Career Technical Education Incentive Grant



California Department of Education

Request for Applications

2025–26

Round 11

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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Career Technical Education Incentive Grant  
Request for Applications 2025–26

## Chapter 1: General Information

### I. Introduction

The California *Education Code* (*EC*) Section 53070(a) states that 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 and grades one to twelve, inclusive, with the knowledge and skills necessary to transition to employment and post-secondary education. The purpose of this competitive grant program is to encourage, maintain, and strengthen the delivery of high-quality career technical education (CTE) programs.

### II. Grant Timeline

Grant applications must be received in the Program Grant Management System (PGMS) by **Friday, September 5, 2025, at 5 p.m.**

The CDE will present recommendations for grant qualification award amounts to the State Board of Education (SBE) during the November 2025 board meeting for consideration and approval.

Following approval by the SBE, Grant Award Notifications (GANs) will be sent to the local educational agencies (LEAs) which were awarded grant funds. The GAN will be sent to the Superintendent or Designee and administrator that is listed in the application. Make sure the contact information is up to date in the California [School Directory](https://www.cde.ca.gov/SchoolDirectory/).

| **Dates\*** | **Activity** |
| --- | --- |
| August 8, 2025 | Request for Application (RFA) released to LEAs |
| September 5, 2025 | PGMS Entry Submission due to CDE |
| October 3, 2025 | Preliminary Grant Qualification Results Posted |
| November 5–6, 2025 | SBE Meeting to approve CTEIG Grant Qualification Results |
| December 2025 | GANs released to LEAs |

**\***The CTEIG FY 25-26 Timeline is subject to change

The 2025–26 application will cover the grant period beginning July 1, 2025, and ending June 30, 2027.

| Application Year | Grant Cycle | Last day to Spend Grant Funds | Expenditure Reports |
| --- | --- | --- | --- |
| 2025–26 | July 1, 2025 – June 30, 2027 | June 30, 2027 | August 2026  August 2027 |

### III. Funding Distribution

Per *EC* Section 53070(d), the total amount appropriated for the program in the state budget is $300 million, and is designated as follows, unless otherwise determined by the State Superintendent of Public Instruction in collaboration with the Executive Director of the SBE:

* 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
* For applicants with ADA in grades 7–12 of more than 140 and less than or equal to 550, 8 percent is designated
* 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 apportionment for the previous fiscal year (FY) (i.e., 2024–25) for grades 7–12. For applicants applying as part of a Consortium, the ADA for each individual member will be used to determine the total ADA for the Consortium.

### IV: Applicant Eligibility

1. All Grant Applicants (New, Renewal and Consortiums):
2. Each application submitted must be tailored to each individual school or program. Duplications or identical applications will not be considered.
3. Per *EC* Section 53072, a grant recipient may consist of one or more, or any combination, of the following:
   * School Districts
   * County Offices of Education (COEs)
   * Charter schools
   * Regional Occupational Centers or Programs (ROC/P) operated by joint powers authorities or COEs, provided the application has the written consent of each participating LEA.
4. Renewal (Prior-year) Grant Applicants (including Consortia):

Pursuant to *EC* sections 53073 and 53076(d) previous CTEIG grantees who did not submit the data required in *EC* Section 53071 (c)(11) are not eligible to apply.

Pursuant to *EC* Section 53076(b) previous CTEIG grantees who did not submit a CTEIG Expenditure report in the prior year are not eligible to apply for the CTEIG.

## Chapter 2: CTEIG Match and Program Requirements

1. CTEIG Match Requirement
2. Match Requirement

*EC* Section 53071(a)(1)(D)(i) requires a local match from FY 2025–26 of two dollars ($2) for every one dollar ($1) received from this program.

By submitting a CTEIG application, the applicant is attesting to the ability to encumber match dollars in the FY beginning July 1, 2025, and ending June 30, 2026. *EC* Section 53071(a)(1)(D)(ii).

