**Career Technical Education Incentive Grant**



**California Department of Education**

**Request for Applications**

**2020–21**

Administered by the

California Department of Education

Career and College Transition Division

Career Technical Education Leadership Office

1430 N Street, Suite 4202

Sacramento, CA 95814–5901

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**Attachments**

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Attachment II: Career Technical Education Incentive Grant Fiscal Year 2020–21 Budget Narrative Worksheet: [https://www.cde.ca.gov/fg/fo/r17/documents/cteig2020-21attach2.xlsx](http://staging.cde.ca.gov/fg/fo/r17/documents/cteig2020-21attach2.xlsx)

Attachment III: 2020–21 Career Technical Education Incentive Grant Three-year Budget: [https://www.cde.ca.gov/fg/fo/r17/documents/cteig2020-21attach3.pdf](http://staging.cde.ca.gov/fg/fo/r17/documents/cteig2020-21attach3.pdf)

Attachment IV: 2020–21 Career Technical Education Incentive Grant, 12 Essential Elements of a High-Quality Career and College Pathway: [https://www.cde.ca.gov/fg/fo/r17/documents/cteig2020-21attach4.docx](http://staging.cde.ca.gov/fg/fo/r17/documents/cteig2020-21attach4.docx)

**Career Technical Education Incentive Grant**

**Request for Applications 2020–21**

## **Chapter 1: General Information**

### I. Introduction

The California Career Technical Education Incentive Grant (CTEIG) program is established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten through grade twelve (K–12), inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education.

California *Education Code (EC)* Section 53070 (a) states the purpose of this program is to encourage, maintain, and strengthen the delivery of high-quality career technical education (CTE) programs.

### II. Grant Timeline and Funding Distribution

Grant applications must be received by the California Department of Education (CDE) by **Thursday, September 17, 2020, at 11:59 p.m.**

Recommendations for grant award amounts will be presented to the State Board of Education (SBE) during the November 2020 board meeting for its consideration and approval.

Following approval from the SBE, Grant Award Notifications (GANs) will be sent to the local educational agencies (LEAs) which were awarded grant funds.

The 2020–21 application will cover the grant period beginning July 1, 2020, and ending June 30, 2021.

Per *EC* Section 53070 the total amount appropriated for the program in the state budget is designated as follows, unless otherwise determined by the State Superintendent of Public Instruction (SSPI) in collaboration with the Executive Director of the SBE:

1. For applicants with average daily attendance (ADA) in grades seven through twelve (7–12) of less than or equal to 140, 4 percent is designated.
2. For applicants with ADA in grades 7–12 of more than 140 and less than or equal to 550, 8 percent is designated.
3. For applicants with ADA in grades 7–12 of more than 550, 88 percent is designated.

The ADA determination is based on the second principal reporting period (2019–20) for grades 7–12 in accordance with Senate Bill 117 which considers COVID-19. The sum of the ADA for each of the constituent entities will be used for applicants applying as part of a consortium.

### III. Positive Consideration Factors

Pursuant to *EC* Section 53075, based on data collected by the CDE and information provided in the CTEIG application, the CDE and SBE will do the following when determining grant recipients:

Give positive consideration to each of the following characteristics in an applicant:

1. Serving unduplicated pupils, as defined in *EC* Section 42238.02.
2. Serving pupil subgroups that have higher than average dropout rates as identified by the Superintendent.
3. Located in an area of the state with a high unemployment rate.

Give positive consideration to programs to the extent they do any of the following:

1. Successfully leverage one or both of the following:
2. Existing structures, requirements, and resources of the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (Public Law 115-224), California Partnership Academies, or Agricultural Career Technical Education Incentive Grants.
3. Contributions from industry, labor, and philanthropic sources.
4. Engage in regional collaboration with postsecondary educational institutions, including the Strong Workforce Program consortium operating in their respective geographic areas, or other local educational agencies to align career pathway instruction with postsecondary program requirements.
5. Make significant investment in career technical education infrastructure, equipment, and facilities.
6. Operate within rural school districts.
7. Offer an existing high-quality regional-based career technical education program as a joint powers agency.

### IV. Matching Funds Requirement

For any funding received from this program, *EC* Section 53071 requires a proportional match as follows:

1. For the July 1, 2020, through June 30, 2021, CTEIG award, a local match from Fiscal Year (FY) 2020–21 or FY 2021–22 of $2 for every $1 received from this program.

The local match may include funding from:

1. School district or charter school local control funding formula (LCFF) apportionments pursuant to *EC* Section 42238.02.
2. Perkins V
3. California Partnership Academies
4. Agricultural CTE Incentive Grant
5. Any other allowable source (including community and/or business partnerships) not excepted below.

The local match **may not** include funding from:

1. K–12 component of the Strong Workforce Program (SWP) established pursuant to *EC* Section 88827
2. CTE Facilities Program pursuant to *EC* Section 17078.72
3. Past CTEIG awarded amounts

Per *EC* Section 53071 (a)(4), an applicant’s matching funds shall be used to support the program or programs for which the applicant was awarded a grant.

### V. Future CTEIG Funding

The CTEIG program will have an annual application process.

### VI. Applicant Eligibility

**All Grant Applicants**: Per *EC* Section 53072, a grant recipient may consist of one or more, or any combination, of the following:

1. School Districts
2. County Offices of Education (COE)
3. Direct funded charter schools with an active charter number
4. Regional Occupational Centers and Programs (ROCPs) operated by a joint-powers agency (JPA) or a county office of education (COE)

**Renewal Grant Applicants**: [*EC* Section 53073](http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=53073.) requires the CDE, in collaboration with the SBE, to use specified metrics to determine the eligibility of a renewal grant applicant. FY 18-19 data was collected beginning January of 2020 and was to be submitted during March of 2020. Due to COVID-19, not all LEAs were able to submit their FY 2018–19 data. Due to this disruption, we will use multiple measures, including but not limited to, expenditure reports from January 2020 for the 2018-19 year, and data that was submitted for the 2018-19 year, to evaluate renewal grant applications.

### VII. Memorandum of Understanding

Applicants who wish to apply as a CTEIG consortium must complete a Memorandum of Understanding (MOU) establishing the partnership.

The MOU with original/electronic signatures of all participating members must be submitted to the CDE Career and College Transition Division (CCTD), prior to issuance of the Grant Award Notification (GAN). GANs will not be sent until the MOU with original/electronic signatures is on file at the CDE.

### VIII. Program and Administrative Requirements

The signed CTEIG application is a commitment to comply with the assurances, certifications, terms, and conditions associated with the grant. In addition to the CTEIG 2020–21 Grant Assurances and Conditions (see Appendix A), applicants should download all of the general assurances and certifications from the CDE website as shown below. The documents must be reviewed and kept on file by the LEA.

* CDE General Assurances (CDE-100A)

<https://www.cde.ca.gov/fg/fo/fm/generalassurances2020.asp>

* Drug–Free Workplace Certification (CDE-100DF)

<https://www.cde.ca.gov/fg/fo/fm/drug.asp>

* U.S. Department of Education Debarment and Suspension (ED 80-0014)

<https://www.cde.ca.gov/fg/fo/fm/debar.asp>

* U.S. Department of Education Lobbying (ED80-0013)

<https://www.cde.ca.gov/fg/fo/fm/lobby.asp>

### IX. Reporting Requirements

Grantees are required to complete and submit both a narrative progress report and a fiscal progress report addressing the “Improvement Opportunities and Plans” described in their application for the grant term.

