# 2023–2024 California Partnership Academy Request for Applications



**Application Due Date:**

**Monday, April 3, 2023**

Administered by the:

California Department of Education

Career and College Transition Division

Academy, Apprenticeship, & Internship Office

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## Application Instructions

### California Partnership Academy (CPA) Timeline

**CPA Planning Grant Period:** June 1, 2023 – June 30, 2024

**CPA Planning Grant Activities**

| **Activity** | **Date** |
| --- | --- |
| Release of Request for Applications (RFA) | March 1, 2023 |
| RFA Technical Assistance Webinar | March 8, 2023 |
| Applications Due by Email | April 3, 2023 |
| Applicants Notified (Grant Award Letter or Letters of Regret) | May 15, 2023 |
| 2023–2024 Progress Report Due | April 1, 2024 |
| CPA Planning Grant Funds Expended | June 30, 2024 |
| End-of-Project Financial Expenditure Report Due | July 30, 2024 |

**Effective Strategies for Applicants**

1. Read the entire RFA and follow all guidelines and instructions provided.
2. Participate in the RFA Technical Assistance webinar scheduled for **March 8, 2023**. Individuals who wish to participate in the webinar should send an email to register to CPAcademies@cde.ca.gov requesting the login information by **March 6, 2023**. Multiple individuals from each site are encouraged to participate in the webinar.
3. Refer to the scoring rubric (Appendix 1) before responding to each question.
4. After completing steps 1–3 above, if additional guidance or clarification is required, send questions by email to CPAcademies@cde.ca.gov.
5. Have a colleague who is not familiar with the grant, review and perform a mock scoring of your application prior to submission.

## Overview

### Introduction

The California Department of Education (CDE) is accepting applications from local educational agencies (LEAs) for the California Partnership Academies (CPAs) Planning Grant Program.

The CPAs, per California *Education Code* *(EC)* sections 54690–54697 located at <http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=54690.&lawCode=EDC>, represent a high school reform movement that is focused on smaller learning communities with a career theme. Academy components include integrated academics and career technical education (CTE), with a career focus, a committed team of teachers, and active business and post-secondary partnerships.

The California Legislature has found the CPAs to be highly effective partnerships between the state, public schools, and the private sector. The CPA programs provide combined academic and CTE to high school students at high risk of dropping out of school and motivate those pupils to remain in school and graduate. For over 30 years, approximately 400 partnership academies have developed in high schools across the state within 15 different industry sectors. The CPA Annual Report (CAPAAR) provides data on the academies' success based on full implementation per the requirements of the CPAs California *EC* sections 54690–54697.

This planning grant is to develop new academies for grades ten through twelve in compliance with the CPA California *EC* sections 54690–54697. All academies funded through this grant will receive a planning grant. The implementation grant award will be contingent on the progress report due on **April 1, 2024**. To qualify for implementation status, the progress report must demonstrate that each applicant can implement a successful academy in the fall of 2024. Requirements for the progress report will be provided to successful planning grant applicants.

### Purpose

The CDE is accepting applications from qualifying entities for the 2023–2024 CPA Implementation Grants.

The CPA is authorized by the California *EC* sections 54690–54697[[1]](#footnote-1) to provide planning funds for establishing 12 new Partnership Academies for high school students in grades ten through twelve. The programs prepare students for participation in the three-year CPA model structured as a school-within-a-school. CPAs are designed to help "at promise" students achieve their full potential and succeed in both career and college. The CPA model incorporates integrated academic and CTE, business partnerships, mentoring, and internships.

### Grant Period

The 2023–2024 CPA Planning Grant provides funding for the grant period beginning June 1, 2023, through June 30, 2024. Funding for this Request for Applications (RFA) is authorized through the Career Technical Education Initiative (CTEI) and Proposition 98 budget fiscal year 2022, and administered by the CDE. There will be up to 12Planning Grants awarded through the selection process. Successful planning grant applicants may qualify for four years of funding as identified in California *EC* sections 54690–54697.

Planning grants provide start-up funds for the purpose of planning CPA programs. The CPA planning funds must be used to plan and design the new CPA, write new or refine existing curriculum, and obtain professional development for identified CPA teachers, administrators, and counselors who will plan and implement the academy. Grantees are required to follow the CPA model identified in California *EC* sections 54690–54697.

### Administrative Indirect Cost Limits

The grantee must limit administrative indirect costs to the rate approved by the CDE for the applicable fiscal year in which the funds are expended. The approved rates can be found on the CDE’s Indirect Cost Rates web page at <https://www.cde.ca.gov/fg/ac/ic/index.asp>.

### Eligibility Requirements

Any California public LEA operating one or more comprehensive public schools is eligible to submit an application. Eligible applicants including school districts, high schools, and charter schools are encouraged to apply for a CPA Planning Grant.