The local match may include funding from:

* School district or charter school Local Control Funding Formula apportionments pursuant to *EC* Section 42238.02
* Strengthening Career and Technical Education for the 21st Century Act (Perkins V)
* California Partnership Academies
* Agricultural CTE Incentive Grant
* Any other allowable source (including community and/or business partnerships) not stated below

The local match may not include funding from:

* Kindergarten through grade twelve (K–12) component of the Strong Workforce Program (SWP) established pursuant to *EC* Section 88827
* CTE Facilities Program pursuant to *EC* Section 17078.72
* Past CTEIG award amounts

Per *EC* Section 53071(a)(5), an applicant’s matching funds shall be used to support the program or programs for which the applicant was awarded a grant.

### Matching Funds Verification

Per *EC* Section 53076(c), the CDE will annually review grant recipients’ expenditures on CTE programs for purposes of determining if the grant recipients have met their local match requirement of two dollars ($2) for every one dollar ($1) received from this program, as required by *EC* Section 53071(a).

Matching funds for the FY 2025–26 CTEIG award must be encumbered by   
June 30, 2026. (*EC* Section 53071(a)(1)(D)(ii)).

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

1. A reduction of a 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.

The annual review of a CTEIG recipient’s expenditures on CTE programs for the purpose of verifying encumbered match dollars shall include the annual CTEIG Expenditure report and the annual audit procedure prescribed in *EC* Section 53076.1. All encumbered CTE program expenditures listed as match should use Goal Codes 3800 (individual LEA) and 6000 (ROC/P).

[Current Audit Guide Booklet](https://eaap.ca.gov/audit-guide/current-audit-guide-booklet/) from the California Education Audit Appeals Panel website.

1. CTEIG Program Requirements

### Minimum Eligibility Standards

Pursuant to *EC* Section 53071(c), an applicant, or the applicant’s CTE program, as applicable, must demonstrate that they meet all of the minimum eligibility standards to be considered for a grant award.

* 1. Program and Administrative Requirements

The signed CTEIG application is a commitment to comply with the assurances, certifications, and terms and conditions of the grant.

Before signing the CTEIG application, the duly authorized representative (Superintendent or Designee), or the lead member of a Consortium, should review all assurances, certifications, and terms and conditions of the grant to be familiar with the expectations of the grant.

Applicants should download all [CTEIG](https://www.cde.ca.gov/ci/ct/ig/index.asp) FY 2025–26 Grant Assurances and Conditions from the CDE website. The documents must be reviewed and kept on file by the LEA.

Applicants are not required to submit assurances and certifications to the CDE. Applicants must print and keep assurances and certifications on file at the local level for compliance reviews, complaint investigations, or audits.

* 1. CTEIG Grant Expenditure Reports

Grantees are required to complete and submit to the CDE two Grant Expenditure Reports demonstrating how CTEIG and match funds for FY 2025–26 were encumbered and spent.

| **Date** | **Expenditure Reports** |
| --- | --- |
| August 2026 | This expenditure report is part of a renewal application. LEAs must demonstrate that all 2025–26 Match encumbered to remain eligible for funding. |
| August 2027 | This is a final expenditure report for the grant cycle and may be used as part of a renewal application. The LEA must have all CTEIG and Match dollars spent by June 30, 2027.  The Final Grant Expenditure Report must be completed and submitted on time to remain eligible for funding andthe grantee will be invoiced an amount up to the entire amount of the grant award. |

Grantees will 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 (individual LEA) or 6000 (ROC/P).

Lead Consortium grantees will provide one compiled report that includes expenditures from all members of the Consortium. Individual Consortium members do not need to submit an individual report to the CDE.

Communications for Expenditure Reporting will be shared through the CTE Incentive listserv. Anyone administrating a CTEIG award may subscribe to the listserv. To subscribe to the listserv, send a “blank” email to [join-CTEIncentive@mlist.cde.ca.gov](mailto:join-CTEIncentive@mlist.cde.ca.gov).