Grantees must provide evidence of attainment or detailed explanations for not meeting the planned activities or expenditures.

If LEA expenditures, plans, and/or budget narratives change over the course of the grant term, narrative revisions must be submitted to the CDE for approval prior to the reporting period.

The first fiscal and data reports will be due January 31, 2022.

Failure to make progress in meeting the planned activities and expenditures will result in a recommendation to the SBE that the grantee not receive funding in the next grant cycle and/or the requirement that the grantee remit a portion of or the entire amount of grant funds awarded.

At the end of each grant term, grantees will be expected to generate the following data points. All data points will be collected through CALPADS. LEA data must be entered into CALPADS following the March/April deadline for CALPADS.

1. The high school graduation rate
2. The number of pupils completing CTE coursework
3. The number of pupils meeting academic and career-readiness standards as defined in the College/Career Indicator associated with the California School Dashboard
4. The number of pupils obtaining an industry-recognized credential, certificate, license, or other measure of technical skill attainment
5. The number of former pupils employed and the types of businesses in which they are employed
6. The number of former pupils enrolled in any of the following:
7. A postsecondary educational institution
8. A state apprenticeship program
9. A form of job training other than a state apprenticeship program

The data above is what is required for LEAs to submit into CALPADS and will be used to determine eligibility status of future renewal grant applications (see page 4).

An end of year fiscal expenditure claims report will include matching funds and their sources. All LEAs will submit a fiscal report by object code showing CTEIG expenditures, matching funds, and the source of the match.

All CTEIG and matching funds expenditures must be coded with the goal code of 3800 (CTE) or 6000 (ROCP). LEAs using bond funds as a match must provide information related to those expenditures for CTE construction projects.

Charter schools will be provided specific information on reporting the match as they are not required to use the Standard Accounting Code Structure (SACS).

Final reports must be submitted to the CDE by January 31, 2023.

**X. Matching Fund Reporting Requirements**

The CDE will compile a report of each grantee’s financial activity associated with the accounting goal codes of 3800 and 6000.

Matching funds for the 2020–21 CTEIG award must be from the 2020–21 or 2021–22 FY.

This data will be used to verify matching funds for all CTEIG funds spent.

Failure to meet this matching requirement will result in one of the following:

1. a reduction of future grant award by the amount of grant funding not appropriately matched in the previous funding round.

OR

1. an invoice for remittance of grant funds and possible removal from eligibility status for a future grant.

If all deliverables are not completed on time or if the grant conditions are not satisfactorily met, the grantee will be invoiced an amount, up to the entire amount of the grant award, which the grantee shall be responsible for paying.

### XI. Application Review Process

Applications will be scored on the following criteria:

1. High-Quality CTE Program Evaluation & Plan (Attachment I)
2. Budget Narrative Worksheet (Attachment II) including matching funds
3. CTE Three-Year Budget (Attachment III) for continued financial and administrative support of CTE programs

There is a total of 52 points possible for this Request for Applications (RFA).

The minimum application score to be eligible for funding is 27 points.

The number of grant awards will be based on the number of eligible applications (minimum score of 27 points) and the amount of available funding.

Each application will be reviewed and scored. Application scoring will begin immediately following the final filing date, with final approval by the SBE at the November 2020 SBE meeting.

### XII. Evaluation Criteria

1. Pursuant to *EC* Section 53071, all recipients of the CTEIG funds are required to encourage, maintain, and strengthen high-quality CTE programs meeting all of the following minimum eligibility standards:
2. Offer high-quality curriculum and instruction aligned with the California CTE Model Curriculum Standards including, but not limited to, providing a coherent sequence of CTE courses that enable pupils to transition to postsecondary education programs that lead to a career pathway or attain employment upon graduation from high school.
3. Provide pupils with quality career exploration and guidance.
4. Provide pupil support services, including counseling and leadership development.
5. Provide for system alignment, coherence, and articulation, including ongoing and structural regional or local partnerships with postsecondary educational institutions, with documented formal written agreements.
6. Form ongoing and meaningful industry and labor partnerships, evidenced by written agreements and through participation on advisory committees and collaboration with business and labor organizations to provide opportunities for pupils to gain access to pre-apprenticeships, internships, industry certifications, and work-based learning (WBL) opportunities for industry to provide input to the CTE programs and curriculum.
7. Provide opportunities for pupils to participate in after school, extended day, and out-of-school internships, competitions, leadership development opportunities, career and technical student organizations, and other WBL opportunities.
8. Reflect regional or local labor market demands, and focus on current or emerging high-skill, high-wage, or high-demand occupations, and is informed by the regional plan of the local SWP consortium.
9. Lead to an industry-recognized credential or certificate, or appropriate postsecondary education or training, employment, or a postsecondary degree.
10. Is staffed by skilled teachers or faculty, and provide professional development opportunities for those teachers or faculty members.

x. Provide opportunities for pupils who are individuals with exceptional needs to participate in all programs.

xi. Report data to the SSPI no later than November 1 of each FY to allow for an evaluation of the program.

a) Each applicant will be required to complete the High-Quality CTE Program Evaluation & Plan (Attachment I) for their CTE programs which addresses the first 10 criteria above. Please consider (Attachment IV) as you complete your evaluation. Each application must describe a program that meets the minimum eligibility requirements. Attachment IV lists the 12 Essential Elements of a High-Quality Career and College Pathway for your reference and consideration. The 12 Essential Elements of a High-Quality College and Career Pathway ensure the building of connected, equitable, accessible, and high-quality college and career pathways for all students.

1. Based on responses to the High-Quality CTE Program Evaluation & Plan, applicants will be required to submit the CTEIG FY 2020–21 Budget Narrative (Attachment II) aligning proposed expenditures to the High-Quality CTE Program Evaluation & Plan. The budget narrative should be detailed and explicit, demonstrating how the required match dollars and CTEIG funds will be allocated.
2. Applicants will be required to provide the CTE Three-Year Budget for FYs 2020–21, 2021–22, and 2022–23 (Attachment III) for continued financial and administrative support of CTE programs that demonstrates the LEA’s financial commitment of no less than the amount expended on those programs in the previous FY.

### XIII. Appeals

Applicants who are determined to be ineligible for funding will receive a letter of notification (Ineligibility Notice) via email and United States Postal Service. In order to appeal an Ineligibility Notice, an LEA must submit a Letter of Appeal to the CCTD within 10 working days of the date of the Ineligibility Notice. The CDE will respond to the Letter of Appeal within 30 working days.

Appeals are limited to the grounds that the CDE failed to correctly apply the RFA’s specified standards for reviewing the application; however, disagreement with an application reader’s professional judgment is not grounds for appeal, and appeals based on such disagreement will be denied.

In support of their appeal, the appellant’s Letter of Appeal must include a detailed and complete statement and explanation of their appeal, including the issue(s) in dispute, the legal authority or other basis for the appeal position, any facts supporting the appeal, and the remedy sought.

