

Career Technical Education Facilities Program



Application Guidelines 4th Funding Cycle

Filing Due Date

No later than 5:00 p.m., **Wednesday, November 29, 2017**

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

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Background and Purpose

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

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

Purpose of the Grant

EC Section 17078.72 provides funding to qualifying LEAs for the following purposes:

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

Criteria for Application

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

The grant will be allocated on a per-square-foot basis for the applicable type of construction proposed in the LEA's approved application for the project. An LEA must contribute an amount equal to the state-awarded grant. This local contribution may be provided by private industry groups, the LEA, or a JPA and may be paid over time per the State Allocation Board (SAB) approved payment schedule. The local contribution cannot be waived. The LEA is not required to demonstrate that it has un-housed pupils or that a permanent school building is more than 25 years old in order to receive a grant. However, the application will be subject to all other laws and regulations governing the School Facility Program. Please contact the Project Manager assigned to

the LEA at the Office of Public School Construction (OPSC) at 916-376-1771 for additional information.

The CDE review process is a two-step process:

1. The CTE application will be reviewed and scored by the CDE based upon the requirements contained herein.
2. The design plans of the facilities, space, and equipment requirements of selected CTE projects will be reviewed and approved by the CDE/School Facilities and Transportation Services Division for consistency with *California Code of Regulation*, Title 5 standards and to ensure the project supports the described educational program.

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

There are two options for requesting funds from the SAB:

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

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

Grant Application and Submission Requirements

A separate application is required for each project, industry sector, or site.

Submission Requirements

Form A: Cover Page

Table of Contents

Project Abstract (1 page maximum)

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

Project Parts 1–8 and Completed Appendices (Narrative 10 pages maximum)

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

Form B: Budget Justification/Detail Sheet

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

Format for the Preparation of the Application

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

- Microsoft Word format 2007 or newer
- Single line spacing
- 12-point Arial font
- 1" side, top and bottom margins
- Page numbers at bottom of each page with applicant agency project name
- Do not attach additional pages or information not requested in the requirements
- Please clearly indicate which question, part or subject is being addressed
- Original and all copies stapled in upper left corner
- Do not use binders or folders
- Submit your original application documents and three copies
- Include an electronic copy of your application on a Universal Serial Bus (USB)/flash drive

Due Date

The original hard application document, three copies, and the USB/flash drive must be received no later than 5:00 p.m. **Wednesday, November 29, 2017.**

Postmarks will not be accepted.

Submit original, three copies, and USB/flash drive to:

John Gordon, Field Representative
School Facilities and Transportation Services Division
California Department of Education
1430 N Street, Suite 1201
Sacramento, CA 95814

For further information regarding the CTE **program** aspects of this application please contact:

Michelle McIntosh, Education Administrator I
Career Technical Education Leadership and Instructional Support Office
916-322-5050
E-mail: Prop51CTEprogram@cde.ca.gov

For further information regarding the CTE **facilities** aspects of this application please contact:

Fred Yeager, Assistant Director
School Facilities and Transportation Services Division
916-322-2470
Fyeager@cde.ca.gov

Application Review and Scoring Process

The CDE, the OPSC and the SAB are charged with the review and awarding of grants under *EC* Section 17078.72. The CDE staff will review project proposals submitted according to application guidelines. Scores will be based on the clarity and strength of descriptions of the application's required items. There are several weighted-score items which are indicated with an asterisk (*). The table below shows the maximum number of points assigned to each requirement.

Project Requirements

Project Requirements	Maximum Potential Score
Cover Page (Form A)	0
Part 1. Career Technical Education Plan	33
Part 2. Projections of Student Enrollment	15
Part 3. Identification of Feeder Schools and Partners	9
Part 4. The Accountability Plan	15
Part 5. Educational Specifications and Equipment/Space Requirements	24
Part 6. Budget Justification/Detail Sheet (Form B)	36
Part 7. Unique Conditions (If Applicable)	3
Part 8. Overall Feasibility of the project <i>This is not a category to be addressed by the applicant, but rather a rated area on the scoring rubric for the reviewer.</i>	6
Total	141

An application must score at least 105 points in order to be considered for funding. Projects must meet eligibility requirements established by the SAB in order to receive funding.