* 1. CTEIG Data

Per *EC* Section 53071(c)(11)(B)(i–vi), grantees are required to annually report the following data to the California Longitudinal Pupil Achievement Data System (CALPADS):

* 1. The high school graduation rate.
  2. The number of pupils completing career technical education 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 each of the following:
     1. A postsecondary educational institution.
     2. A state apprenticeship program.
     3. A form of job training other than a state apprenticeship program.

If an LEA does not have CTE pathway completers to report for the current Academic Year, the LEA still must submit the Student Course Section Completion (SCSC) files to show enrollment (participation) in CTE courses to fulfill requirement ii listed above.

CALPADS Reports may only be accessible to LEA CALPADS Data Stewards, we encourage a collaboration with CTE Coordinators. The CALPADS End of Year (EOY) Road Map should be used to review CALPADS data by the recommended milestone date of July 11, 2025. The Certification Report Quality Assurance Checklist identifies specific CALPADS reports for CTE Participants and Completers to review and confirm if LEA data is accurate prior to the EOY.

The [CALPADS EOY Road Map and Checklist](https://documentation.calpads.org/Training/EOYReportingRoadMap/) are available on the CDE website.

The CTEIG data is due by Spring 2027, date to be determined. The CTEIG data must be completed and submitted on time otherwise the grantee will be invoiced an amount up to the entire amount of the grant award.

* 1. Capital Outlay Requests

All capital outlay (object code 6000) purchases where any single item is over $5,000 require individual review and approval from the assigned CDE CTEIG Regional Consultant.

Proposed Capital Outlay expenses detailed in the LEA’s CTEIG application still require review and approval by the assigned Regional Consultant. The Regional Consultant will review and respond to each request within ten (10) business days of receipt.

## Chapter 3: Consortium Memorandum of Understandings

Applicants who apply for a CTEIG as a Consortium must complete a Memorandum of Understanding (MOU). Specifically, the application must include an MOU between the lead member and each individual member that establishes the membership for the grant term and includes the lead member’s and individual member’s ADA and match contributions.

Consortium MOUs are not due by the RFA due date; rather, the MOUs are due after the SBE approval of the FY 2025–26 CTEIG allocations. Consortium MOUs must be received by the CDE prior to the release of the GAN to the lead member of the consortium.

The Consortium member list must be the same from year-to-year to be considered a Renewal Consortium applicant. When any member of the Consortium changes, the applicant will be considered a new consortium applicant and a new MOU will be required.

Consortium MOUs require signatures from all participating members and must be emailed to the [cteigsubmissions@cde.ca.gov](mailto:cteigsubmissions@cde.ca.gov) inbox with the subject line: CTEIG MOU (Consortium Name).

[CTEIG MOU Template](https://www.cde.ca.gov/ci/ct/ig/cteigmoutemplate.asp)

## Chapter 4: Allowable and Non-Allowable Expenditures

A current list of [Allowable and Non-Allowable Expenditures](https://www.cde.ca.gov/ci/ct/ig/allowables24.asp) is available on the CTEIG webpage.

## Chapter 5: PGMS Entry Application

Applicants will need to use the [PGMS Entry Application Instructions](https://www.cde.ca.gov/ci/ct/ig/documents/pgmsinstructions.docx) to complete the CTEIG application.

A complete application is submitted entirely into PGMS and consists of the following categories:

PGMS Portal: Start the application to verify CDS code

Contacts: Verifying LEA information and enter CTEIG Coordinator information

Applicant Profile: Verify and enter applicants profile information

**The LEA should confirm that the URL for the Local Control Accountability Plan (LCAP) is a working link, prior to application submission.**

Application: Enter CTE program details, minimum eligibility standards and strengths and improvement plans for CTE programs

Financial: Enter information for continued financial commitment and application year budget worksheets (object codes 1000–7000)

Assurances: Check boxes for each assurance. Submit application and generate .pdf of applicant’s responses

**No changes will be allowed once the application has been submitted into PGMS.**

Applicants should save a copy of their CTEIG application from PGMS as proof of their submission. The CDE will not verify submissions until after the deadline. It is the responsibility of each applicant to ensure their PGMS entry is completed and submitted in its entirety.

