51225.3, as amended by the act adding this section, before the inoperative date of that section, that course shall be deemed to fulfill the requirements of subparagraph (E) of paragraph (1) of subdivision (a) of this section.

(d) This section shall become operative upon the date that Section 51225.3, as amended by the act adding this section, becomes inoperative.

E.C. 51228

(a) Each school district maintaining any of grades 7 to 12, inclusive, shall offer to all otherwise qualified pupils in those grades a course of study fulfilling the requirements and prerequisites for admission to the California public institutions of postsecondary education and shall provide a timely opportunity to each of those pupils to enroll within a four-year period in each course necessary to fulfill those requirements and prerequisites prior to graduation from high school.

b) Each school district maintaining any of grades 7 to 12, inclusive, shall offer to all otherwise qualified pupils in those grades a course of study that provides an opportunity for those pupils to attain entry-level employment skills in business or industry upon graduation from high school. Districts are encouraged to provide all pupils with a rigorous academic curriculum that integrates academic and career skills, incorporates applied learning in all disciplines, and prepares all pupils for high school graduation and career entry.

(c) A school district that adopts a required curriculum that meets or exceeds the model standards developed and adopted by the state board pursuant to Section 51226 shall be deemed to have fulfilled its responsibilities pursuant to subdivision (b).

d) A school district that adopts a required curriculum pursuant to subdivision (c) that meets or exceeds the model standards developed by the state board pursuant to Section 51226, or that adopts alternative means for pupils to complete the prescribed course of study pursuant to subdivision (b) of Section 51225.3, may substitute pupil demonstration of competence in the prescribed subjects through a practical demonstration of these skills in a regional occupational center or program, work experience, interdisciplinary study, independent study, credit earned at a postsecondary institution, or other outside school experience, as prescribed by Section 51225.3.

Print Name of Authorized L E A Representative:

Signature of Authorized L E A Representative:

Initials of Authorized L E A Representative:

Title:

Phone Number:

Date:

CAREER TECHNICAL EDUCATION FACILITIES PROGRAM APPLICATION

FORM B – BUDGET JUSTIFICATION/DETAIL SHEET

(Rev. 5/25)

Local Education Agency:

Name of Industry Sector:

Name of Pathway(s):

Provide sufficient detail to justify the budget. The budget justification page(s) must provide all required information even if the items have already been identified and discussed in another section. For each expenditure type, list the associated costs. The scope and budget in this application must be consistent with the funding application submitted to Office of Public School Construction. Equipment without a 10 year life span are not eligible.

Facilities Description and Cost

Equipment Description	Make	Model	Quantity	Price	Subtotal

Estimated Total Cost of Project:

Appendix A

Identify the industry sector, pathway, sequence of courses being considered and the CALPADS numbering

Industry Sector:

Pathway 1:

Sequence of Courses

Introductory:	CALPADS #:
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Concentrator 1:	CALPADS #:
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Concentrator 2:	CALPADS #:
-----------------	------------

Capstone:	CALPADS #:
-----------	------------

Pathway 2:

Sequence of Courses

Introductory:	CALPADS #:
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Concentrator 1:	CALPADS #:
-----------------	------------

Concentrator 2:	CALPADS #:
-----------------	------------

Capstone:	CALPADS #:
-----------	------------

Pathway 3:

Sequence of Courses

Introductory:	CALPADS #:
Concentrator 1:	CALPADS #:
Concentrator 2:	CALPADS #:
Capstone:	CALPADS #:

Pathway 4:

Sequence of Courses

Introductory:	CALPADS #:
Concentrator 1:	CALPADS #:
Concentrator 2:	CALPADS #:
Capstone:	CALPADS #:

Pathway 5:

Sequence of Courses

Introductory:	CALPADS #:
Concentrator 1:	CALPADS #:
Concentrator 2:	CALPADS #:
Capstone:	CALPADS #:

Appendix B

List the membership of the advisory committee required pursuant to California
Education Code Section 8070

Name	Address	Phone Number	E-mail	Affiliation

Appendix C

Identification of Feeder Schools and Partners

Name	Title	Name of School/Organization	Phone Number	Feeder School/Middle School	High School/ROCP	Student	Parent	Counselor	Community Member	Business/Industry Member	Community College	Other Stakeholder	Participated in:	Development of CTE Project	Articulation/Dual/Concurrent Enrollment	Review and Approval of CTE Plan