Timeline for Application Review

- The CDE Grant Applications submitted to the CDE September 27, 2017 through November 29, 2017
- Grant Applications scores published by CDE February 14, 2018
- Presentation to the Board by June 2018

Project Parts of the Application

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

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

Part 1: Career Technical Education Plan (33 Points Possible)

A. Describe the proposed CTE Plan for this request for applications (9 points):

- Please use Appendix A to complete this question. From the list provided as Appendix D, identify the proposed industry sector, pathway(s) and the sequence of courses being considered. Also include the 2017–18 school year California Longitudinal Pupil Achievement Data System (CALPADS) course number(s). (Appendix A will not count toward the narrative 10 page maximum).
- The steps that will be taken to ensure a CTE credentialed teacher will be providing the instruction.
- Describe the labor market demand for highly qualified technical employees in the selected industry sector. *
- Provide a rationale for the requested CTE modification, reconfiguration, new construction, and/or equipment.
- Please use the chart provided as Appendix B to complete this question. List the membership of the advisory committee required pursuant to *EC* Section 8070. List each member's affiliation and contact information including address, phone, and e-mail. (Appendix B will not count toward the narrative 10 page maximum).

B. Describe the accessibility to the proposed CTE program for all (including Ethnic subgroups, Socioeconomically disadvantaged pupils, English Learners, Pupils with disabilities, and Foster youth) students (6 points):

- Describe how the school is committed to ensuring that all students are given the opportunity to participate in all CTE programs, activities, and experiences of their choice offered at the school.

C. Identify how the proposed CTE project addresses all of the following (6 points):

- Professional development for teachers centered on the use and integration of the new facilities and equipment within their curriculum.
 - CTE Model Curriculum Standards
 - Industry recognized/validated certification(s)
- D. Describe the establishment/history of the proposed CTE program; has the program been supported by any of the funding sources listed below. If so, provide a brief description of how the CTE program has been supported by these funding sources and how the program would continue should these funding sources no longer be available (6 points):
- Agricultural Incentive Grant
 - Career Technical Education Incentive Grant
 - California Career Pathways Trust
 - Carl D. Perkins
 - Regional Occupational Centers/Programs (ROCPs)
 - Title I as appropriate

If the proposed CTE program will be new to the school, provide a description of the need.

- E. Provide evidence of how the proposed CTE program/project will be supported and sustained through your district's Local Control Accountability Plan (LCAP). For JPAs provide evidence of how the proposed program is included in the LCAP for the district(s) served (6 points):
- How the proposed CTE project will be included in the LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle.
 - How the proposed CTE project will be included in the LEA's LCAP summary for the first fiscal year following the grant award.

Part 2: Projections of Student Enrollment (15 Points Possible)

- A. Provide the projected number of students served (9 points):
- Identify the total annual number of students expected to attend the proposed CTE program that will be supported with grant funds.*
 - Describe the method used to project student enrollment for the first five school years of implementation of the proposed CTE project, beginning with the first school year grant funds are allocated.

B. Describe the Enrollment Procedures for the Proposed Project (6 points):

- Describe the policies and procedures that will be used to ensure that the projected student enrollment will be met and sustained.
- Provide specific details of the activities the guidance and counseling staff will conduct in the recruitment and enrollment of all students for the proposed CTE project.

Part 3: Identification of Feeder Schools and Partners (9 Points Possible)

A. Identify Feeder Schools and Partners for the Proposed Project (9 points):

- Using the chart provided as Appendix C, list the feeder schools, middle schools, high schools, ROCPs, students, parents, counselors, community members, business and industry partners, community colleges, and other key stakeholders who participated in the development, articulation, review and approval of the proposed CTE project which was previously described in Part 1.* Please provide a letter from each partner documenting their participation and attach as an additional Appendix item to the application.
- Outline the geographic proximity of similar CTE programs in your area. Describe how the proposed CTE project would complement, enhance or differ from the existing CTE offerings available in your area. *

Part 4: The Accountability Plan (15 Points Possible)

A. Describe the school's accountability plan for enrollment and expected outcome(s) for the proposed CTE project described in Part 1 of this application (9 points):*

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

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

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

A. Project Description (2 points):

- Provide a general overview of the scope of the construction/equipment project including the number of classrooms and buildings supporting the industry sector in this application.
- Include any existing space conversions/demolitions/expansions. List any site constraints (i.e. Accessibility, engineering) associated with the proposed CTE project.

B. School Site Plan (2 points):

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

C. Schematic Drawing (2 points):

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

D. Space Requirements (6 points):

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

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

- Articulate the planning process and level of industry partnership engagement used to develop educational space and equipment needs.