The Letter of Appeal must have an original/electronic signature of the authorized agent or the designee. The Letter of Appeal should be emailed with the subject line CTEIG APPEAL to [CTEincentive@cde.ca.gov](mailto:CTEincentive@cde.ca.gov).

### IX. Grant Award and Payment Procedures

Following the SBE approval, all grantees awarded CTEIG funding will be sent a GAN from the CDE. The grant payments will be dispersed to the LEAs based on the following schedule for 2020–21 grant term:

1. The CTEIG full allocation, less 10 percent disbursed after the CDE receives the signed GAN
2. The 10 percent withheld will be disbursed upon review and approval of the final report

### X. Technical Assistance

Appendix B provides a listing of CDE Consultants and Technical Assistance Providers with associated Workforce Pathway Coordinators who are available to provide the applicant with technical assistance in completing the RFA. Please note that many staff are working remotely due to COVID-19, so email may be the most direct way of seeking assistance.

## **Chapter 2: Instructions for Submitting the 2020–21 CTEIG Application**

All interested applicants must complete the CTEIG Application Part I and Part II to be considered for 2020–21 funding.

### I. Completing the Application

Applicants must complete all sections of the application completely.

Part I of the application must be completed using the Program Grant Management System (PGMS).

Part II of the application must be completed using Attachments I–III in this RFA.

Both Part I and Part II of the application must be received by the **due date of Thursday, September 17, 2020,** in order to be considered for funding.

### II. Application Process Part I

The CTEIG Application Part I is used to determine the allocation for each grant applicant. The applicant must enter this information in the CDE PGMS. In order to be eligible for funding, Part I must be received by CDE by the **Thursday, September 17, 2020, at 11:59 p.m.**

**The PGMS times out without warning. It is strongly recommended the applicant save the application after completing each question.**

Below are all the steps needed to complete the CTEIG Application Part I:

**Step 1**

Copy and paste the address below into your web browser: <https://www3.cde.ca.gov/pgms/logon.aspx>

**Step 2 – LEA Information**

Login: Enter the LEA County-District-School (CDS) Code.

Password: Enter the email address of the person completing the application. This information will be saved in the system as your future log-in username and password.

**If the LEA does not have a CDS code, the LEA is not eligible to apply for funding.**

Once the CDS code is entered, the following items below will self-populate based on the information currently on file with the CDE:

* Name: (LEA district name, COE, JPA, or Charter School name)
* Address: (Physical and mailing address required, if different)
* City: (Physical and mailing address required, if different)
* State: CA
* Postal Code: (Physical and mailing address required, if different)
* Phone Number: (Phone and extension of contact person applying for CTEIG funds)
* Fax Number: (District, COE, JPA, or Charter school)
* Email: (of contact person applying for CTEIG funds)
* Administrator Title: (District, COE, JPA, or Charter School)

Please contact the CDE if the LEA contact information has changed or appears incorrect.

**Step 3 – CTEIG Coordinator Information**

Enter in the CTEIG Coordinator or intended CTEIG Coordinator contact information:

First Name:

Last Name:

Phone Number (including extension):

Email:

**Step 4 – 2019–20 Reported Second Principal Apportionment (P-2) ADA**

Based on the information provided above, your 2019–20 Reported P-2 ADA will appear in two forms:

1. Actual ADA Number Reported
2. Remaining ADA Number

If your ADA has been applied to a separate consortium application, the amount of your ADA that was attributed to the lead member’s consortium application will be deducted from your Actual ADA Number Reported, and the Remaining ADA Number will reflect the ADA you have remaining for your application.

In this scenario, an ADA Contribution to Consortium table will appear displaying your ADA that has been attributed to the other consortium application(s), and you will be given the opportunity to delete the attributed ADA from the lead member’s consortium application(s). Once you have reviewed the ADA being attributed to the lead member’s consortium application(s), you will be required to certify the LEA(s) listed above are permitted to use your ADA as listed in the ADA Contribution to Consortium table.

If your ADA has not been applied to a separate consortium, the ADA Contribution to Consortium table will not appear.

Before you continue, please verify that your actual ADA number reported and remaining ADA numbers are correct.

When an individual or lead member of a consortium has fully submitted and certified their application, any remaining ADA **cannot** be applied to another consortium application.

**Step 5 – Types of Applications**

You will be asked to determine the type of application you would like to submit. You can apply as a single applicant or as the lead member of a consortium.

If you are the lead entity of a CTEIG consortium, enter the CDS codes of the LEAs in the partnership.

**If the partner LEA does not have a CDS code, it is not eligible to apply for funding.**

Use the “add member” button and entry box below:

Image of CDS Code of Member to add to application.

Select the “Add” button below this box to add members to your consortium list.

For each partner LEA, enter the amount of ADA that will be contributed to the lead entity of the consortium. The applicant must use whole numbers only.

The applicant will also be required to certify that the LEA(s) listed as part of the lead member application are participating partners, and that an MOU will be provided as proof of partnership.

**Step 6 – Match**

**The 2020–21 CTEIG application requires a local match of $2 for every $1 from FY 2020–21 and FY 2021–22.**

The local match may include funding from:

1. School district or charter school LCFF apportionments pursuant to *EC* Section 42238.02.
2. Perkins V
3. California Partnership Academies
4. Agricultural CTE Incentive Grant
5. Any other sources from community and/or business partnerships

The local match **may not** include funding from:

1. K–12 component of the SWP established pursuant to *EC* Section 88827
2. CTE Facilities Program pursuant to *EC* Section 17078.72
3. Past CTEIG awarded amounts

Matching funds can be calculated from the following budgetary object codes:

| **Object Code** | **Description of the Object Code** |
| --- | --- |
| 1000 | **Certificated Salaries** – Certificated CTE teacher salaries |
| 2000 | **Classified Salaries** –Classified salaries associated with CTE programs only |
| 3000 | **Employee Benefits** – Only those benefits associated with CTE teacher salaries |
| 4000 | **Books and Supplies** – Only those expenses related to CTE courses |
| 5000 | **Services and Other Operating Expenditures**  **Travel and Conference**  **Contracting Services**  – Only those charges related to CTE teachers and CTE programs |
| 6000 | **Capital Outlay** – Only those expenses related to CTE courses |
| 7000 | **Indirect Cost** |

Enter the amount of dollars that the applicant has for local match based on the amount of funds expended on CTE programs (as required by the grant terms and *EC* sections 53070–53076.4). For the 2020–21 application, matching funds may be based on a local match from **FY 2020–21 and FY 2021–22**.

**Match Amount:** Image of the dollar amount input box as shown online in the application

The PGMS will automatically populate the estimated amount each applicant can expect to receive at a local match of $2 for every $1 received from this program. **This estimate is not a guarantee of funding in this amount.**

**Estimated CTEIG Award:** Image of the dollar amount input box as shown online in the application

The PGMS will automatically populate the estimated amount of each applicant’s total budget amount by adding the match amount with the estimated CTEIG award.

**Step 7 – ROCP, JPA, or County**

Enter if you offer an existing High-Quality regionally-based CTE program as a JPA.(Check Yes or No)

**Step 8 – Collaboration**

Select if you are engaged in a regional collaboration:

1. No collaboration
2. Postsecondary educational institutions or other LEAs to align career pathway instruction with postsecondary program requirements. Click all that apply:

1. Post-secondary educational institutions

2. Community College SWP

3. K–12 Community College SWP

4. Dual Enrollment

5. Concurrent Enrollment

6. Other LEAs to align career pathway instruction with postsecondary programs

Applicants will need to provide the name of your SWP or K–12 SWP consortium and submit any evidence stating the relationship to a community college.