Applicants must be familiar with the required components of the CPA model. California State Legislation authorizing the CPAs may be viewed on the CPA web page at <http://www.cde.ca.gov/ci/gs/hs/cpagen.asp>. Applicants should also review California *EC* sections 54690–54697.

### Roles and Responsibilities of a Grantee

Acceptance of a CPA Planning Grant by a school district obligates the LEA to have a first year as a planning year. The Academy must meet the specifications of *EC* Section 54692, for the purposes of planning, establishing, and maintaining academies.

Grant recipients are required to attend the Educating for Careers Conference annually, and the Moving the Needle 2.0 (MTN 2.0) Professional Development on June 20–23, 2023 in Coachella, California. MTN 2.0 details will be provided to all awarded grantees.

The CDE staff will provide technical assistance, training, and materials to grant recipients. The CDE staff will provide weblink and technical support for the data collection required in the CAPAAR. The annual report is opened mid-April and must be completed by October 31 of each year.

### Application Procedures and Processes

**Program Timeline**

| Date | Activity |
| --- | --- |
| March 1, 2023 | RFA Release Date |
| April 3, 2023 | Applications must be received by the CDE, no later than 11:59 p.m. Pacific Daylight Time (PDT) |
| April 2023 | Scoring of Applications |
| April 28, 2023 | Grantees Announced  |
| Two weeks after grantee announcement | Appeals must be received at the CDE |
| May 15, 2023 | Grant Award Notification Letters Released |
| June 30, 2024 | All Funds Must be Expended |

### Application Due Date

The CPA application, required forms, and all supporting documents must be received by the CDE by email at CPAcademies@cde.ca.gov on or before **Monday,** **April 3, 2023,** no later than 11:59 p.m. PDT.

### Application Submission Procedures

1. The CPA application submission requirements:
2. The completed 2023–2024 CPA Planning Grant application must be emailed to the CPAcademies@cde.ca.gov.
3. Documents to be emailed to the CDE at: CPAcademies@cde.ca.gov:
	1. Form A (Parts I and II): CPA Grant Signature Pages,
	2. Form B: School Information and Community Description,
	3. Form C: Grant Budget Page,
	4. Form D: Budget Narrative,
	5. Program Narrative Response,
	6. Supporting Documents.

It is the responsibility of each applicant to ensure their application with documents attached is complete and submitted prior to the submission deadline on Monday, April 3, 2023, no later than 11:59 p.m. PDT.

### Costs of Preparing the Application

The costs of preparing and delivering an application are the sole responsibility of the applicant. The State of California and the CDE will not reimburse such costs.

### Incomplete and Late Applications

Incomplete or late applications will not be considered.

### Technical Assistance

The CDE staff will conduct application webinars to provide an overview of the RFA and offer potential applicants an opportunity to ask clarifying questions. The date, time, and delivery format of the application webinars are posted on the CDE’s CPA Funding Description web page at <https://www.cde.ca.gov/fg/fo/profile.asp?id=5961> (select Request for Applications).

### Application Review

Each application will be read and scored by a minimum of two reviewers. The application review process will occur during April 2023.

Applications will be randomly assigned to reviewers, taking into consideration any conflicts of interest. Reviewers will base their scores on the degree to which an application provides evidence that it meets the RFA requirements.

### Evaluation Criteria

Each application will be evaluated and scored using the CPA Scoring Rubric, an application’s total score will be based on the Application Questionnaire and on the Budget Worksheet.

### Appeals Process

Applicants who wish to appeal a grant award decision must submit a letter of appeal via email to CPAcademies@cde.ca.gov or by standard mail to:

Pete Callas, Director

Career and College Transition Division

California Partnership Academies Program

California Department of Education

1430 N Street, Suite 4202

Sacramento, CA 95814

The CDE must **receive** the letter of appeal, with a digital signature by the authorized applicant, no later than **two weeks after the day of the grantee announcement**. A link to the funding results will be posted on the CDE’s CPA Funding Description web page at <https://www.cde.ca.gov/fg/fo/profile.asp?id=5961> and communication, via email, will be sent to all applicants. When submitting a letter of appeal, applicants must clearly specify which CPA application they are appealing.

Grounds for appeal shall be limited to an assertion that the CDE failed to correctly apply the standards for reviewing the application as specified in this RFA. Dissatisfaction with the score received by the application is not grounds for appeal. The appellant must file a full and complete written appeal, including the issue(s) in dispute, the legal authority or other basis for the appeal position, and the remedy sought. The CDE will not consider incomplete or late appeals. The appellant may not supply or rely on any new information that was not contained in the original application.