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

F. Program and Space Justification (6 points):

- Explain how the project will support the CTE program activities and students expected to serve.
- Demonstrate how the proposed space (i.e. classrooms, instructional areas) and/or equipment will directly correlate with CTE coursework and number of students expected to serve (i.e. demonstrate number of periods, types of courses the space will support).
- Include the number of students per class as well number of students expected to occupy various spaces or workstations (i.e. lecture, lab, equipment areas) at one time.

Part 6: Budget Justification/Detail Sheet (Form B) (36 Points Possible)

- A. Provide the estimated annual capital cost per student and the rationale/method used for calculating this cost (9 points).*
- B. Describe the financial participation and the ongoing support plan of all business and industry partners in constructing and equipping the proposed CTE facility, including donations of all kinds.* Please attach letters of support as an additional Appendix item items. (Pursuant to *EC* Section 17078.72(g)(1), In-Kind donations are not allowed per funding match requirements. For more information on funding matches, go to the CDE Web site and access the CTE frequently asked questions at <http://www.cde.ca.gov/re/di/fq/>) (9 points).
- C. Describe the efforts taken to ensure business and industry input and collaboration was considered in determining equipment needs (6 points).
- D. Describe the process used to ensure that all grant fund expenditures were completed via the “best value” method, (i.e. life expectancy, warranty, safety, maintenance and upkeep, etc.) (6 points).
- E. Describe the steps that will be taken to ensure the ongoing costs of maintenance and upkeep will be sustained after the grant funds are no longer available (6 points).

Part 7: Unique Conditions (3 Points Possible)

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

Part 8: Overall Feasibility of the Project (6 Points Possible)

(This is not a category to be addressed by the applicant, but rather a rated area on the scoring rubric for the reviewer).

- A. The reviewer has the opportunity to judge the overall project. The reviewer will consider the entire application, in overall context, to make a judgement. The intent of this section is to assess the cohesiveness and viability of the total project (6 points).

Approval

Date Governing Board Approved CTE Application (Board must approve project no later than November 29, 2017):

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

Certification

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

Authorized LEA Representative to initial each Education Code Section.

_____ E.C. 8070

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

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

_____ E.C. 17078.72

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

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

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

(d) Grants shall be allocated on a per-square-foot basis for the applicable type of construction proposed or deemed necessary by the board consistent with the approved application for the project.

(e) New construction grants shall not exceed three million dollars (\$3,000,000) per project per schoolsite, inclusive of equipment, and shall only be allocated to comprehensive high schools that have an active Career Technical Advisory Committee pursuant to Section 8070, in either of the following methods:

(1) For a stand-alone project on a per-square-foot basis for the applicable type of construction proposed, based on the criteria established pursuant to subdivision (b), consistent with the approved application for the project.

(2) For new school projects, as a supplement to the per pupil allocation pursuant to Section 17072.10. The supplement is intended to cover excess costs uniquely related to the facilities required to provide the career technical education program or programs.

(f) Modernization grants shall not exceed one million five hundred thousand dollars (\$1,500,000) per project per schoolsite, inclusive of equipment and may be awarded to comprehensive high schools or joint power authorities currently operating career technical education programs that have an active Career Technical Advisory Committee pursuant to Section 8070 for the purpose of reconfiguration. For comprehensive high schools, the grant shall be supplemental to the per pupil allocation pursuant to Section 17074.10. The supplement is intended to cover excess costs uniquely related to the facilities required to provide the career technical education program or programs.

(g) (1) A school district shall contribute from local resources a dollar amount that is equal to the amount of the grant of state funds awarded under subdivisions (d), (e), and (f). The required local contribution may be provided by private industry groups, the school district, or a joint powers authority.

(2) A school district shall not be required to demonstrate that it has unhoused pupils or that a permanent school building is more than 25 years old in order to receive a grant under the program.

(h) The program shall allow the required local contribution to be paid over time if sufficient local funds are not immediately available. The board may provide for a repayment schedule consistent with subparagraphs (C) and (D) of paragraph (1) of subdivision (a) of Section 17078.57. The board shall not waive the required local contribution on the basis of financial hardship or on any other basis.

(i) Applications shall meet the criteria developed under subdivision (b) and shall require all of the following:

(1) A clear and comprehensive career technical education plan for each course of study applicable to the instructional space.

(2) Projections of pupil enrollment.