**Step 9 – Infrastructure/Equipment Investment**

Enter the total investment in CTE infrastructure, equipment, and facilities (Object Code 6000) for this grant round.

Image of the dollar amount input box as shown online in the application

The total entered above will be populated as a percentage of your total budget amount.

All CTE infrastructure, equipment over $5000, and facilities updates or repairs must be connected to Goal Codes 3800 and 6000.

**Step 10 – Existing Structures, Requirements and Resources**

Based on the CDS code(s) entered, the applicants using the existing structures, requirements, and resources listed below will auto populate.

1. Perkins V
2. Agricultural Career Technical Incentive Grant
3. California Partnership Academies

Please contact the CDE if the structures, requirements, and resources information appear incorrect or have changed.

**Step 11 – Contributions from Industry, Labor, and Philanthropic Sources**

Enter the contributions from industry, labor, and philanthropic sources. You will enter the source of the contribution name and the contribution amount then click the Add Source and Contribution button. You can add multiple sources of contributions.

Source Name: Contribution Amount:

Add source and Contribution

**Step 12 – Previous Grants Received**

Each LEA will be required to affirm if they have received a previous grant under the CTEIG or SWP K–12 programs. The CTEIG grant portion will be auto-populated based on their CDS code from the records on file at the CDE. For the SWP K–12 grant program, the LEA will self-certify by checking the boxes for the FY 2018–19 and 2019–20 SWP K–12 grant periods.

**Step 13 – Assurance Statement**

Please check the assurance statement below prior to selecting the save and submit button at the bottom of the page.

By checking this box, the applicant is assuring the information entered in the RFA – Part I is correct.

The applicant has read the information provided regarding the CTEIG and understands, during the 2020–21 grant term, the LEA will be required to locally match the grant award $2 for every $1 dollar received for this grant period.

The applicant also certifies that the forms and assurances under part VIII Program and Administrative Requirements, are signed and on file at the LEA.

Image of "Submit" and "Save" buttons as shown online in application.

After submission of Part I print out two hard copies to attach to the front of each application package.

Submission of Part I of the RFA electronically by the deadline of **Thursday, September 17, 2020, at 11:59 p.m. is required;** Part II of the RFA will not be scored if Part I is not submitted, thereby the applicant will be ineligible for funding.

### III. Application Process Part II

**Below are all the steps needed to complete the CTEIG Application Part II:**

There are two separate application processes for completing Part II:

1. Applicants who **received** CTEIG funding for FY 2019–20:
   1. Copy and paste your previous year’s (FY 2019–20 application) ratings and information into the High-Quality CTE Program Evaluation chart, and update the Strengths and Opportunities for Improvement and Plans in the High-Quality CTE Program Evaluation & Plan FY 2020–21 (Attachment I)
   2. Complete a Budget Narrative for FY 2020–21 (Attachment II)
   3. Complete a Three-Year Budget Plan (Attachment III)
2. Applicants **who did not receive** CTEIG funding for FY 2019–20:
3. Complete a High-Quality CTE Program Evaluation & Plan FY 2020–21 (Attachment I)
4. Complete a Budget Narrative for FY 2020–21 (Attachment II)
5. Complete a Three-Year Budget Plan (Attachment III)

**Step 1**

**For applicants who did not receive CTEIG funding for FY 2019–20**

Using the High-Quality CTE Program Evaluation & Plan (Attachment I) provided on the RFA web page at

<https://www.cde.ca.gov/fg/fo/r17/documents/cteig2020-21attach1.pdf>:

1. Review the minimum eligibility standards and rate your overall CTE program, inclusive of **all** industry sectors and pathways offered. This should be a holistic review of the CTE programs offered by the LEA. Provide your total score.
2. Please check only one box for each minimum eligibility standard (criteria).
3. For each box that you check, please list the evidence on file at your LEA in the corresponding column as you may be asked to provide that evidence.
4. Please make specific and detailed comments in the last column to assist the application reader in understanding your scoring.
5. In the subsequent narrative field titled *“Areas of Strength,”* following the High Quality CTE Program Evaluation & Plan rubric table for each minimum eligibility standard, please describe the LEA’s areas of strength for each minimum eligibility standard in 250 characters or less. Be sure to list Industry Sectors and Pathways associated with the *“Areas of Strength”*.
6. In the subsequent narrative field titled *“Improvement Opportunities and Plans…”* please describe LEA’s plans for improvement and use of funds. List all Industry Sectors and Pathways associated with the *“Improvement Opportunities and Plans…”*.

The plan should explicitly state proposed services and/or needs requested in the Budget Narrative Worksheet (Attachment II).

1. Unique Conditions: Describe any existing CTE program specific unique condition(s) of the LEA(s) 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, new CTE program, etc.
2. Total your score and enter your score in the *“Total Score (To Be Completed by the LEA)”* section on the first page of the CTEIG High-Quality CTE Program Evaluation & Plan. This section of the application is worth up to 45 points.
3. The minimum score to be funded for the High-Quality CTE Program Evaluation & Plan is 23 points. Each of the 15 questions will be scored using the scoring system below. There is a total of 45 points available.

| **Score** | **Criteria** |
| --- | --- |
| 3 points | Exemplary Practice |
| 2 points | Quality Practice |
| 1 point | Emerging Practice |
| 0 points | Not Yet in Practice |

If the applicant is a consortium, please include a High-Quality CTE Program Evaluation & Plan (Attachment I) for all member LEAs.

Consortia must average these scores and complete the High-Quality CTE Program Evaluation & Plan (Attachment I) integrating the needs of member LEAs in the narrative sections. All information in the Budget Narrative Worksheet should align directly with plans for improvement.

**Step 2**

**Attachment II**

**Budget Narrative Worksheet: To be completed by all applicants**

Using the Budget Narrative Worksheet (Attachment II) provided on the RFA web page at [https://www.cde.ca.gov/fg/fo/r17/documents/cteig2020-21attach2.xlsx](http://staging.cde.ca.gov/fg/fo/r17/documents/cteig2020-21attach2.xlsx):

1. Create a proposed budget with matching funds and sources aligned to the High-Quality CTE Program Evaluation & Plan (Attachment I) for the 2020–21 grant application.
2. Clearly identify the source of matching funds in the proposed budget. This information will be verified by the CDE.
3. Provide a detailed explanation of each proposed expenditure including specifics about budget items, industry sector, and pathways. Costs should be as accurate as possible. All proposed expenditures (including conferences, services, curriculum, and salaries) should be explicitly for CTE programs.
4. Provide adequate detail and justification when significant funds are budgeted for an outside party or consultant (rather than LEA personnel) to provide CTE related services. Incomplete or insufficient budget narratives will impact score.