Appendix D

CTE Industry Sectors and Pathways

Agriculture and Natural Resources

- Agricultural Business
- Agricultural Mechanics
- Agriscience
- Animal Science
- Forestry and Natural Resources
- Ornamental Horticulture
- Plant and Soil Science

Arts, Media, and Entertainment

- Design, Visual, and Media Arts
- Performing Arts
- Production and Managerial Arts
- Game Design and Integration

Building and Construction Trade

- Cabinetry, Millwork, and Woodworking
- Engineering and Heavy Construction
- Mechanical Systems Installation and Repair
- Residential and Commercial Construction

Business and Finance

- Business Management
- Financial Services
- International Business

Education, Child Development, and Family Services

- Child Development
- Consumer Services
- Education
- Family and Human Services

Energy, Environment, and Utilities

- Energy and Power Technology
- Environmental Resources
- Telecommunications

Engineering and Architecture

- Architectural Design
- Engineering Technology
- Engineering Design
- Environmental Engineering

Fashion and Interior Design

- Fashion Design and Merchandising
- Interior Design
- Personal Services

Health Science and Medical Technology

- Biotechnology
- Patient Care
- Health Care Administrative Services
- Health Care Operational Support Services
- Public and Community Health
- Mental and Behavioral Health

Hospitality, Tourism, and Recreation

- Food Science, Dietetics, and Nutrition
- Food Service and Hospitality
- Hospitality, Tourism, and Recreation

Information and Communication Technologies

- Information Support and Services
- Networking
- Software and Systems Development
- Games and Simulation

Manufacturing and Product Development

- Graphic Production Technologies
- Machining and Forming Technologies
- Welding and Materials Joining
- Product Innovation and Design

Marketing, Sales, and Services

- Marketing
- Professional Sales
- Entrepreneurship/Self-Employment

Public Services

- Public Safety
- Emergency Response
- Legal Practices

Transportation

- Operations
- Structural Repair and Refinishing
- Systems Diagnostics and Service

Appendix E

Round 7 CTEFP Scoring Rubric

Part 1: Career Technical Education (CTE) Plan (30 Points Possible)

A.

Narrative Part	Advanced-12	Adequate-9	Limited-6	Inadequate-0
<p>The labor market demand for highly qualified technical employees in the selected industry sector. *</p> <p>Outline the geographic proximity of similar CTE programs in your region. Describe how the proposed CTE project would complement, enhance or differ from the existing CTE offerings available in your region.*</p>	<ul style="list-style-type: none"> □ The labor market demand for highly qualified technical employees in the selected industry sector. □ The narrative includes a complete description of how the proposed CTE project would complement, enhance or differ from the existing CTE offerings available in your region. 	<ul style="list-style-type: none"> □ The labor market demand for highly qualified technical employees in the selected industry sector. □ The narrative includes an adequate description of how the proposed CTE project would complement, enhance or differ from the existing CTE offerings available in your region. 	<ul style="list-style-type: none"> □ The labor market demand for highly qualified technical employees in the selected industry sector. □ The narrative includes a limited description of how the proposed CTE project would complement, enhance or differ from the existing CTE offerings available in your region 	<ul style="list-style-type: none"> □ The labor market demand for highly qualified technical employees in the selected industry sector. □ The narrative does not include a description of how the proposed CTE project would complement, enhance or differ from the existing CTE offerings available in your region.

B.