- (3) Identification of feeder schools, industry partners, and community colleges or other postsecondary schools participating in the development, articulation, and review of the educational program.
- (4) Evidence of approval of the plan by the entities listed in paragraph (3).
- (5) The method by which accountability for pupil enrollments and outcomes will be maintained. Outcomes shall include, but are not limited to, certificate completion, the successful entry of pupil to employment in the applicable industry, and successful transition to post-secondary institutions for work in the applicable industry or other areas of study.
- (6) Evidence of coordination with all feeder schools, middle schools, and high schools within the area to ensure that the project and programs complement career technical education offerings in the area.
- (7) Evidence that upon completion of the project the local educational agency will meet all of its obligations under Section 51228 relating to career technical education.
- (j) Applications shall give weight to the number of pupils expected to attend, the cost per pupil, financial participation by industry partners in the construction and equipping of the facility, commitment to accountability for outcomes and participation, the strength and relevance of the educational plans to the needs of industry for qualified technical employees applicable to the economic development needs of the region in which the project will be located, and coordination and articulation with feeder schools, other high schools, and community colleges.
- (k) The Office of Public School Construction shall develop and the board shall approve regulations to implement this article on or before April 19, 2007, and the board may promulgate those regulations first on an emergency basis, which shall be effective for no more than 12 months, after which any permanent regulations shall be promulgated in accordance with the Administrative Procedure Act (Chapter 3.5 (commencing with Section 11340) of Part 1 of Division 3 of Title 2 of the Government Code).
- (l) Notwithstanding paragraphs (e) and (f), a project approved pursuant to this section is also eligible for an incentive grant from the funds specified in paragraph (8) of subdivision (a) of Section 101012 if the project meets the criteria prescribed in that section.

_____ E.C. 51224

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

_____ E.C. 51225.3

- (a) A pupil shall complete all of the following while in grades 9 to 12, inclusive, in order to receive a diploma of graduation from high school:
 - (1) At least the following numbers of courses in the subjects specified, each course having a duration of one year, unless otherwise specified:
 - (A) Three courses in English.
 - (B) Two courses in mathematics. If the governing board of a school district requires more than two courses in mathematics for graduation, the governing board of the school district may award a pupil up to one mathematics course credit pursuant to Section 51225.35.
 - (C) Two courses in science, including biological and physical sciences.
 - (D) Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics.
 - (E) One course in visual or performing arts or foreign language. For purposes of satisfying the requirement specified in this subparagraph, a course in American Sign Language shall be deemed a course in foreign language.
 - (F) Two courses in physical education, unless the pupil has been exempted pursuant to the provisions of this code.
 - (2) Other coursework requirements adopted by the governing board of the school district.
 - (b) The governing board, with the active involvement of parents, administrators, teachers, and pupils, shall adopt alternative means for pupils to complete the prescribed course of study that may include practical demonstration of skills and competencies, supervised work experience or other outside school experience, career technical education classes offered in high schools, courses offered by regional occupational centers or programs, interdisciplinary study, independent study, and credit earned at a postsecondary educational institution. Requirements for graduation and specified alternative modes for completing the prescribed course of study shall be made available to pupils, parents, and the public.
 - (c) If a pupil completed a career technical education course that met the requirements of subparagraph (E) of paragraph (1) of subdivision (a) of Section 51225.3, as amended by the act adding this section, before the inoperative date of that section, that course shall be deemed to fulfill the requirements of subparagraph (E) of paragraph (1) of subdivision (a) of this section.
 - (d) This section shall become operative upon the date that Section 51225.3, as amended by the act adding this section, becomes inoperative.

_____ E.C. 51228

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

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

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

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

Print Name of Authorized LEA Representative

Signature of Authorized LEA Representative

Initials of Authorized LEA Representative

Title

Phone Number

Date



CAREER TECHNICAL EDUCATION FACILITIES PROGRAM APPLICATION

FORM B – BUDGET JUSTIFICATION/DETAIL SHEET (Rev. 8/17)

Use additional sheets as necessary.

Local Education Agency	Name of Sector and Pathway
------------------------	----------------------------

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

Facilities Description and Cost					
Equipment Description	Make	Model	Quantity	Price	Subtotal Each Item
Estimated Total Cost of Project:					