**Detailed Expenditure Descriptions**

LEAs may not supplant existing funding or efforts, including all costs otherwise necessary to operate a school or program.

| **Object Code** | **Description of the Budget Category** |
| --- | --- |
| 1000 | Certificated Salaries are salaries that require a credential or permit issued by the Commission on Teacher Credentialing.   * List all CTE certificated employees * Percentage or fraction of full-time equivalent (FTE) * Rate of pay per day, month, and/or annual salary |
| 2000 | Classified Salaries are salaries for services that do not require a credential or permit issued by the Commission on Teacher Credentialing   * List all certificated CTE employees * Percentage or FTE * Rate of pay per day, month, and/or annual salary |
| 3000 | Employee Benefits: Record the employer’s contributions to retirement plans and health and welfare benefits.   * List the percentage of total benefits * List dollar amount   (List each sector and/or position for CTE employee benefits being claimed.) |
| 4000 | Books and Supplies: Record expenditures for books, supplies, and other noncapitalized property/equipment (movable CTE program property of a relatively permanent nature that has an estimated useful life greater than one year and an acquisition cost less than the LEA’s capitalization threshold, but greater than the LEA’s inventory threshold). Expenditures for:  Supplemental books and supplies  Textbooks for new CTE programs  Instructional materials  Supplies for student support services  CTE Industry Sector publications and software necessary to operate a CTE project office  All equipment, including the serial and model numbers, purchased with any portion of these grant funds must be recorded and maintained in the file  List all CTE equipment by program and site location for inventory purposes;  include computers and laptops.  Equipment is movable personal property that has both an estimated useful life over one year and an acquisition cost that meets the LEA’s threshold for capitalization. **Refer to the district’s threshold amount for capitalization,** **anything less than this amount should be posted in Object Code 4000**. |
| 5000 | Services and Other Operating Expenditures: Record expenditures for services, rents, leases, maintenance contracts, dues, travel, insurance, utilities, legal counsel, and other operating expenditures.  Travel and 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, taxis, and conference registration expenses necessary to meet the objectives of the program. Receipts are required and must be kept on file by your agency for audit purposes. Bus transportation for students can be listed here.  Contracting Services: Services provided to the school by outside contractors appear under this category. Identify what, when, and where service(s) will be provided. Appropriate activities include conducting workshops, training, and technical assistance activities.  **LEAs should provide adequate detail and justification if significant funds are budgeted for an outside party to provide CTE related services.** |
| 6000 | Capital Outlay: Record expenditures for sites, buildings, and equipment, including leases with an option to purchase that meet the LEA’s threshold for capitalization.  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. This category also covers sites and improvement of sites, buildings, and improvement of buildings. |
| 7000 | Indirect Cost if applicable (not to exceed CDE-approved rate). Indirect costs are not assessed on expenditures for capital outlay.  Indirect cost calculations cannot include any expenditures for capital outlay.  If you have any questions related to indirect costs please visit the CDE Indirect Costs Rates web page at <https://www.cde.ca.gov/fg/ac/ic/>. |

**Step 3**

**Minimum Eligibility Standard #:**

Align each object code to the minimum eligibility standards as outlined in the High-Quality Program Evaluation & Plan (Attachment I). The Budget Narrative should indicate clear alignment to the LEA’s Improvement Opportunities and Plans.

**Match Source:**

Indicate source of matching funds for each proposed object code. See explanation of allowable matching funds. No past CTEIG or SWP funds can be used.

**Match Amount is for FY 2020–21 (FY 2020–21 and FY 2021–22).**

**CTEIG Amount is for grant term inclusive of FY 2020–21.**

All numbers must be whole numbers, no decimals or commas. Note: Failure to follow acceptable accounting principles will result in the applicant being invoiced a portion of or entire amount of the grant funds awarded.

This section of the application is worth up to 2 points and the minimum score to be funded for this section is 1 point. The Budget Narrative (Attachment II) will be scored in the following manner:

| **Score** | **Criteria** |
| --- | --- |
| 2 points | The budget narrative worksheet is detailed, expenditure proposals are explicitly aligned to CTE Pathways, and to the High-Quality CTE Program Evaluation & Plan (Attachment I) without question. |
| 1 point | The budget narrative worksheet is somewhat detailed, expenditure proposals are somewhat aligned to CTE Pathways and to the High-Quality CTE Program Evaluation & Plan (Attachment I), but there are one or more questions. |
| 0 points  (not eligible for funding) | The budget is lacking detail, does not provide adequate information, proposes non-allowable or multiple non-CTE expenditures, and/or is not aligned to the High-Quality CTE Program Evaluation & Plan (Attachment I). |

**Step 4**

**For all applicants**

Create a CTEIG Three-Year Budget Plan for Continued Financial and Administrative Support (Attachment III) provided on the RFA web page at

[https://www.cde.ca.gov/fg/fo/r17/documents/cteig2020-21attach3.pdf](http://staging.cde.ca.gov/fg/fo/r17/documents/cteig2020-21attach3.pdf).

The applicant will need to create a three-year plan for FYs 2020–21, 2021–22, and 2022–23 demonstrating continued LEA financial and administrative support of CTE programs in the Local Control Accountability Plan (LCAP). The three-year plan should demonstrate a financial commitment of no less than the amount expended on those programs in the previous FY per *EC* Section 53071(b). The budget must indicate the source of the funds and account. All numbers must be whole numbers, no decimals or commas.

This section of the application is worth up to 3 points and will be scored in the following manner:

| **Score** | **Criteria** |
| --- | --- |
| 3 points | Budget is realistic and clearly aligns with 2019–20 LCAP, funding sources are clearly identified, and funding continues to increase. |
| 2 points | Budget is realistic and is aligned with 2019–20 LCAP, funding sources are identified, and funding increases or is maintained at current level but there are some questions. |
| 1 point | Budget is somewhat realistic and somewhat aligned with 2019–20 LCAP, funding sources are identified leaving some questions, funding is maintained at the current level, and there are many questions. |
| 0 points | Funding decreases from current application funding level, does not align with 2019–20 LCAP, identify funding sources, and/or is unrealistic. |

The minimum score of 1 point in this section is required to be funded.

**Step 5**

**For all applicants**

Include only the pages of your 2019–20 LCAP that show the inclusion of CTE.

**Highlight only the areas on a page that pertain to CTE.**

Additional 2019–20 LCAP pages that are submitted, or pages that are not highlighted, will result in a deduction of points.

This section of the application is worth up to 2 points and will be scored in the following manner:

| **Score** | **Criteria** |
| --- | --- |
| 2 points | The 2019–20 LCAP shows clear and explicit inclusion of CTE, is highlighted, and can easily be matched back to the proposed budget. |
| 1 point | The 2019–20 LCAP shows some evidence of CTE inclusion and there are questions in relation to the budget. |
| 0 points | The 2019–20 LCAP shows no evidence of CTE inclusion. |
| (1 point) | The 2019–20 LCAP includes extra pages that do not show evidence of CTE. |

The minimum score of 1 point in this section is required to be funded.

CTE must be explicitly mentioned in the 2019–20 LCAP for districts to qualify**.** Note: *“College and Career Readiness*” inclusive of Advance Placement, International Baccalaureate Program, A-G, Gifted and Talented Education, and other district programs, is not the equivalent to CTE.

**Step 6**

**For all applicants**

**Sign-Off Form for State Assurances and Certifications**

A duly authorized representative (Superintendent or Designee), or the lead LEA in the case of a consortium, should review all assurances, certifications, and terms and conditions to be familiar with the expectations of the grant.