Narrative Part	Advanced- 6	Adequate-4	Limited- 2	Inadequate-0
<p>The applicant must clearly describe the proposed CTE plan, including:</p> <ul style="list-style-type: none"> • The proposed industry sector, pathway(s), and the sequence of courses being considered and the 2025-26 CALPADS course number(s). (Appendix A) • The rationale for the requested CTE modification, reconfiguration, new construction, and/or equipment. • A list of the membership of the advisory committee required pursuant to California Education Code (EC) Section 8070 and each member's affiliation and contact information including address, phone number, and e-mail. (Appendix B) 	<p>The narrative includes a detailed description of the proposed CTE plan, including:</p> <ul style="list-style-type: none"> □ The proposed industry sector, pathway(s), and the sequence of courses being addressed and the 2025-26 CALPADS course number(s). (Appendix A) □ The rationale for the requested CTE modification, reconfiguration, new construction, and/or equipment. □ The membership of the advisory committee required pursuant to EC Section 8070 and each member's affiliation and contact information including address, phone number, and e-mail. (Appendix B) 	<p>The narrative includes an adequate description of the proposed CTE plan, including:</p> <ul style="list-style-type: none"> □ The proposed industry sector, pathway(s), and the sequence of courses being addressed and the 2025-26 CALPADS course number(s). (Appendix A) □ The rationale for the requested CTE modification, reconfiguration, new construction, and/or equipment. □ The membership of the advisory committee required pursuant to EC Section 8070 and each member's affiliation and contact information including address, phone number, and e-mail. (Appendix B) 	<p>The narrative includes a limited description of the proposed CTE plan, including:</p> <ul style="list-style-type: none"> □ The proposed industry sector, pathway(s), and the sequence of courses being addressed and the 2025-26 CALPADS course number(s). (Appendix A) □ The rationale for the requested CTE modification, reconfiguration, new construction, and/or equipment. □ The membership of the advisory committee required pursuant to EC Section 8070 and each member's affiliation and contact information including address, phone number, and e-mail. (Appendix B) 	<p>The narrative does not include information on the proposed CTE plan, including:</p> <ul style="list-style-type: none"> □ The proposed industry sector, pathway(s), and the sequence of courses being addressed and the 2025-26 CALPADS course number(s). (Appendix A) □ The rationale for the requested CTE modification, reconfiguration, new construction, and/or equipment. □ The membership of the advisory committee required pursuant to EC Section 8070 and each member's affiliation and contact information including address, phone number, and e-mail. (Appendix B)

C.

Narrative Part	Advanced- 6	Adequate-4	Limited-2	Inadequate-0
<p>Describe how the school is committed to ensuring that all (including Ethnic subgroups, socioeconomically disadvantaged pupils, English Learners, Pupils with Disabilities, and Foster Youths) students are given the opportunity to participate in all CTE programs, activities, and experiences of their choice offered at the school.</p>	<p>The narrative clearly describes how the school is committed to ensuring that all students are given the opportunity to participate in all CTE programs, activities, and experiences of their choice offered at the school.</p>	<p>The narrative adequately describes how the school is committed to ensuring that all students are given the opportunity to participate in all CTE programs, activities, and experiences of their choice offered at the school.</p>	<p>The narrative provides a limited description of how the school is committed to ensuring that all students are given the opportunity to participate in all CTE programs, activities, and experiences of their choice offered at the school.</p>	<p>The narrative provides a limited description of how the school is committed to ensuring that all students are given the opportunity to participate in all CTE programs, activities, and experiences of their choice offered at the school.</p>

D.

Narrative Part	Advanced-6	Adequate-4	Limited-2	Inadequate-0
<p>Identify how the proposed CTE project addresses all the following:</p> <ul style="list-style-type: none"> Professional development for teachers is centered on the use and integration of the new facilities and/or equipment within their curriculum. Offering of High-Quality CTE Pathways Industry recognized/validated certification(s) 	<p>The narrative clearly describes how the proposed CTE project will include all the following:</p> <ul style="list-style-type: none"> Professional development for teachers centered on the use and integration of the new facilities and/or equipment within their curriculum. Offering of High-Quality CTE Pathways Industry recognized/validated certification(s) 	<p>The narrative adequately describes how the proposed CTE project will include all the following:</p> <ul style="list-style-type: none"> Professional development for teachers centered on the use and integration of the new facilities and/or equipment within their curriculum. Offering of High-Quality CTE Pathways Industry recognized/validated certification(s) 	<p>The narrative provides a limited description of how the proposed CTE project will include all the following:</p> <ul style="list-style-type: none"> Professional development for teachers centered on the use and integration of the new facilities and/or equipment within their curriculum. Offering of High-Quality CTE Pathways Industry recognized/validated certification(s) 	<p>The narrative does not provide a description of how the proposed CTE project will include all the following:</p> <ul style="list-style-type: none"> Professional development for teachers centered on the use and integration of the new facilities and/or equipment within their curriculum. Offering of High-Quality CTE Pathways Industry recognized/validated certification(s)

Total Score Part 1:

Part 2: Projections of Student Enrollment (18 Points Possible)

A.

Narrative Part	Advanced-12	Adequate-9	Limited-6	Inadequate-0
Identify the total annual number of students expected to attend the proposed CTE program that will be supported with grant funds.*	<input type="checkbox"/> The narrative includes a detailed description of the total annual number of students expected to attend the proposed CTE program that will be supported with grant funds.	<input type="checkbox"/> The narrative includes an adequate description of the total annual number of students expected to attend the proposed CTE program that will be supported with grant funds.	<input type="checkbox"/> The narrative includes a limited description of the total annual number of students expected to attend the proposed CTE program that will be supported with grant funds.	<input type="checkbox"/> The narrative does not include information of the total annual number of students expected to attend the proposed CTE program that will be supported with grant funds.