The Director of the Career and College Transition Division will make the final decision in writing within three weeks from the date that appeals are due to the CDE. That decision shall be the final administrative action afforded the appeal. All appeal decisions will be made prior to the issuance of the Grant Award Notification (GAN) letters.

### Grant Award Notification

Programs selected for funding will receive a GAN letter, the official CDE document that awards funds to local projects. Each grantee must sign and return the notification to the CDE before project work begin and disbursement of funds can be made.

### Assurances and Certifications, Terms and Conditions

Assurances, certifications, terms, and conditions are requirements of grantees as a condition of receiving funds. The signed grant application submitted to the CDE is a commitment to comply with the assurances, certifications, terms, and conditions associated with the grant.

#### Assurances and Certifications

Applicants do not need to sign and return the general assurances and certifications with the application. Instead, applicants must download assurances and certifications and keep them on file and available for compliance reviews, complaint investigations, or audits. Assurances and certifications are available on the CDE Funding Forms web page at <http://www.cde.ca.gov/fg/fo/fm/ff.asp>.

In addition, the LEA shall agree to the following CPA assurances with the signing of the GAN Letter:

* Expend grant funds based on the approved program grant application or written permission received from the CDE prior to implementing changes to the approved program grant application.
* Participate in all monitoring and evaluation activities provided by CDE staff or designated representative.
* Participate in technical assistance provided by the CDE or designated representative as a component of the grant.
* Submit all required deliverables and reports by the designated due date.

#### Terms and Conditions

The grant award will be processed upon the CDE’s receipt of the signed GAN. The GAN must be signed by the authorized agent and returned to the CDE within 10 working days.

All funds must be expended within the dates designated and for not more than the maximum amount indicated on the GAN. Encumbrances may be made at any time after the beginning date of the grant stated on the GAN. All funds must be expended by June 30, 2024. No extensions of this grant will be allowed.

A budget revision is required if expenditures for any budget category exceed 10 percent of the authorized budget item total in the approved budget. The budget revision must be approved by the CDE before expenditures are made.

The budgets should display how the grant will be used to develop, implement, and sustain the proposed program(s). Proposed expenditures must demonstrate the appropriate use of state funds. Note that funding requested for purchases over $5,000 in Capital Outlay, Category 6000, is non-allowable using CPA planning grant funds.

## Grant Application

**Application Format Requirements**

Applications must adhere to the following formatting requirements:

**Length Limitation:** Applicants must limit the program narrative section of the grant application to 15 pages. The 15-page limit does not include the three-page budget narrative or any other required forms or attachments.

**Font and Page Format:**

Applications must be:

* 12-point Arial font
* Double-spaced
* One-inch margins

**Attachments*.*** Only the following attachments will be accepted with the narrative:

* Forms A through D included in this RFA.
* Letters of Commitment. Up to five letters including those from business/community partners, postsecondary institutions, and the school district.

### Program Narrative Questions

The applicant must respond to the following narrative RFA questions. There is a 15-page limit to the narrative, double-spaced, using one-inch margins, and a minimum of 12-point Arial font size.

### Section I. Overview of Proposed California Partnership Academy

Provide a brief, approximately 150-word overview of the CPA.

1. Describe the CPA proposed in this application.
2. Describe the district, the school, and the community.
3. How will these funds and the CPA structure enhance students’ learning?

### Section II. Career Technical Education Focus

Describe the CTE focus of the academy and how that choice was made.

1. Provide economic data showing the anticipated growth of that industry and potential employment opportunities locally and within California.
2. Describe potential postsecondary education opportunities and career ladders available in the career focus area.

The career technical focus of an academy should be broad, addressing an industry and all aspects rather than narrowly focused on a specific “job.” The academy’s theme must have real growth potential in the California economy, be based on labor market information, and be able to attract local support to ensure adequate participation in, and sustainability of, the CPA program.

### Section III. At Least 50 percent “At-Promise” Enrollment

Using the criteria indicated in the CPA California *EC* Section 54690, describe how the school site will ensure 50 percent students are “at promise”.

For purposes of this program, “at-promise” students mean students enrolled in high school that are at risk of dropping out of school.

1. Past record of “irregular attendance” means absence from school 20 percent or more of the school year.
2. Past record of underachievement in which the student is at least one-third year behind the coursework for the respective grade level, or as demonstrated by credits achieved.
3. Past record of low motivation or a disinterest in the regular school program.
4. Disadvantaged economically.
5. Maintaining a grade point average of 2.2 or below, or the equivalent of a C minus.

### Section IV. Student Recruitment, Staff Selection

Describe the academy’s recruitment process for both students and staff.