<p><u>State Funding Guidelines:</u> Under <i>Education Code</i> Section 17078.72, the state grant maximum is \$3 million for new construction and \$1.5 million for modernization career technical education projects.</p> <p><u>Loan From the State:</u> Under <i>State Allocation Board Regulations</i> Section 15859.194, LEAs may request a loan up to \$3 million for new construction and \$1.5 million for modernization CTE projects from the Office of Public School Construction.</p> <p>Will the LEA request a loan from the state? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please provide the amount in section c.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center; padding: 5px;">Project Cost Breakdown</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">a. LEA Cash Match:</td> <td style="padding: 5px;">\$ _____</td> </tr> <tr> <td style="padding: 5px;">b. State Funding:</td> <td style="padding: 5px;">\$ _____</td> </tr> <tr> <td style="padding: 5px;">c. Loan from State:</td> <td style="padding: 5px;">\$ _____</td> </tr> <tr> <td style="padding: 5px;">d. Total Amount of State Funds Requested</td> <td style="padding: 5px;">\$ _____</td> </tr> <tr> <td style="padding: 5px;">Total (b + c)</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Estimated Total Cost of Project</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Total (a + d)</td> <td style="padding: 5px;">\$ _____</td> </tr> </tbody> </table>	Project Cost Breakdown		a. LEA Cash Match:	\$ _____	b. State Funding:	\$ _____	c. Loan from State:	\$ _____	d. Total Amount of State Funds Requested	\$ _____	Total (b + c)		Estimated Total Cost of Project		Total (a + d)	\$ _____
Project Cost Breakdown																	
a. LEA Cash Match:	\$ _____																
b. State Funding:	\$ _____																
c. Loan from State:	\$ _____																
d. Total Amount of State Funds Requested	\$ _____																
Total (b + c)																	
Estimated Total Cost of Project																	
Total (a + d)	\$ _____																

Appendix A

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

Industry Sector	
-----------------	--

Pathway				
Sequence of courses	Introductory	Concentrator	Concentrator	Capstone
CALPADS #				

Pathway				
Sequence of courses	Introductory	Concentrator	Concentrator	Capstone
CALPADS #				

Pathway				
Sequence of courses	Introductory	Concentrator	Concentrator	Capstone
CALPADS #				

Pathway				
Sequence of courses	Introductory	Concentrator	Concentrator	Capstone
CALPADS #				

Pathway				
Sequence of courses	Introductory	Concentrator	Concentrator	Capstone
CALPADS #				

Appendix B

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

Name	Address	Phone Number	E-mail	Affiliation

Appendix D

CTE Industry Sectors and Pathways

<p>Agriculture and Natural Resources</p> <ul style="list-style-type: none"> • Agricultural Business • Agricultural Mechanics • Agriscience • Animal Science • Forestry and Natural Resources • Ornamental Horticulture • Plant and Soil Science 	<p>Health Science and Medical Technology</p> <ul style="list-style-type: none"> • Biotechnology • Patient Care • Health Care Administrative Services • Health Care Operational Support Services • Public and Community Health • Mental and Behavioral Health
<p>Arts, Media, and Entertainment</p> <ul style="list-style-type: none"> • Design, Visual, and Media Arts • Performing Arts • Production and Managerial Arts • Game Design and Integration 	<p>Hospitality, Tourism, and Recreation</p> <ul style="list-style-type: none"> • Food Science, Dietetics, and Nutrition • Food Service and Hospitality • Hospitality, Tourism, and Recreation
<p>Building and Construction Trade</p> <ul style="list-style-type: none"> • Cabinetry, Millwork, and Woodworking • Engineering and Heavy Construction • Mechanical Systems Installation and Repair • Residential and Commercial Construction 	<p>Information and Communication Technologies</p> <ul style="list-style-type: none"> • Information Support and Services • Networking • Software and Systems Development • Games and Simulation
<p>Business and Finance</p> <ul style="list-style-type: none"> • Business Management • Financial Services • International Business 	<p>Manufacturing and Product Development</p> <ul style="list-style-type: none"> • Graphic Production Technologies • Machining and Forming Technologies • Welding and Materials Joining • Product Innovation and Design
<p>Education, Child Development, and Family Services</p> <ul style="list-style-type: none"> • Child Development • Consumer Services • Education • Family and Human Services 	<p>Marketing, Sales, and Services</p> <ul style="list-style-type: none"> • Marketing • Professional Sales • Entrepreneurship/Self-Employment
<p>Energy, Environment, and Utilities</p> <ul style="list-style-type: none"> • Energy and Power Technology • Environmental Resources • Telecommunications 	<p>Public Services</p> <ul style="list-style-type: none"> • Public Safety • Emergency Response • Legal Practices
<p>Engineering and Architecture</p> <ul style="list-style-type: none"> • Architectural Design • Engineering Technology • Engineering Design • Environmental Engineering 	<p>Transportation</p> <ul style="list-style-type: none"> • Operations • Structural Repair and Refinishing • Systems Diagnostics and Service
<p>Fashion and Interior Design</p> <ul style="list-style-type: none"> • Fashion Design and Merchandising • Interior Design • Personal Services 	