B.

Narrative Part	Advanced-6	Adequate-4	Limited-2	Inadequate-0
<p>Describe how the LEA will ensure that the projected student enrollment will be met and sustained.</p> <p>Provide specific details of the activities staff will conduct in the recruitment and enrollment of all students for the proposed CTE project.</p>	<input type="checkbox"/> The narrative clearly describes how the LEA will ensure that the projected student enrollment will be met and sustained. <input type="checkbox"/> The narrative clearly describes the activities staff will conduct in the recruitment and enrollment of all students for the proposed CTE project.	<input type="checkbox"/> The narrative adequately describes how the LEA will ensure that the projected student enrollment will be met and sustained. <input type="checkbox"/> The narrative adequately describes the activities staff will conduct in the recruitment and enrollment of all students for the proposed CTE project.	<input type="checkbox"/> The narrative includes a limited description of how the LEA will ensure that the projected student enrollment will be met and sustained. <input type="checkbox"/> The narrative includes a limited description of the activities staff will conduct in the recruitment and enrollment of all students for the proposed CTE project.	<input type="checkbox"/> The narrative does not include a description of how the LEA will ensure that the projected student enrollment will be met and sustained. <input type="checkbox"/> The narrative does not include a description of the activities staff will conduct in the recruitment and enrollment of all students for the proposed CTE project.

Total Score Part 2:

Part 3: Identification of Feeder Schools and Partners (12 Points Possible)

A.

Narrative Part	Advanced-12	Adequate-9	Limited-6	Inadequate-0
<p>Using the chart provided in Appendix C, list the feeder schools, middle schools, high schools, ROCs, students, parents, counselors, community members, business and industry partners, community colleges, and other key stakeholders who participated in the development, articulation, review and approval of the proposed CTE project which was previously described in Part 1.*</p> <p>Provide relevant supporting documentation for each partner outlining their participation in the proposed CTE project.</p>	<ul style="list-style-type: none"> □ The narrative includes a comprehensive a list of the feeder schools, middle schools, high schools, ROCs, students, parents, counselors, community members, business and industry partners, community colleges, and other key stakeholders who participated in the development, articulation, review and approval of the proposed CTE Project which was previously described in Part 1. □ The narrative includes extension supporting documentation for each partner outlining their participation in the proposed CTE project. 	<ul style="list-style-type: none"> □ The narrative includes an adequate list of the feeder schools, middle schools, high schools, ROCs, students, parents, counselors, community members, business and industry partners, community colleges, and other key stakeholders who participated in the development, articulation, review and approval of the proposed CTE Project which was previously described in Part 1. □ The narrative includes adequate supporting documentation for each partner outlining their participation in the proposed CTE project. 	<ul style="list-style-type: none"> □ The narrative includes a limited list of the feeder schools, middle schools, high schools, ROCs, students, parents, counselors, community members, business and industry partners, community colleges, and other key stakeholders who participated in the development, articulation, review and approval of the proposed CTE Project which was previously described in Part 1. □ The narrative includes limited supporting documentation for each partner outlining their participation in the proposed CTE project. 	<ul style="list-style-type: none"> □ The narrative does not include a list of the feeder schools, middle schools, high schools, ROCs, students, parents, counselors, community members, business and industry partners related to the project being addressed, community colleges, and other key stakeholders who participated in the development, articulation, review and approval of the proposed CTE plan as outlined in Part 1. □ The narrative does not include supporting documentation for each partner outlining their participation in the proposed CTE project.

Total Score Part 3:

Part 4: The Accountability Plan (18 Points Possible)

A.