1. How will information about the academy and recruitment effort be disseminated?
2. How will non-academy staff and other stakeholders be involved to promote enrollment in your academy?
3. Provide evidence of student, parent, and teacher interest in the academy. Evidence may be provided in the form of student surveys, parent letters, parent academy support club participation, teacher signatures designating support, testimonial letters, etc. (This attachment will not be counted against the15-page limit or the 5-page attachment limit.)

### Section V. Structure and Program Management

**V.a** Describe plans for implementation of each of the following required components.

The school district shall provide an assurance that each academy will be established as a “school-within-a-school” with the following components:

1. Describe how academy teachers will work with the planning, teaching, and troubleshooting program activities.
2. Describe how the common planning period for CPA teachers will be supported.
3. Describe how the lead teacher(s) will be allocated a planning period, in addition to the normal planning period for full-time teachers and be supported as a part of the district's matching funds for overall academy operations and coordinate the required components.
4. Description of the CPA courses enrolled with only CPA students (pure classes) will be implanted and supported.

**V.b** Describe the logical sequence of CTE courses planned for grades ten through twelve related to the academy’s industry sector.

1. Describe the plan for developing CTE courses that build upon each other in knowledge, skill development, and experience and ends in a capstone that includes an internship component.
2. Describe the plan for integrating CTE and academy’s core academic courses.
3. Describe plans to prepare your students for skilled employment opportunities.

The academy will provide a CTE class at each grade level (grades ten, eleven, and twelve) related to the academy's industry sector. These classes will consist of a coherent sequence of courses that articulates with the community college system and optionally with other elements of postsecondary education. These courses should also prepare students with industry certification and/or for skilled employment whenever possible.

### Section VI. District and Industry Match

Describe the source, type, and value of district and industry matching funds and services and how each will be used by the academy program. Share an example of a way your district administration will provide substantial support. Share an example of a way business partners will provide meaningful and ongoing support for your academy program**.**

To be eligible to receive funding, a district will provide all of the following:

* + An amount equal to 100 percent match of all funds received through this grant in the form of direct and in-kind support provided by the district.
	+ An amount equal to 100 percent match of all funds received through this grant in the form of direct and in-kind support provided by participating businesses or other community organizations.

**Supporting Documents – Instructions**

Attach additional documents that support your application. At least five letters should be attached. Supporting documents must include Letters of Commitment from:

1. High school principal
2. District superintendent
3. Business partner(s)
4. Other supporting organizations
5. Postsecondary education

The letters of support from the district, school, partnering businesses, postsecondary education, and other supporting organizations and individuals that describe specific services, materials, participation in required components, and/or supplemental funding that will be committed to the academy program.

Please **do not** provide writers with a suggested format, as that practice results in nearly identical letters.

* Each letter should be unique to the writer and/or organization and, when available, should be on letterhead and include contact information.

### Section VII. Grant Budget and Budget Narrative

Each applicant must submit a signed Grant Budget (Form C), accompanied by a Budget Narrative (Form D). **The expenditure of funds must be clearly tied to the activities described in the narrative sections of the application.** These budget expenditures should cover from June 1, 2023, through June 30, 2024. Applications must show how all the necessary activities to develop the required components of a state-funded partnership academy will be completed. The school district shall provide an assurance that state funds provided by the partnership academies program shall be used only for the development, operation, and support of partnership academies.

Each applicant must submit a signed Budget Page, Form C, accompanied by a narrative **not to exceed three pages**. The proposed expenditures of grant funds must demonstrate appropriate use for planning the implementation of the academy and clearly be tied to the application narrative.

**The budget narrative must include a description of:**

* All the necessary activities to develop the required components of a state-funded partnership academy will be completed.
* Grant recipients are required to attend the MTN 2.0 Professional Development Program on June 20–23, 2023, at Coachella Valley School District (must indicate in the budget and budget narrative). At least three key CPA staff members are required to attend.
* There must be a district match of one hundred percent of the grant award, both in real and in-kind support.
* There must be a business and/or other community match of one hundred percent of the grant award, both in real and in-kind support.
* Grant funding is only for program planning and must not supplant current fixed costs. Items such as clothing for teachers, staff, and out of state travel are not allowable expenses.

The school district shall provide an assurance that state funds provided by the partnership academies program shall be used only for the development, operation, and support of partnership academies.