The authorized representative must read the certification statement and check the box stating they have read and understand all of the terms and conditions of the grant application.

1. Applicants are not required to submit state assurances and certifications to the CDE. The signed (check box) grant application in Part I of the application is a commitment to comply with the assurances, certifications, terms, and conditions associated with the grant.
2. Applicants must print and keep assurances and certifications on file at the local level for compliance reviews, complaint investigations, or audits.

Copies of the general assurances and certifications are available on the CDE General Assurances web page at <https://www.cde.ca.gov/fg/fo/fm/generalassurances2020.asp>.

### IV. Application Preparation and Submission

CTEIG applications must be submitted via **email**, as paper applications will not be accepted. Applications must be submitted as **one continuous PDF document file** (multiple emails or emails with multiple attachments will not be accepted), following the order below:

1. A copy of Part 1 of the CTEIG application from the PGMS.
2. Attachment I: High-Quality CTE Program Evaluation & Plan (if a consortium, the lead LEA overall/collaborative evaluation should be placed on top of the other LEA evaluations). **All consortium members must submit Attachment I**. The lead applicant of the consortium must submit an additional Attachment I showing an average score generated from the members.
3. Attachment II: The completed FY 2020–21 Budget Narrative (with original signature).
4. Attachment III: The FY 2020–21 CTEIG Three-Year Budget (with original signature).
5. Highlighted and relevant pages of 2019–20 LCAP(s), showing CTE inclusion.
6. MOUs for CTEIG Consortia must be submitted prior to receiving a GAN.
7. Evidence of participation in SWP Consortia (when applicable).

The application file sent, must be named as follows: LEA Name CDS Code

(Make sure to spell out all acronyms).

**Example:** Shadow Unified School District 12123456000000

When emailing the application file, the subject line must include the following language: CTEIG Application 2020–21 (LEA Name)

**Example:** CTEIG Application 2020–21 (Shadow Unified School District)

With the application file and subject line completed as directed above, email the CTEIG application to [CTEincentive@cde.ca.gov](mailto:CTEincentive@cde.ca.gov) by **11:59 p.m. Thursday, September 17, 2020**.

### V. 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.

### VI. Application Due Date

Both Parts I and II of the CTEIG application are due by the deadline of **Thursday, September 17, 2020, at 11:59 p.m**. **Submitting only one part of the application by the deadline will result in an ineligible application and the application will not be scored.**

Applications that are received after **11:59 p.m. on Thursday, September 17, 2020**, will not be accepted.

## **Appendix A**

**Career Technical Education Incentive Grant**

**2020–21 Grant Assurances and Conditions**

California *Education Code (EC)* Section 53071 stipulates the minimum requirements that must be included in a Career Technical Education Incentive Grant (CTEIG) funded program. The authorized applicant’s signature signifies they have read the following assurances and conditions and will provide these program elements.

In order to be eligible to receive state funding to encourage and maintain the delivery of career technical education (CTE) programs pursuant to *EC* Section 53070, a grant recipient shall provide all of the following:

1. Matching funds in the form of direct support provided by the grant recipient based on the following schedule:

1. For the funding term 2020–21, $2 for every $1 received from this program. Matching funds may be based on local match (Fiscal Year 2020–21 and 2021–22).

2. An assurance that state funds provided by the CTEIG program shall be used only for the development and maintenance of CTE programs, in line with the Improvement Opportunities and Plans and aligned with the Budget Narrative submitted.

3. An assurance to report all local educational agency (LEA) CTE expended funds for the grant recipient under accounting goal codes 3800 (CTE) or 6000 (Regional Occupational Centers and Programs). Matching funds will be verified each year.

Conditions of the CTEIG funding are as follows:

1. The LEA must meet all state statutes and regulations applicable to the CTEIG in its administration of the program including the submittal of all student data reports, annual progress report, budgets, and fiscal end of year reports.
2. All CTEIG funds must be expended within the dates designated and for not more than the maximum amount indicated on the Grant Award Notification (GAN).
3. Encumbrances may be made at any time after the beginning date of the grant stated on the GAN.
4. All funds must be expended or legally obligated by December 31, 2022.
5. Any funds left unclaimed after December 31, 2022, will revert to the state.
6. **No extensions of this grant term will be allowed.**
7. Grant funds will be remitted as stated in the Request for Applications on pages 7–8.
8. If the grantee does not comply with the assurances and conditions of the grant, **the CDE will deduct from the next grant cycle or invoice the applicant for a portion of or entire amount of the grant funds paid to the LEA**.

## **Appendix B: CTEIG Technical Assistance**

For more information regarding the Career Technical Education Incentive Grant (CTEIG) program and related resources, please visit the CTE Online web page at <https://www.cteonline.org/resources/cteig>. Please note, many staff are working remotely due to COVID-19. Email is the most direct way to contact staff for assistance.

**California Department of Education CTEIG Consultants**

| **Region** | **Counties Served** | **Consultant** | **Email Address** | **Phone Number** |
| --- | --- | --- | --- | --- |
| 1 | Butte, Del Norte, Humboldt, Lassen, Modoc, Nevada, Shasta, Siskiyou, Tehama, Trinity | Erle Hall | [ehall@cde.ca.gov](mailto:ehall@cde.ca.gov) | 916-323-2564 |
| 2 | Amador, Calaveras, Colusa, El Dorado, Glenn, Placer, Sacramento, Sutter, Tuolumne, Yolo, Yuba | Erle Hall | [ehall@cde.ca.gov](mailto:ehall@cde.ca.gov) | 916-323-2564 |
| 3 | Alameda, Contra Costa, Lake, Mendocino, Napa, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano, Sonoma | Tara Neilson | [tneilson@cde.ca.gov](mailto:tneilson@cde.ca.gov) | 916-445-5568 |
| 4 | Fresno, Inyo, Kern, Kings, Madera, Merced, San Benito, San Joaquin, Stanislaus, Tulare | Cindy Beck | [cbeck@cde.ca.gov](mailto:cbeck@cde.ca.gov) | 916-319-0470 |
| 5 | Monterey, San Luis Obispo, Santa Barbara, Ventura | Tara Neilson | [tneilson@cde.ca.gov](mailto:tneilson@cde.ca.gov) | 916-445-5568 |
| 6 | Los Angeles, Orange | David Kinst | [dkinst@cde.ca.gov](mailto:dkinst@cde.ca.gov) | 916-323-5144 |
| 7 | Imperial, Riverside, San Bernardino, San Diego | David Kinst | [dkinst@cde.ca.gov](mailto:dkinst@cde.ca.gov) | 916-323-5144 |