Narrative Part	Advanced-12	Adequate-9	Limited-6	Inadequate-0
<p>Describe the school's accountability plan for enrollment and expected outcome(s) for the proposed CTE project described in Part 1 of this application.*</p> <p>All the following must be addressed:</p> <ul style="list-style-type: none"> • The expected number of students who will complete or qualify for a CTE industry recognized Certification or Certificate (i.e., industry-based, stackable, third-party assessment, etc.) • The number of students expected to enter employment in a related industry, apprenticeship program or military service. • The number of students expected to successfully transition into postsecondary institutions for more advanced study in a 	<p>The narrative includes a detailed description of the school's accountability plan for enrollment and expected outcome(s) for the proposed CTE project described in Part 1 of this application.</p> <p>All the following must be addressed:</p> <ul style="list-style-type: none"> □ The expected number of students who will complete or qualify for a CTE industry recognized Certification or Certificate (i.e., industry-based, stackable, third-party assessment, etc.) □ The number of students expected to enter 	<p>The narrative includes an adequate description of the school's accountability plan for enrollment and expected outcome(s) for the proposed CTE project described in Part 1 of this application.</p> <p>All the following must be addressed:</p> <ul style="list-style-type: none"> □ The expected number of students who will complete or qualify for a CTE industry recognized Certification or Certificate (i.e., industry-based, stackable, third-party assessment, etc.) □ The number of students expected to enter employment in a related industry, 	<p>The narrative includes a limited description of the school's accountability plan for enrollment and expected outcome(s) for the proposed CTE project described in Part 1 of this application.</p> <p>All the following must be addressed:</p> <ul style="list-style-type: none"> □ The expected number of students who will complete or qualify for a CTE industry recognized Certification or Certificate (i.e., industry-based, stackable, third-party assessment, etc.) □ The number of students expected to enter 	<p>The narrative does not include a description of the school's accountability plan for enrollment and expected outcome(s) for the proposed CTE project described in Part 1 of this application.</p>

Narrative Part	Advanced-12	Adequate-9	Limited-6	Inadequate-0
<p>CTE applicable industry or related area of study.</p> <ul style="list-style-type: none"> The process the school will use to gather, analyze, and disseminate the data from above to the California Department of Education (CDE), the school board, parents, community members, business and industry partners, and other key stakeholders. 	<p>employment in a related industry, apprenticeship program or military service</p> <ul style="list-style-type: none"> The number of students expected to successfully transition into postsecondary institutions for more advanced study in a CTE applicable industry or related area of study. The process the school will use to gather, analyze, and disseminate the data from above to the CDE, the school board, parents, community members, business and industry partners, and other key stakeholders. 	<p>apprenticeship program or military service</p> <ul style="list-style-type: none"> The number of students expected to successfully transition into postsecondary institutions for more advanced study in a CTE applicable industry or related area of study. The process the school will use to gather, analyze, and disseminate the data from above to the CDE, the school board, parents, community members, business and industry partners, and other key stakeholders. 	<p>employment in a related industry, apprenticeship program or military service</p> <ul style="list-style-type: none"> The number of students expected to successfully transition into postsecondary institutions for more advanced study in a CTE applicable industry or related area of study. The process the school will use to gather, analyze, and disseminate the data from above to the CDE, the school board, parents, community members, business and industry partners, and other key stakeholders. 	

B.

Narrative Part	Advanced-6	Adequate-4	Limited-2	Inadequate-0
Describe how the proposed CTE project will enhance or expand the school's efforts to meet or exceed its obligations pursuant to EC Section 51228(b).	<input type="checkbox"/> The narrative clearly describes how the proposed CTE project will enhance or expand the school's efforts to meet or exceed its obligations pursuant to <i>EC</i> Section 51228(b).	<input type="checkbox"/> The narrative adequately describes how the proposed CTE project will enhance or expand the school's efforts to meet or exceed its obligations pursuant to EC Section 51228(b).	<input type="checkbox"/> The narrative provides a limited description of how the proposed CTE project will enhance or expand the school's efforts to meet or exceed its obligations pursuant to EC Section 51228(b).	<input type="checkbox"/> The narrative does not include a description of how the proposed CTE project will enhance or expand the school's efforts to meet or exceed its obligations pursuant to EC Section 51228(b).

Total Score Part 4:

Part 5: Educational Specifications and Equipment/Space Requirements Sheet (24 Points Possible)

A.

Narrative Part	Yes-2	No-0
<p>Project Description</p> <ul style="list-style-type: none"> Provide a general overview of the scope of the construction/equipment project including the number of classrooms and buildings supporting the industry sector in this application. Include any existing space conversions/demolitions/expansions. List any site constraints (i.e., accessibility, engineering) associated with the proposed CTE project. 	<ul style="list-style-type: none"> The narrative includes a general overview of the scope of the construction/equipment project including the number of classrooms and buildings supporting the industry sector in this application. The narrative includes a description of any existing space conversions/demolitions/expansions. List any site constraints (i.e., accessibility, engineering) associated with the proposed CTE project. 	<ul style="list-style-type: none"> The narrative does not include a general overview of the scope of the construction/equipment project including the number of classrooms and buildings supporting the industry sector in this application. The narrative does not include a description of any existing space conversions/demolitions/expansions. List any site constraints (i.e., accessibility, engineering) associated with the proposed CTE project.