## Application Checklist

### Application Submission

In order to be competitive, all applications must adhere to the required format and include all of the requested information and completed forms. All documents and forms required for submission may be found on the RFA web page at <https://www.cde.ca.gov/fg/fo/r17/cpapg22.asp>. **To minimize any potential technical issues, applicants should complete the PDF fillable forms utilizing a Windows based computer**. The application for a CPA Planning grant must be emailed to the CDE on or before **Monday**, **April 3, 2023, no later than 11:59 pm PST.** The application must include the following components to be considered complete and eligible for review:

#### Component 1: Signature Page a Demographic Information

* **Form A (Parts I and II): Signature Page.** The information on the signature page is complete, and the form is signed by the superintendent or designee and the school principal.
* **Form B:** **School Information, and Community Description.** The demographic and geographic information is complete, and a one-page narrative about the community is included.
* **Form C: CPA Planning Grant Budget Page**. The Budget page must be signed by the site principal and a district fiscal person who has reviewed the proposed planning grant budget. The Budget Narrative describing the implementation expenditures must be explained on Form D.
* **Form D: Budget Narrative.** The Budget Narrative describes the proposed expenditures for the year.
* **Program Narrative Responses:** The responses to the *Program Narrative Questions* that are provided in the RFA instructions. (15-page limit)
* **Supporting Documents:** Attach additional documents that support your application. At least five letters should be attached. Supporting documents must include Letters of Commitment as identified in Section VI.
* **Email application:** Applications must be **emailed on or before Monday, April 3, 2023, no later than 11:59 pm PST.** The **complete** digitally **signed copy** of all attached documents as a PDF must be submitted by email to CPAcademies@cde.ca.gov. The digital copies must be submitted as continuous PDF documents.

## Appendixes

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### Appendix 1: Scoring Rubric

For each question in the Program Narrative sections of the application, as well as the requirements identified in the Application Format Requirements and the Program Application: Sections for Submission sections, will be assigned a rating using the scoring rubric.

To convert ratings to points, a multiplier will be applied based on the significance of each component as it relates to the goals, desired outcomes, and requirements of the California Partnership Academies (CPAs) Planning Grant. The scored components of this application have a total value of **40 points**.

**Section I. Overview of Proposed California Partnership Academy (5 Points)**

| **Exemplary****(5 points)** | **Promising****(4 points)** | **Emerging****(3 points)** | **Limited****(1**–**2 points)** | **No evidence****(0 points)** |
| --- | --- | --- | --- | --- |
| Overview is exemplary and clearly shows the vision, context, structure, and. description of CPA focus/theme, and how the funds enhance student learning in the CPA program. | Overview is comprehensive and clearly shows the vision, context, structure, and description of CPA focus/theme, and how the funds enhance student learning in the CPA program. | Overview is sufficient and shows the context, structure, and description of CPA focus/theme, and how the funds enhance student learning in the CPA program. | Overview is limited in showing the context, structure, or description of CPA focus/theme, and how the funds enhance student learning in the CPA program. | Overview does not show the context, structure, and description of CPA focus/theme, and how the funds enhance student learning in the CPA program. |

**Section II.** **Career Technical Education (CTE) Focus**

| **Exemplary****(5 points)** | **Promising****(4 points)** | **Emerging****(3 points)** | **Limited****(1**–**2 points)** | **No evidence****(0 points)** |
| --- | --- | --- | --- | --- |
| Evidence demonstrates exemplary description of the academies CTE focus/theme, includes economic data showing the anticipated industry growth, postsecondary education, and career ladders opportunities. | Evidence demonstrates promising description of the academies CTE focus/theme, includes economic data showing the anticipated industry growth, postsecondary education, and career ladders opportunities. | Evidence demonstrates emerging description of the academies CTE focus/theme, includes economic data showing the anticipated industry growth, postsecondary education, and career ladders opportunities. | Evidence demonstrates limited description of the academies CTE focus/theme, includes economic data showing the anticipated industry growth, postsecondary education, and career ladders opportunities. | No evidence of description of the academies CTE focus/theme, includes economic data showing the anticipated industry growth, postsecondary education, and career ladders opportunities. |

**Section III. “At Promise” Students**

| **Exemplary****(5 points)** | **Promising****(4 points)** | **Emerging****(3 points)** | **Limited****(1**–**2 points)** | **No evidence****(0 points)** |
| --- | --- | --- | --- | --- |
| Evidence shows exemplary commitment to the school site will ensure 50 percent academy are “at promise”. | Evidence indicates a promising commitment to the school site will ensure 50 percent academy students are “at promise”. | Evidence indicates an emerging to the school site will ensure 50 percent academy students are “at promise”. | Limited evidence was provided the school site will ensure 50 percent academy students are “at promise”. | No evidence was demonstrated. |