**K–14 Technical Assistance Providers (TAPs)**

| **Region** | **Name** | **Host Organization** | **Email Address** | **Phone**  **Number** |
| --- | --- | --- | --- | --- |
| North Far North | Tanya Meyer | Feather River College | [tmeyer@frc.edu](mailto:tmeyer@frc.edu) | Not Available |
| Bay Region | Sharon Turner | Foothill College | [turnersharon@fhda.edu](mailto:turnersharon@fhda.edu) | 415-786-0705 |
| Bay Region | Don Harjo Daves-Rougeaux, MS Ed. | BACCC | [ddrougeaux@gmail.com](mailto:ddrougeaux@gmail.com) | 805-570-5810 |
| Central Valley- Mother Lode | Diane Baeza | Tulare County Office of Education | [Diane.Baeza@tcoe.org](mailto:Diane.Baeza@tcoe.org) | 661-369-9316 |
| Los Angeles | Karen Childers (until role is filled) | Not Available | [Childers\_Karen@rsccd.edu](mailto:Childers_Karen@rsccd.edu) | Not Available |
| Orange County | Amy Kaufman (until the role is filled) | Not Available | [akaufman.cccco@gmail.com](mailto:akaufman.cccco@gmail.com) | Not Available |
| South Central Coast | Dr. Giselle Bice | College of the Canyons | [giselle.bice@canyons.com](mailto:giselle.bice@canyons.com) | 661-362-3480 |
| Inland Empire- Desert | Stephanie Murillo | Riverside Community College District | [Stephanie.Murillo@rccd.edu](mailto:Stephanie.Murillo@rccd.edu) | 951-222-8406 |
| San Diego- Imperial | Leslie Wisdom | Grossmont- Cuyamaca Community College District | [Leslie.Wisdom@gcccd.edu](mailto:Leslie.Wisdom@gcccd.edu) | 619-644-7354 |

**K–12 Project Coordinators Regional Directory**

**Bay Area Region**

| **Geography** | **Name** | **Host Institution** | **Email Address** | **Phone Number** |
| --- | --- | --- | --- | --- |
| Alameda County | Dr. Rona Zollinger | Alameda County Office of Education | [rzollinger@acoe.org](mailto:rzollinger@acoe.org) | 510-670-7705 |
| Peralta Region | Jennie Mollica | Oakland USD | [jennie@jenniemollica.com](mailto:jennie@jenniemollica.com) | 510-436-4968 |
| Santa Cruz | Todd Rabusin | Santa Cruz COE | [trabusin@santacruzcoe.org](mailto:trabusin@santacruzcoe.org) | 831-245-7506 |
| Contra Costa | Nick Morgan | Contra Costa COE | [nmorgan@cccoe.k12.ca.us](mailto:nmorgan@cccoe.k12.ca.us) | Not Available |
| Marin | Araceli Nunez | Marin COE | [anunez@marinschools.org](mailto:anunez@marinschools.org) | 415-491-6692 |
| Napa | Tammie Holloway | Napa Valley COE | [Tholloway@napacoe.org](mailto:Tholloway@napacoe.org) | Not Available |
| Palo Alto | Jessica Tabron | Palo Alto COE | [jtabron@pausd.org](mailto:jtabron@pausd.org) | Not Available |
| San Francisco | Kelly Taggart Scavullo | San Francisco USD | [taggartk@sfusd.edu](mailto:taggartk@sfusd.edu) | Not Available |
| San Mateo | Rubie Macaraeg | San Mateo COE | [rmacaraeg@smcoe.org](mailto:rmacaraeg@smcoe.org) | 650-438-3521 |
| Santa Clara | Rick Charvet | Santa Clara COE | [rick.charvet@gilroyunified.org](mailto:rick.charvet@gilroyunified.org) | 650-438-3521 |
| Santa Clara (San Jose) | Maurice James | Santa Clara COE | [mjames@pe.sccoe.org](mailto:mjames@pe.sccoe.org) | Not Available |
| Santa Clara (Mission/West Valley) | Eileen Brown | Santa Clara COE | [ebrown@contractors.sccoe.org](mailto:ebrown@contractors.sccoe.org) | Not Available |
| Solano | Kim Lane | Solano COE | [klane@solanocoe.net](mailto:klane@solanocoe.net) | 707-399-4801 |
| Sonoma | Christi Calson | Sonoma COE | [ccalson@scoe.org](mailto:ccalson@scoe.org) | Not Available |
| Los Positas | Gayle Larson | Alameda COE | [glarson@tvrop.org](mailto:glarson@tvrop.org) | Not Available |
| Chabot | Lauren Kelly | Alameda COE | [lkelly@edenrop.org](mailto:lkelly@edenrop.org) | 925-788-1903 |

**Central Valley Mother Lode Region**

| **Geography** | **Name** | **Host Institution** | **Email Address** | **Phone Number** |
| --- | --- | --- | --- | --- |
| Full Region | Diane Baeza | Tulare County Office of Education | [Diane.Baeza@tcoe.org](mailto:Diane.Baeza@tcoe.org) | 510-670-7705 |
| Bakersfield College Footprint | Pending | Kern County Superintendent Schools | Not Available | 510-436-4968 |
| Cerro Coso Community College Footprint | Pending | Kern County Superintendent Schools | Not Available | 831-245-7506 |
| Clovis Community College Footprint | Pending | Fresno County Office Education | Not Available | 661-369-9316 |
| College of the Sequoias Footprint | Pending | Tulare County Office Education | Not Available | Not Available |
| Fresno City College Footprint | Pending | Fresno County Office Education | Not Available | Not Available |
| Merced College Footprint | Lily Flores | Merced Union High School District | [laflores@muhsd.org](mailto:laflores@muhsd.org) | Not Available |
| Modesto Junior College Footprint | Deborah Rowe | Stanislaus County Office Education | [drowe@stancoe.org](mailto:drowe@stancoe.org) | Not Available |
| Porterville College Footprint | Pending | Kern County Superintendent Schools | Not Available | Not Available |
| Reedley College Footprint | Pending | Tulare County Office Education | Not Available | 209- 325-2065 |
| San Joaquin Delta College Footprint | Pam Knapp | San Joaquin County Office Education | [paknapp@sjcoe.net](mailto:paknapp@sjcoe.net) | 209-499-9465 |
| Taft College Footprint | Korina Rawls | Taft Union High School District | [krawls@taftunion.org](mailto:krawls@taftunion.org) | 661-763-2390 |
| West Hills College Coalinga Footprint | Pending | Fresno County Office Education | Not Available | Not Available |
| West Hills College Lemoore Footprint | Pending | Fresno County Office Education | Not Available | Not Available |

**Inland Empire-Desert Region**

| **Geography** | **Name** | **Host Institution** | **Email Address** | **Phone Number** |
| --- | --- | --- | --- | --- |
| Barstow CCD | Carrie O’Neal | San Bernardino County Superintendent of Schools | [carrie.oneal@mdcareerpathways.com](mailto:carrie.oneal@mdcareerpathways.com) | Not Available |
| Victor Valley CCD | Jessica Swift | San Bernardino County Superintendent of Schools | [jessica.swift@mdcareerpathways.com](mailto:jessica.swift@mdcareerpathways.com) | Not Available |
| San Bernardino CCD | Deidra Puentes | San Bernardino County Superintendent of Schools | [deidra.puentes@sbcss.net](mailto:deidra.puentes@sbcss.net) | Not Available |
| Chaffey CCD | Karen Goss | San Bernardino County Superintendent of Schools | [karen.goss@sbcss.net](mailto:karen.goss@sbcss.net) | Not Available |
| Copper Mountain CCD | Christy Bong | San Bernardino County Superintendent of Schools | [Christy.bong@morongo.k12.ca.us](mailto:Christy.bong@morongo.k12.ca.us) | Not Available |
| Riverside CCD | Christine Chavez | Jurupa Unified School District | [christine\_chavez@jusd.k12.ca.us](mailto:christine_chavez@jusd.k12.ca.us) | Not Available |
| Palo Verde CCD | Trisha Jenkins | Riverside County Office of Education | [Tjenkins@rcoe.us](mailto:Tjenkins@rcoe.us) | Not Available |