B.

Narrative Part	Yes-2	No-0
<p>School Site Plan</p> <ul style="list-style-type: none"> Provide a copy of the school site plan. Label all applicable buildings in the project as well as identifying delivery routes, if applicable. 	<ul style="list-style-type: none"> The narrative includes a copy of the school site plan. All applicable buildings in the project are labelled and all applicable delivery routes are identified. 	<ul style="list-style-type: none"> The narrative does not include a schematic drawing of the floor plan(s) with dimensions of the proposed space(s) and/or location of equipment.

C.

Narrative Part	Yes-2	No-0
<p>Schematic Drawing</p> <ul style="list-style-type: none"> Submit a schematic drawing of the floor plan(s) with dimensions of the proposed space(s) and/or location of equipment. 	<ul style="list-style-type: none"> The narrative includes a schematic drawing of the floor plan(s) with dimensions of the proposed space(s) and/or location of equipment. 	<ul style="list-style-type: none"> The narrative does not include a schematic drawing of the floor plan(s) with dimensions of the proposed space(s) and/or location of equipment

D.

Narrative Part	Advanced-6	Adequate-4	Limited-2	Inadequate-0
<p>Space requirements</p> <ul style="list-style-type: none"> Summarize instructional and support spaces (i.e., prep areas, small group/collaboration areas, storage, and specialized areas) needed to adequately implement the proposed CTE program. For smaller sized specialized areas (i.e., lighting booths, recording studios, etc.), articulate design considerations given to how those spaces could adequately support direct instruction/hands-on demonstration. Identify square footage of area(s) used for equipment, lecture space and hands-on teaching spaces. On the schematic drawing of the floor plan(s), label equipment, instructional areas, and support spaces. 	<ul style="list-style-type: none"> The narrative includes a comprehensive description of the instructional and support spaces (i.e., prep areas, small group/collaboration areas, storage, and specialized areas) needed to adequately implement the proposed CTE program. For smaller sized specialized areas (i.e., lighting booths, recording studios, etc.), articulate design considerations given to how those spaces could adequately support direct instruction/hands-on demonstration. The narrative includes a comprehensive description of the square footage of area(s) used for equipment, lecture space and hands-on teaching spaces. The narrative includes a comprehensive schematic drawing of the floor plan(s); all equipment, instructional areas and support spaces were labelled. 	<ul style="list-style-type: none"> The narrative included an adequate description of the instructional and support spaces (i.e., prep areas, small group/collaboration areas, storage, and specialized areas) needed to adequately implement the proposed CTE program. For smaller sized specialized areas (i.e., lighting booths, recording studios, etc.), articulate design considerations given to how those spaces could adequately support direct instruction/hands-on demonstration. The narrative includes an adequate a description of the square footage of area(s) used for equipment, lecture space and hands-on teaching spaces. The narrative includes an adequate schematic drawing of the floor plan(s); all equipment, instructional areas and support spaces were labelled. 	<ul style="list-style-type: none"> The narrative includes a limited description of the location of the instructional and support spaces (i.e., prep areas, small group/collaboration areas, storage, and specialized areas) needed to adequately implement the proposed CTE program. For smaller sized specialized areas (i.e., lighting booths, recording studios, etc.), articulate design considerations given to how those spaces could adequately support direct instruction/hands-on demonstration. The narrative includes a limited description of the square footage of area(s) used for equipment, lecture space and hands-on teaching spaces. The narrative included a limited schematic drawing of the floor plan(s); all equipment, instructional areas and support spaces were labelled. 	<ul style="list-style-type: none"> The narrative does not include a description of the instructional and support spaces (i.e., prep areas, small group/collaboration areas, storage, and specialized areas) needed to adequately implement the proposed CTE program. For smaller sized specialized areas (i.e., lighting booths, recording studios, etc.), articulate design considerations given to how those spaces could adequately support direct instruction/hands-on demonstration. The narrative does not include a description of the square footage of area(s) used for equipment, lecture space and hands-on teaching spaces. The narrative did not include a schematic drawing of the floor plan(s).

E.