**V. Student Recruitment, Staff Selection**

| **Exemplary****(5 points)** | **Promising****(4 points)** | **Emerging****(3 points)** | **Limited****(1**–**2 points)** | **No evidence****(0 points)** |
| --- | --- | --- | --- | --- |
| Evidence shows exemplary description of the academy’s recruitment process for both students and staff, including how the recruitment information was disseminated and how stakeholders were involvement. | Evidence shows promising description of the academy’s recruitment process for both students and staff, including how the recruitment information was disseminated and other stakeholders were involved. | Evidence shows emerging description of the academy’s recruitment process for both students and staff, including how the recruitment information was disseminated and other stakeholders were involved**.** | Evidence shows limited description of the academy’s recruitment process for both students and staff, including how the recruitment information was disseminated and other stakeholders were involved. | Evidence shows no description of the academy’s recruitment process for both students and staff, including how the recruitment information was disseminated and other stakeholders were involved. |

**V.a Structure and Program Management – Teacher planning, prep, and support**

| **Exemplary****(5 points)** | **Promising****(4 points)** | **Emerging****(3 points)** | **Limited****(1**–**2 points)** | **No evidence****(0 points)** |
| --- | --- | --- | --- | --- |
| Evidence demonstrates exemplary description of implementation plans on how academy teachers will plan, teach, troubleshoot program activities, common planning and coordinated extra prep period supported, and pure courses supported. | Evidence shows promising description of implementation plans on how academy teachers will plan, teach, troubleshoot program activities, common planning and coordinated extra prep period supported, and pure courses supported. | Evidence shows emerging description of implementation plans on how academy teachers will plan, teach, troubleshoot program activities, common planning and coordinated extra prep period supported, and pure courses supported. | Evidence shows limited description of implementation plans on how academy teachers will plan, teach, troubleshoot program activities, common planning and coordinated extra prep period supported, and pure courses supported. | Evidence shows no description of implementation plans on how academy teachers will plan, teach, troubleshoot program activities, common planning period, coordinated extra prep period supported, and pure courses supported. |

**V.b Structure and Program Management- CTE Sequence of Courses**

| **Exemplary****(5 points)** | **Promising****(4 points)** | **Emerging****(3 points)** | **Limited****(1**–**2 points)** | **No evidence****(0 points)** |
| --- | --- | --- | --- | --- |
| Evidence clearly demonstrates a strong logical sequence of CTE courses that includes capstone with an internship, intergraded curriculum and plans to for skilled employment opportunities. | Evidence clearly contains a logical sequence of CTE courses that includes capstone with an internship, intergraded curriculum and plans to for skilled employment opportunities. | Evidence contains an emerging sequence of CTE courses that includes capstone with an internship, intergraded curriculum and plans to for skilled employment opportunities. | Evidence contains a limited sequence of CTE courses that includes capstone with an internship, intergraded curriculum and plans to for skilled employment opportunities. | Evidence does not show a sequence of CTE courses that includes capstone with an internship, intergraded curriculum and plans to for skilled employment opportunities. |

**VI. District and Industry Match**

| **Exemplary****(5 points)** | **Promising****(4 points)** | **Emerging****(3 points)** | **Limited****(1**–**2 points)** | **No evidence****(0 points)** |
| --- | --- | --- | --- | --- |
| Evidence shows exemplary descriptions of district and industry matching funds, the sources, type value, and used for the CPA. | Evidence shows promising descriptions of district and industry matching funds, the sources, type value, and used for the CPA. | Evidence shows emerging descriptions of district and industry matching funds, the sources, type value, and used for the CPA. | Evidence shows limited descriptions of district and industry matching funds, the sources, type value, and used for the CPA. | There is no evidence of the descriptions of district and industry matching funds, the sources, type value, and used for the CPA. |

**VII. Grant Budget and Budget Narrative**

| **Exemplary****(5 points)** | **Promising****(4 points)** | **Emerging****(3 points)** | **Limited****(1**–**2 points)** | **No evidence****(0 points)** |
| --- | --- | --- | --- | --- |
| The budget and narrative are clear and include an exemplary estimate of the grant’s budget; costs are clearly identified and relate to the CPA program. Matching district funds exceeds the 100 percent grant requirement and the source and type is clear. | The budget and narrative include a promising estimate of the grant’s budget and costs are clear and relate to the CPA program. Matching funds meet the 100 percent grant requirement and the source is clear. | The budget and narrative include an emerging estimate of the grant’s budget and costs are clear. Matching funds meets the 100 percent minimum grant requirement. | The budget and narrative include a limited estimate of the grant’s budget and costs are clear. Matching funds meets the 100 percent minimum grant requirement. | There is no evidence of the grant’s budget and budget narrative, or matching funds meeting the 100 percent minimum grant requirement. |

### Appendix 2: Career Technical Education Industry Sectors and Career Pathways

The following list identifies the Career Technical Education (CTE) Industry Sectors and CTE Career Pathways. The CTE Industry Sector abbreviations are provided in parentheses following the name of the Industry Sector.