**Los Angeles Region**

| **Geography** | **Name** | **Host Institution** | **Email Address** | **Phone Number** |
| --- | --- | --- | --- | --- |
| El Camino College | Kim Irons | Centinela Valley Union HS District | [ironsk@centinela.k12.ca.us](mailto:ironsk@centinela.k12.ca.us) | 310-263-3223 |
| Rio Hondo CC | Therese Kennedy | Tri-Cities ROP | [tkennedy@tricitiesrop.org](mailto:tkennedy@tricitiesrop.org) | Not Available |
| Cerritos CCD | Bob Tyra | Los Angeles County Office of Education | [Tyra\_Robert@lacoe.edu](mailto:Tyra_Robert@lacoe.edu) | Not Available |
| Citrus CCD | Ross Arnold | Los Angeles County Office of Education | [Arnold\_Ross@lacoe.edu](mailto:Arnold_Ross@lacoe.edu) | Not Available |
| Glendale CCD | Anne Welsh | Los Angeles County Office of Education | [welsh\_anne@lacoe.edu](mailto:welsh_anne@lacoe.edu) | Not Available |
| Pasadena CCD | Jeanie Riddell | Los Angeles County Office of Education | [jeanieriddell@gmail.com](mailto:jeanieriddell@gmail.com) | Not Available |
| El Camino CCD | Kim Irons | Centinela Valley Union High School District | [ironsk@centinela.k12.ca.us](mailto:ironsk@centinela.k12.ca.us) | Not Available |
| Long Beach CCD | Amy Smith | Long Beach Unified School District | [amysmith@lbschools.net](mailto:amysmith@lbschools.net) | Not Available |
| Rio Hondo CCD | Therese Kennedy | TriCities ROP | [tkennedy@tricitiesrop.org](mailto:tkennedy@tricitiesrop.org) | Not Available |
| Santa Monica CCD | Nancy Cardenas | Santa Monica- Malibu USD | [ncardenas@k14pathways.org](mailto:ncardenas@k14pathways.org) | Not Available |

**North Far North Region**

| **Geography** | **Name** | **Host Institution** | **Email Address** | **Phone Number** |
| --- | --- | --- | --- | --- |
| Full Region | Tanya Meyer | Feather River College | [tmeyer@frc.edu](mailto:tmeyer@frc.edu) | Not Available |
| Butte CCD | Kim Greene | Butte County Office of Education | [kgreene@bcoe.org](mailto:kgreene@bcoe.org) | Not Available |
| Redwoods CCD | Sandy Dale | Fortuna Union High School District | [sdale@fuhsdistrict.net](mailto:sdale@fuhsdistrict.net) | Not Available |
| Lake Tahoe CCD | Kim Carr | Lake Tahoe Unified School District | [kcarr@ltusd.org](mailto:kcarr@ltusd.org) | Not Available |
| Lassen CCD | Christy Rose | Lassen Union High School District | [christy.rose@lassenhigh.org](mailto:christy.rose@lassenhigh.org) | Not Available |
| Sierra CCD | Chelsy Nauman | Placer Union High School District | [cnauman@puhsd.k12.ca.us](mailto:cnauman@puhsd.k12.ca.us) | Not Available |
| Los Rios CCD | Raelynn Sharp | Sacramento County Office of Education | [rsharp@scoe.net](mailto:rsharp@scoe.net) | Not Available |
| Shasta CCD | Rosemary Mitchell | Shasta County Office of Education | [rpmitchell07@gmail.com](mailto:rpmitchell07@gmail.com) | Not Available |
| Siskiyou CCD | Bright Nichols- Stock | Siskiyou County Office of Education | [bstock@siskiyoucoe.net](mailto:bstock@siskiyoucoe.net) | Not Available |
| Yuba CCD | Keenya Powell | Yolo County Office of Education | [Keenya.powell@ycoe.org](mailto:Keenya.powell@ycoe.org) | Not Available |
| Mendocino CCD | Pending | Mendocino County Office of Education | Not Available | Not Available |
| Feather River CCD | Lisa Kelly | Plumas Charter School | [lkelly@plumascharterschool.org](mailto:lkelly@plumascharterschool.org) | Not Available |

**Orange County Region**

| **Geography** | **Name** | **Host Institution** | **Email Address** | **Phone Number** |
| --- | --- | --- | --- | --- |
| North Orange County CCD | Kenia Cueto | North Orange County ROP | [kcueto@nocrop.us](mailto:kcueto@nocrop.us) | Not Available |
| Rancho Santiago CCD | David Foster | OCDE (CTEIG position) | [dfoster@ocde.us](mailto:dfoster@ocde.us) | Not Available |
| Coast CCD | KristaSchweers- Ganga | Coastline ROP | [kganga@coastlinerop.net](mailto:kganga@coastlinerop.net) | Not Available |
| South Orange County CCD | Nicole Berkman | College and Career Advantage ROP | [nmberkman@capousd.org](mailto:nmberkman@capousd.org) | Not Available |

**South Central Coast Region**

| **Geography** | **Name** | **Host Institution** | **Email Address** | **Phone Number** |
| --- | --- | --- | --- | --- |
| San Luis Obispo CCD | Michael Specchierla | San Luis Obispo County Office of Education | [mspecchierla@slocoe.org](mailto:mspecchierla@slocoe.org) | Not Available |
| Allan Hancock Joint CCD | Christine Petrone | Santa Barbara County Education Office | [cpetrone@sbceo.org](mailto:cpetrone@sbceo.org) | Not Available |
| Ventura County CCD | Scott McNutt | Ventura County Office of Education | [smcnutt@vcoe.org](mailto:smcnutt@vcoe.org) | Not Available |
| Santa Clarita CCD | Justine Cubbage | William S. Hart Union High School District | [jcubbage@hartdistrict.org](mailto:jcubbage@hartdistrict.org) | Not Available |
| Antelope Valley CCD | Diane Walker | Antelope Valley Union High School District | [dwalker@avhsd.org](mailto:dwalker@avhsd.org) | Not Available |

**San Diego-Imperial Region**

| **Geography** | **Name** | **Host Institution** | **Email Address** | **Phone Number** |
| --- | --- | --- | --- | --- |
| Mira Costa Community College | Nicole Moersch | Carlsbad Unified School District | [nmoersch@carlsbadusd.net](mailto:nmoersch@carlsbadusd.net) | Not Available |
| Southwester n Community College District | Pending | Sweetwater Union High School District | Not Available | Not Available |
| Grossmont- Cuyamaca Community College District | Jamie Davenport | Grossmont Union High School District | [jndavenport@guhsd.net](mailto:jndavenport@guhsd.net) | Not Available |
| Imperial Valley Community College District | Pending | Imperial County Office of Education | Not Available | Not Available |
| Palomar Community College District | Pending | San Diego County Office of Education | Not Available | Not Available |
| San Diego Community College District | Pending | San Diego Unified School District | Not Available | Not Available |