Narrative Part	Advanced-6	Adequate-4	Limited-2	Inadequate-0
<p>Facilities/Equipment Planning Process</p> <ul style="list-style-type: none"> • Articulate the planning process and level of industry partnership engagement used to develop educational space and equipment needs for the proposed CTE project. • Provide evidence that the educational space/equipment aligns with industry standards. Describe the educational activities students will be able to participate in because of the school being awarded these grant funds, and that were not available to students prior to this award. 	<ul style="list-style-type: none"> □ The narrative includes a comprehensive description of the planning process and level of industry partnership engagement used to develop educational space and equipment needs for the proposed CTE project. □ The narrative includes comprehensive evidence that the educational space/equipment aligns with industry standards and the educational activities students will be able to participate in because of the school being awarded these grant funds, and that were not available to student prior to this award. 	<ul style="list-style-type: none"> □ The narrative includes an adequate description of the planning process and level of industry partnership engagement used to develop educational space and equipment needs for the proposed CTE project. □ The narrative includes adequate evidence that the educational space/equipment aligns with industry standards and the educational activities students will be able to participate in because of the school being awarded these grant funds, and that were not available to student prior to this award. 	<ul style="list-style-type: none"> □ The narrative includes a limited description of the planning process and level of industry partnership engagement used to develop educational space and equipment needs for the proposed CTE project. □ The narrative includes limited evidence that the educational space/equipment aligns with industry standards and the educational activities students will be able to participate in because of the school being awarded these grant funds, and that were not available to student prior to this award. 	<ul style="list-style-type: none"> □ The narrative did not include a description of the planning process and level of industry partnership engagement used to develop educational space and equipment needs for the proposed CTE project. □ The narrative did not include evidence that the educational space/equipment aligns with industry standards and the educational activities students will be able to participate in because of the school being awarded these grant funds, and that were not available to student prior to this award.

F.

Narrative Part	Advanced-6	Adequate-4	Limited-2	Inadequate-0
<p>Program and Space Justification</p> <ul style="list-style-type: none"> Explain how the proposed CTE project will support the CTE program activities and students expected to serve. Demonstrate how the proposed space (i.e., classroom(s), instructional area(s)) and/or equipment will directly correlate with CTE coursework and number of students expected to serve (i.e., demonstrate number of periods, types of courses the space will support). Include the number of students per class and students expected to occupy various space(s) or workstation(s) (i.e., lecture, lab, equipment areas) at one time. 	<ul style="list-style-type: none"> The narrative includes a comprehensive description of how the proposed CTE project will support the CTE program activities and students expected to serve. The narrative includes a comprehensive description of the number of students per class as well number of students expected to occupy various space(s) or workstation(s) (i.e., lecture, lab, equipment areas) at one time. 	<ul style="list-style-type: none"> The narrative includes an adequate description of how the proposed CTE project will support the CTE program activities and students expected to serve. The narrative includes an adequate description of the number of students per class as well number of students expected to occupy various space(s) or workstation(s) (i.e., lecture, lab, equipment areas) at one time. 	<ul style="list-style-type: none"> The narrative includes a limited description of how the proposed CTE project will support the CTE program activities and students expected to serve. The narrative includes a limited description of the number of students per class as well number of students expected to occupy various space(s) or workstation(s) (i.e., lecture, lab, equipment areas) at one time. 	<ul style="list-style-type: none"> The narrative did not include a description of how the proposed CTE project will support the CTE program activities and students expected to serve. The narrative did not include a description of the number of students per class as well number of students expected to occupy various space(s) or workstation(s) (i.e., lecture, lab, equipment areas) at one time.

Total Score Part 5:

Part 6: Budget Justification/Detail Sheet (Form B) (42 Points Possible)

A.

Narrative Part	Advanced-12	Adequate-9	Limited-6	Inadequate-0
Provide the estimated annual capital cost per student and the rationale	<input type="checkbox"/> The narrative includes a comprehensive estimate of the annual capital cost per student and the rationale/method used to calculate this cost.	<input type="checkbox"/> The narrative includes an adequate estimate of the annual capital cost per student and the rationale/method used to calculate this cost.	<input type="checkbox"/> The narrative includes a limited estimate of the annual capital cost per student and the rationale/method used to calculate this cost.	<input type="checkbox"/> The narrative does not include the estimated annual capital cost per student and the rationale/method used to calculate this cost.

B.