| **CTE Industry Sector (Abbreviation)** | **CTE Career Pathways** |
| --- | --- |
| **Agriculture and Natural Resources (ANR)** | * Agricultural Business
* Agricultural Mechanics
* Agriscience
* Animal Science
* Forestry and Natural Resources
* Ornamental Horticulture
* Plant and Soil Science
 |
| **Arts, Media, and Entertainment (AME)** | * Design, Visual, and Media Arts
* Performing Arts
* Production and Managerial Arts
* Game Design and Integration
 |
| **Building and Construction Trades (BCT)**  | * Cabinetry, Millwork, and Woodworking
* Engineering and Heavy Construction
* Mechanical Systems Installation and Repair
* Residential and Commercial Construction
 |
| **Business and Finance (BF)** | * Business Management
* Financial Services
* International Business
 |
| **Education, Child Development, and Family Services (ECDFS)** | * Child Development
* Consumer Services
* Education
* Family and Human Services
 |
| **Energy, Environment, and Utilities (EEU)** | * Environmental Resources
* Energy and Power Technology
* Telecommunications
 |
| **Engineering and Architecture (EA)** | * Architectural Design
* Engineering Technology
* Engineering Design
* Environmental Engineering
 |
| **Fashion and Interior Design (FID)** | * Fashion Design and Merchandising
* Interior Design
* Personal Services
 |
| **Health Science and Medical Technology (HSMT)** | * Biotechnology
* Patient Care
* Health Care Administrative Services
* Health Care Operational Support Services
* Public and Community Health
* Mental and Behavioral Health
 |
| **Hospitality, Tourism, and Recreation (HTR)** | * Food Science, Dietetics, and Nutrition
* Food Services and Hospitality
* Hospitality, Tourism, and Recreation
 |
| **Information and Communication Technologies (ICT)** | * Information Support and Services
* Networking
* Software and Systems Development
* Games and Simulation
 |
| **Manufacturing and Product Development (MPD)** | * Graphic Production Technologies
* Machining and Forming Technologies
* Welding and Materials Joining
* Product Innovation and Design
 |
| **Marketing, Sales, and Service (MSS)** | * Marketing
* Professional Sales
* Entrepreneurship/Self-Employment
 |
| **Public Services (PS)** | * Public Safety
* Emergency Response
* Legal Practices
 |
| **Transportation (T)** | * Operations
* Structural Repair and Refinishing
* Systems Diagnostics and Service
 |

### Appendix 3: California Partnership Academy Program Assurances

California Education Code (*EC*) Section 54692 specifies the elements that must be included in a California Partnership Academy (CPA). The superintendent’s and principal’s signatures on the CPA Application Cover Page signify that they have read the following assurances and will provide these program elements.

**Program Assurances:** To be eligible to receive state funding for implementation of a CPA program, a district shall provide all the following:

(a) An amount equal to 100 percent match of all funds received in the form of direct and in-kind support provided by the district.

(b) An amount equal to a 100 percent match of all funds received in the form of direct and in-kind support provided by participating business or other private sector organizations.

(c) An assurance that state funds provided by the partnership academies program shall be used only for the development, operation, and support of partnership academies.

(d) An assurance that each academy will be established as a “school within a school.” Academy teachers shall work as a team in planning, teaching, and troubleshooting program activities. Classes in the academy program shall be limited to academy students. Each participating academy shall establish an advisory committee consisting of individuals involved in academy operations, including school district and school administrators, lead teachers, parents, representatives of participating companies and other private sector organizations, and representatives of postsecondary education.

(e) Assurance that each academy student will be provided with the following:

1. Instruction in at least three academic subjects each regular school term that prepares the students for a regular high school diploma. These subjects should contribute to an understanding of the occupational field of the academy.
2. A career technical education (CTE) class related to the academy's occupational field.
3. A class schedule that limits the attendance in the academy academic and CTE classes to pupils of the academy. Whenever possible, these classes should be block scheduled in a cluster to provide flexibility to academy teachers. During grade twelve the number of academic classes may vary.
4. A mentor from the business community during the students’ eleventh grade year.
5. An internship or Work-Based learning experience related to the academy's occupational field, or other unrelated work-based learning experience to improve employment skills, during the summer following the eleventh grade or during the twelfth-grade year.
6. Additional motivational activities with private sector involvement to encourage academic and career preparation.
7. Assurance that academy teachers have a common planning period to exchange student and educational information. Whenever practical, the planning period should be in addition to the normal planning period for full-time teachers and be supported as a part of the district's matching funds.

**General Assurances:** The CDE requires the following general assurances for grants supported by state or federal funds.

**Note:** By signing the grant application and including a copy of this document with it, the authorized official agrees to the assurances presented here. No signature should be placed on this page.