## Chapter 6: Application Review Process

The CDE will screen all timely PGMS entries for compliance with all requirements stated in this RFA. Only complete applications submitted through PGMS will be read and scored. Refer to Chapter 5 for a list of what a completed application must include.

The PGMS entry application will be scored in four categories: CTE Program, Continued Financial Commitment, Budget, and LCAP.

**CTE Program/Minimum Eligibility Standards:** The minimum score to be eligible for this section is 12. If an applicant scores 0 points for a minimum eligibility requirement, the applicant will not be eligible to receive funds, no matter if the other categories meet the eligibility criteria.

**Overall CTE Program Strengths & Improvements:** The minimum score to be eligible for this section is 2 points. If an applicant scores 0 points the applicant will not be eligible to receive funds, no matter if the other categories meet the eligibility criteria.

**Continued Financial Commitment:** The minimum score to be eligible for this section is 1 point. If an applicant scores 0 points the applicant will not be eligible to receive funds, no matter if the other categories meet the eligibility criteria.

**Budget Narrative Worksheet:** The minimum score to be eligible for this section is 1 point. If an applicant scores 0 points the applicant will not be eligible to receive funds, no matter if the other categories meet the eligibility criteria.

**LCAP:** The minimum score to be eligible for this section is 1 point. If an applicant scores 0 points the applicant will not be eligible to receive funds, no matter if the other categories meet the eligibility criteria.

To be eligible for funding, complete applications must receive a minimum TOTAL score of 17 based on the scoring rubric as well as meet the minimum point requirements for each of the five categories (CTE Program, Overall CTE Programs & Improvements, Continued Financial Commitment, Budget, and LCAP). Refer to Chapter 13 of this RFA for the Scoring Rubric.

All new and renewal applicants will have their applications read and scored by a minimum of two readers. Applications that receive a score of less than 17, by both readers, will not be eligible for funding. Applications which receive one minimum score (17 or higher) and one failed score (less than 17) will be reviewed by a third reader. To be considered for funding, an application must meet the minimum score (17) by two of the three readers and meet the minimum point requirements for each of the five categories.

Application scoring will begin immediately following the final filing date, with final approval by the SBE at the November 2025 SBE meeting.

## Chapter 7: Appeals

Applicants determined ineligible for funding will receive a letter of notification (Ineligibility Letter) via email. To appeal an ineligibility letter, an LEA must submit a Letter of Appeal to the Career and College Transition Division within 10 calendar days of the date of the ineligibility letter. The CDE will respond to the letter of appeal within 30 calendar days.

Appeals are limited to the grounds that the CDE failed to follow the RFA’s standards for reviewing and scoring the application. Disagreement with an application reader’s professional judgment is not grounds for appeal and appeals based on such disagreement will be denied.

The 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 a certified electronic signature of the authorized agent or the designee. The Letter of Appeal should be sent via email to [CTEIncentive@cde.ca.gov](mailto:CTEIncentive@cde.ca.gov), with the subject line: CTEIG Appeal - Full District Name.

## Chapter 8: Grant Award and Payment Procedures

Following SBE’s approval of the preliminary grant qualification awards, all grantees awarded CTEIG funding will be sent a GAN (Form AO-400) from the CDE.

The lead member of the consortium grantees will be sent a GAN upon receipt of a CTEIG MOU.

Grant payments will be dispersed upon receipt of the signed GAN and approved budget.

GANs must be sent via email to [CTEIGSubmissions@cde.ca.gov](mailto:CTEIGSubmissions@cde.ca.gov) with subject line FULL LEA NAME FULL 15 DIGIT CDS CODE 2025–26 CTEIG GAN.

Example: Shadow Unified School District 00000123456789 2025–26 CTEIG GAN

## Chapter 9: Technical Assistance

A [list of the CDE’s CTEIG Regional Consultants](https://www.cde.ca.gov/ci/ct/pk/cteigcontacts.asp) can be found on the CDE website.