Narrative Part	Advanced-12	Adequate-9	Limited-6	Inadequate-0
Describe the financial participation and the ongoing support plan of all business and industry partners in constructing and equipping the proposed CTE facility, including letters of support from business and industry partners. *	<input type="checkbox"/> The narrative includes a comprehensive description of the financial participation and the ongoing support plan of all business and industry partners in constructing and equipping the proposed facility, including donations. <input type="checkbox"/> The narrative includes letters of support from all business and industry partners that participated in the proposed CTE project.	<input type="checkbox"/> The narrative includes an adequate of the financial participation and the ongoing support plan of all business and industry partners in constructing and equipping the proposed facility, including donations. <input type="checkbox"/> The narrative includes an adequate number of letters of support from business and industry partners that participated in the proposed CTE project.	<input type="checkbox"/> The narrative includes a limited description of the financial participation and the ongoing support plan of all business and industry partners in constructing and equipping the proposed facility, including donations <input type="checkbox"/> The narrative includes a limited number of letters of support from business and industry partners that participated in the proposed CTE project.	<input type="checkbox"/> The narrative does not include a description of the financial participation and the ongoing support plan of all business and industry partners in constructing and equipping the proposed facility, including donations. <input type="checkbox"/> The narrative does not include letters of support from business and industry partners that participated in the proposed CTE project.

C.

Narrative Part	Advanced-6	Adequate-4	Limited-2	Inadequate-0
Describe the efforts taken to ensure business and industry input and collaboration was considered in determining needs.	<input type="checkbox"/> The narrative includes a comprehensive description of the efforts taken to ensure business and industry input and collaboration was considered in determining equipment needs	<input type="checkbox"/> The narrative includes an adequate description of the efforts taken to ensure business and industry input and collaboration was considered in determining equipment needs.	<input type="checkbox"/> The narrative includes an adequate description of the efforts taken to ensure business and industry input and collaboration was considered in determining equipment needs.	<input type="checkbox"/> The narrative does not include a description of the efforts taken to ensure business and industry input and collaboration was considered in determining equipment needs.

D.

Narrative Part	Advanced-6	Adequate-4	Limited-2	Inadequate-0
Describe the process used to ensure that all grant funds are expended in an objective manner, giving consideration to price, life expectancy, warranty, safety, maintenance, and upkeep.	<input type="checkbox"/> The narrative includes a comprehensive description of the efforts taken to ensure that all grant funds are expended in an objective manner, giving consideration to price, life expectancy, warranty, safety, maintenance, and upkeep	<input type="checkbox"/> The narrative includes an adequate description of the efforts taken to ensure that all grant funds are expended in an objective manner, giving consideration to price, life expectancy, warranty, safety, maintenance, and upkeep.	<input type="checkbox"/> The narrative includes a limited description of the efforts taken to ensure that all grant funds are expended in an objective manner, giving consideration to price, life expectancy, warranty, safety, maintenance, and upkeep.	<input type="checkbox"/> The narrative does not include a description of the efforts taken to ensure that all grant funds are expended in an objective manner, giving consideration to price, life expectancy, warranty, safety, maintenance, and upkeep.

E.

Narrative Part	Advanced-6	Adequate-4	Limited-2	Inadequate-0
Describe the steps that will be taken to ensure the ongoing costs of maintenance and upkeep will be sustained after the grant funds are no longer available.	<input type="checkbox"/> The narrative includes a comprehensive description of the steps taken to ensure the ongoing costs of maintenance and upkeep will be sustained after the grant funds are no longer available	<input type="checkbox"/> The narrative includes an adequate description of the steps taken to ensure the ongoing costs of maintenance and upkeep will be sustained after the grant funds are no longer available	<input type="checkbox"/> The narrative includes a limited description of the steps taken to ensure the ongoing costs of maintenance and upkeep will be sustained after the grant funds are no longer available.	<input type="checkbox"/> The narrative does not include a description of the steps to ensure the ongoing costs of maintenance and upkeep will be sustained after the grant funds are no longer available.

Total Score Part 6:

Part 7: Unique Conditions (3 Points Possible)

A.

Narrative Part	Advanced-3	Adequate-2	Limited-1	Inadequate-0
Describe any existing unique condition(s) of the school or school site which may impact the CTE program described in this application. Unique conditions may include a school's or school site's location (e.g., rural or isolated schools or educational agencies) partnership arrangements, costs and expenses, physical plant conditions or facilities issues, etc.	<input type="checkbox"/> The narrative includes a comprehensive description of the existing unique conditions which may impact the CTE program described in this application.	<input type="checkbox"/> The narrative includes an adequate description of the unique conditions which may impact the CTE program described in this application.	<input type="checkbox"/> The narrative includes a limited description of the unique conditions which may impact the CTE program described in this application	<input type="checkbox"/> The narrative does not include a description of the unique conditions which may impact the CTE program described in this application.

Total Score Part 7:

Total Application Score (/147)