### Appendix 4: Budget Categories and Budget Narrative Examples

Each budget category is described below followed by an example of a budget expenditure narrative. The descriptions and line items may or may not apply to your specific California Partnership Academy program; they are simply examples.

| **Object Code** | **Description** | **Narrative Example** |
| --- | --- | --- |
| **1000** | **Certificated Salaries**Certificated salaries are salaries that require a credential or permit issued by the Commission on Teacher Credentialing. List all certificated project employees, including percentage or fraction of full time equivalent (FTE) and rate of pay per day, month and/or annual salary. Note: Funds in this category are not intended to supplant current fixed costs. | *Example: Site Coordinator: 1/6 x $42,000 annual salary = $7,000. The Site Coordinator will serve one release period per day as a facilitator for the project and, along with coordination, provide technical assistance, coordinate meetings, and provide other services to meet the objectives of the project.* |
| **2000** | **Classified Salaries**Classified salaries are salaries for services that do not require a credential or permit issued by the Commission on Teacher Credentialing. List all classified project employees, including percentage of full time equivalent, FTE, and rate of pay per day, month and/or year. Note: Funds in this category are not intended to supplant current fixed costs. | *Example: Part-time secretary: 20 weeks, 15 hours per week @ $11 per hour = $3,300. The secretary will provide general clerical support for the project, performing a wide variety of technical, clerical, and support services in the areas of administrative assistance, budget development, maintenance/record keeping, and general office procedures* |
| **3000** | **Employee Benefits**Record employer’s contributions to retirement plans and health and welfare benefits. List and include the percentage and dollar amount for each employee benefit being claimed. | *Examples: Certificated Benefits: Site Coordinator $7,000 @ 25% = $1,750.**Classified Benefits: Part-time secretary $3,300 @ 9% = $300* |
| **4000** | **Books and Supplies**Record expenditures for books, supplies, and other noncapitalized property/equipment (movable personal property of a relatively permanent nature that has an estimated useful life greater than one year and an acquisition cost less than the local educational agency’s (LEA’s) capitalization threshold but greater than the LEA’s inventory threshold). This category includes expenditures for books and supplies (e.g., textbooks, other books, instructional materials). This category also includes supplies used in support services and auxiliary programs, publications, and subscriptions necessary to operate a project office. A listing of all equipment, including the serial and model numbers, purchased with any portion of these grant funds, must be recorded and maintained in the file. | *Examples: Health-themed novels for Advanced English, 20 @ $50.00 ea.=$1000**Anatomical models for Advanced Health studies 4@ $405 each =$1620**DNA lab and teaching activity lab = $1300* |
| **5000** | **Services and Other Operating Expenditures:**Record expenditures for services, rents, leases, maintenance contracts, dues, travel, insurance, utilities, legal, and other operating expenditures. **Travel & Conference:** Include expenditures incurred by and/or for employees and other representatives of the LEA for travel and conferences, including lodging, mileage, parking, bridge tolls, shuttles, and taxis and conference registration expenses necessary to meet the objectives of the program. Receipts are required to be kept on file by your agency for audit purposes. Bus transportation for students should be listed here.**Contracting Services:** Services provided to the school by outside contractors appear under this category. Identify what, when, and where services(s) will be provided. Appropriate activities include conducting workshops, training, and technical assistance activities. | *Example of travel and conference:**Site coordinator to attend high school regional support workshop, October 17–18, 2002, in Ontario, at a cost of $358. [$130 registration fee + $168 for 2 nights lodging + $40 per diem (meals) + $20 mileage (60 miles x $.34 per mile) = $358]**Example of subcontract information:**Two trainers to provide technology training @ $100/day x 10 days = $2,000* |
| **6000** | **Capital Outlay**Non-allowable  | Non-allowable |
| **7000** | **Indirect** if applicable (not to exceed California Department of Education approved rate). Indirect costs are not assessed on expenditures for capital outlay. <http://www.cde.ca.gov/fg/ac/ic/> | Suggested formula: X + \_\_\_% X = $42,000$42,000 minus X = amount of indirect costs allowed(\_\_\_% X = CDE approved rate for your district times X)  |

### Appendix 5: California Partnership Academies Request for Applications Technical Assistance Workshop

**California Partnership Academies Workshop:**

Wednesday, March 8, 2023

9:30 AM – 11:00 AM

Registration Zoom: ~~https://us02web.zoom.us/webinar/register/WN\_1ASvhT0\_RMSX9Uthy7hj8w~~ [Link Removed - Link no longer valid]

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1. . California *EC* sections 54690–54697, [https://leginfo.legislature.ca.gov/faces/codes\_displayText.xhtml?lawCode=EDC&division=4.&title=2.&part=29.&chapter=9.&article=5.](https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=4.&title=2.&part=29.&chapter=9.&article=5) [↑](#footnote-ref-1)