K–12 SWP Technical Assistance Providers and associated Workforce Pathway Coordinators are available to provide applicants with technical assistance in completing the application. The list of providers is available on the [California Community Colleges Chancellor’s Office website](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/K12-Strong-Workforce/K12-Pathway-Coordinators).

## Chapter 10: 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.

## Chapter 11: Application Due Date

The [PGMS](https://www3.cde.ca.gov/pgms/logon) will close on **Friday, September 5, 2025,** at 5 p.m. Pacific time. Late submissions will not be accepted.

## Chapter 12: Resources

Resources are available on the [CTEIG](https://www.cde.ca.gov/ci/ct/ig/index.asp) webpage.

Resources include:

* Proposed 2025–26 CTEIG Allowable and Non-Allowable Costs
* Minimum Eligibility Standards
* Budget Object Code Chart
* Technical Assistance Contacts
* MOU Template
* PGMS Entry Application Instructions
* Glossary of Terms

## Chapter 13: Scoring Rubric

CTE Program: 12 points minimum and up to 24 points maximum

| **Category** | **0 Points** | **1 Point** | **2 Points** |
| --- | --- | --- | --- |
| **Course Name**  *(Minimum Eligibility Standard 1)* | No course identified | At least 1 course identified and aligned with pathway | 2 or more courses identified and fully aligned with pathway |
| **CALPADS**  *(Minimum Eligibility Standard 1)* | No courses have CALPADS code | At least 1 course with CTE CALPADS Code correlated to pathway/course | 2 or more courses with CTE CALPADS Code correlated to pathway |
| **Career Exploration**  *(Minimum Eligibility Standard 2)* | No courses have a career exploration program | At least 1 course has a career exploration program | 2 or more courses have a career exploration program |
| **Career Technical Student Organization (CTSO) or Alternative Leadership Strategy**  *(Minimum Eligibility Standard 6)* | No courses identified a CTSO or Alternative Leadership Strategy | At least 1 course has identified a CTSO or Alternative Leadership Strategy | 2 or more courses have identified a CTSO or Alternative Leadership Strategy |
| **Industry Certification(s)**  *(Minimum Eligibility Standard 8)* | No course includes an industry certification | At least 1 course includes an industry certification | 2 or more courses include an industry certification |
| **Additional Certification & Completion Possibilities / District Requirements** | *(intentionally left blank)* | *(intentionally left blank)* | *(intentionally left blank)* |
| **Teacher Name** | *(intentionally left blank)* | *(intentionally left blank)* | *(intentionally left blank)* |
| **Credential Name & Number**  *(Minimum Eligibility Standard 9)* | No teacher has a CTE credential related to the pathway | At least 1 teacher with a CTE credential related to pathway | 2 or more teachers with a CTE credential related to pathway |
| **CTE Related Professional Development Attending in the Application Year**  *(Minimum Eligibility Standard 9)* | No teacher in the pathway is planning to attend CTE related Professional Development in application year | At least 1 teacher in the pathway planned to attend CTE related Professional Development in application year | 2 or more teachers in the pathway planned to attend CTE related Professional Development in application year |

CTE Program/Minimum Eligibility Standards

| **Category** | **0 Points** | **1 Point** | **2 Points** |
| --- | --- | --- | --- |
| **Provides support services for students, including counseling to address students’ social, emotional, career, and academic needs.**  *(Minimum Eligibility Standard 3)* | No description of a current practice of this minimum eligibility standard and did not provide evidence | Some students received the described practice of this minimum eligibility standard and provided at least 1 source of evidence. | All students received the described practice of this minimum eligibility standard and provided at least 1 source of evidence. |
| **Provides for system alignment, coherence, and articulation, including ongoing and structural regional or local partnerships with postsecondary educational institutions, documented through formal written agreements**.  *(Minimum Eligibility Standard 4)* | No description of a current practice of this minimum eligibility standard and did not provide evidence | Minimal description of a current practice of this minimum eligibility standard and provided at least 1 source of evidence. | Described in detail a current practice of this minimum eligibility standard and provided at least 1 source of evidence. |
| **Forms 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 as well as opportunities for industry to provide input to the career technical education programs and curriculum.**  *(Minimum Eligibility Standard 5)* | No description of a current practice of this minimum eligibility standard and did not provide evidence | Minimal description of a current practice of this minimum eligibility standard and provided at least 1 source of evidence. | Described in detail a current practice of this minimum eligibility standard and provided at least 1 source of evidence. |
| **Provides opportunities for pupils to participate in after school, extended day, and out-of-school internships, competitions, leadership development opportunities embedded in curriculum, CTSOs, and other WBL opportunities.**  *(Minimum Eligibility Standard 6)* | No description of a current practice of this minimum eligibility standard and did not provide evidence | Some students received the described practice of this minimum eligibility standard and provided at least 1 source of evidence. | All students received the described practice of this minimum eligibility standard and provided at least 1 source of evidence. |
| **CTE pathway program reflects regional and/or local labor market demands and focuses on current or emerging high-skill, high-wage, or high-demand occupations and is informed by the regional plan of the local SWP consortium**.  *(Minimum Eligibility Standard 7)* | No description of a current practice of this minimum eligibility standard and did not provide evidence | Minimal description of a current practice of this minimum eligibility standard and provided at least 1 source of evidence. | Described in detail a current practice of this minimum eligibility standard and provided at least 1 source of evidence. |
| **Provides opportunities for pupils who are individuals with exceptional needs to participate in all programs.**  *(Minimum Eligibility Standard 10)* | No description of a current practice of this minimum eligibility standard and did not provide evidence | Some students received the described practice of this minimum eligibility standard and provided at least 1 source of evidence. | All students received the described practice of this minimum eligibility standard and provided at least 1 source of evidence. |

Overall CTE Program Strengths and Improvements: 2 Points Minimum and up to 4 Points Maximum

| **Category** | **0 Points** | **1 Point** | **2 Points** |
| --- | --- | --- | --- |
| **Area of Strengths** | No description of CTE programs and/or systems that are successful | Minimal description of a CTE programs and/or systems are successful. | Described in detail CTE programs and/or systems that are successful |
| **Improvement Plans as aligned with Budget Narrative Worksheet** | No description of what CTE programs and/or systems needed to be improved and did not correlate them to the budget narrative to implement improvements. | Minimal description of what CTE programs and/or systems needed to be improved and did not correlate them to the budget narrative to implement improvements. | Detailed description of what CTE programs and/or systems needed to be improved and correlate them to the budget narrative to implement improvements. |

Continued Financial Commitment: 1 Point Minimum and up to 2 Points Maximum

| **Category** | **0 Points** | **1 Point** | **2 Points** |
| --- | --- | --- | --- |
| **Dollar Amount** | No dollar amounts indicated | Dollar amounts are indicated for 2024–25, 2025–26, 2026–27 and 2027–28 but do not increase every year | Dollar amounts are indicated for 2024–25, 2025–26, 2026–27 and 2027–28 and increase year over year |

Proposed Budget: 1 Point Minimum and up to 2 Points Maximum

| **Category** | **0 Points** | **1 Point** | **2 Points** |
| --- | --- | --- | --- |
| * **Detailed Expenditure Descriptions** * **Match Source** * **Match Amount ($2)** * **CTEIG Amount FY  2025–26** * **Totals Tab** | Lacking details in narrative with 1 or more questions  Expenditures are not aligned to CTE Pathways | Minimum details in narrative  Expenditures are somewhat aligned to CTE Pathways  Proposes non-allowable or multiple non-CTE expenditures | Detailed narrative  Expenditures are explicitly aligned to CTE Pathways |

LCAP: 1 Point Minimum and up to 2 Points Maximum

| **Category** | **0 Points** | **1 Point** | **2 Points** |
| --- | --- | --- | --- |
| **LCAP** | The 2024–25 LCAP shows no evidence of CTE inclusion. | The 2024–25 LCAP shows some evidence of CTE inclusion but lacks clear ties to proposed budget. | The 2024–25 LCAP shows clear and explicit inclusion of CTE, has clear ties to the proposed budget. |