

CALIFORNIA DEPARTMENT OF EDUCATION



California Career Pathways Trust

REQUEST FOR APPLICATIONS

Funded by Assembly Bill 86

Application Due Date:

Friday, March 28, 2014

Administered by the
Career and College Transition Division
California Department of Education
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REQUEST FOR APPLICATIONS
California Career Pathways Trust

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OVERVIEW

A. Purpose

The California Department of Education (CDE) is accepting applications from school districts, county offices of education, direct-funded charter schools, and community college districts for the California Career Pathways Trust (CCPT). Funds in the amount of \$249,750,000 have been appropriated as part of Assembly Bill 86, Chapter 48, Statutes of 2013, for the establishment of kindergarten through community college (K–14) career pathways programs in the form of one-time competitive grants available for the 2014–15 fiscal year through the 2017–18 fiscal year.

Applicants must target K–14 career pathway programs that provide students with a sequenced pathway of integrated academic and career-based education and training, aligned to current or emerging regional economic needs. Career pathway programs are designed to lead students to a postsecondary degree or certification in a high-skill, high-wage, and high-growth field.

The overarching goal of the CCPT is to build robust partnerships between employers, schools, and community colleges in order to better prepare students for the 21st century workplace and improve student transition into postsecondary education, training, and employment.

To accomplish this goal, successful applicants will:

1. Establish or strengthen existing regional collaborative relationships and partnerships between business entities, community organizations, and educational agencies.
2. Develop and integrate standards-based academics with a career-relevant, sequenced curriculum following industry-themed pathways that are aligned to high-skill, high-wage, high-growth jobs, or emerging regional economic sectors.
3. Provide articulated pathways to postsecondary education aligned with regional economies.
4. Leverage and build on any of the following:
 - Existing structures, requirements, and resources of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, California Partnership Academies, and Regional Occupational Centers and Programs (ROCPs) including staff knowledge, community relationships, and course development.

- Matching resources and in-kind contributions from public, private, and philanthropic sources.
- The California Community Colleges Economic and Workforce Development Program and its sector strategies and deputy sector navigators.
- Participation in the local California Community Colleges Skills Panel.

Career pathways programs may be delivered through high schools, ROCPs, California Partnership Academies or other career academies, alternative education programs, continuation schools, programs administered by county offices of education, adult education programs, or community colleges.

B. Assumptions:

The CCPT is built on the following evidence-based assumptions and core principles:

1. Students participating in career pathways programs will be more fully prepared for career and college.
2. Collaborative regional or county-wide networks are more likely to build innovative and quality (high-skill, high-wage, and high-growth) career pathways programs that lead to employment or postsecondary education than programs designed by a single institution.
3. Work-based educational and training opportunities will enhance the employment prospects of low and moderate income individuals, and contribute to the stability and economic development of their communities.
4. Integrated academic and technical learning will best prepare students for both postsecondary education and careers in high-skill, high-wage, and high-growth sectors of the economy.

PROGRAM DESCRIPTION

A. Grant Information

The CCPT provides one-time funding for a grant period beginning July 1, 2014, through June 30, 2018. Funds are available to each applicant based on the application and proposed budget. The total grant budget for this Request for Application (RFA) is \$249,750,000.

B. Funding Levels

There are three categories of funding available:

- Regional Consortium Grants: No more than 10 grants will be awarded for up to \$15,000,000.00
- Regional or Local Consortium Grants: No more than 15 grants will be awarded up to \$6,000,000.00
- Local Consortium Grants: No more than 15 grants will be awarded up to \$600,000.00

The CDE will fund successful grant applications at the level requested if the program application is well-justified and the budget is realistic and well-supported. The CDE reserves the right to fund applications at a lesser amount or not fund all career pathways within the application if it is determined that the application can be implemented with less funding, or if state funding is not sufficient to fully fund all applications that merit award. The CDE also reserves the right to award a fewer or greater number of grants in each category depending on the quality of the grants submitted.

C. Fund Distribution

The grant period will cover the 2014–15, 2015–16, 2016–17, and 2017–18 school years. Funds for this grant will be distributed over a period of three years as follows:

- Year 1: 50 percent of the total award for expenditures beginning in the 2014–15 school year
- Year 2: 35 percent of the total award for expenditures beginning in the 2015–16 school year
- Year 3: 15 percent of the total award for expenditures beginning in the 2016–17 school year

D. Eligibility Requirements

Applicants can apply as a:

1. Regional consortium consisting of multiple local educational agencies (LEA), community colleges, and business partners formed to address the employment needs of a specific economic region or a;
2. Local consortium including at least one LEA, one community college, and one business partner.

For the purposes of this grant, an LEA is defined as a school district, direct-funded charter school, or a county office of education.

In addition to the partnership requirement, applicants must meet the following requirements:

1. Identify an applicant agency/fiscal agent. An applicant agency/ fiscal agent must be a school district, a county office of education, a direct-funded charter school, or a community college district.
2. The applicant agent/fiscal agent must set aside funding within its own budget and obtain funding commitments from program partners sufficient to support the ongoing costs of the program.
3. Prepare the application in the name of the applicant agency/fiscal agent, not the partnership/consortium, since the group is not a legal entity.
4. Confirm that all partners meet the following requirements:
 - a. Agree and provide all responsibilities listed on pages 9–11 below.
 - b. Sign a partnership agreement that specifically outlines all services each consortium member agrees to provide and for what period of time those services will be provided (submit as part of Section IV of narrative).
5. Confirm that the applicant agency/fiscal agent:
 - a. Will receive and administer the grant funds and submit the required reports to account for the use of grant funds.
 - b. Will be responsible for the performance of any services provided through funds awarded under this grant by the partners, consultants, or other organizations.

Please note an eligible agency can be an applicant agency/ fiscal agent for only one CCPT application. However, an agency who is serving as the applicant agency/fiscal agent for one application may be a partner in other CCPT applications.

E. Letter of Intent to Apply Requirement

All applicants intending to submit an application are required to send a Letter of Intent to Apply, Form A, to the CDE postmarked by **Friday, February 14, 2014**, to the following mailing address or by e-mail to careerpathways@cde.ca.gov.

Career and College Transition Division
California Career Pathways Trust
California Department of Education
1430 N Street, Suite 4202
Sacramento CA 95814

F. Defining the Labor Market

High-skill, high-wage, high-growth jobs, in industry sectors that drive the regional economy can be tracked by state and local occupational employment projections. These projections estimate the changes in occupational employment over time resulting from industry growth, technological changes, and other factors. The California Employment Development Department (EDD) has developed state and sub-state area long-term projections for a 10 year period. The projections are revised every two years to incorporate economic changes that occur in the state and local areas. Statewide short-term projections are for a two year period and are revised annually.

In addition to the EDD labor market data, applicants may also use studies and resources available from the California Community College Chancellor's Office (CCCCO) Doing What Matters for Jobs and Economy Web page at www.doingwhatmatters.cccco.edu. The goals of the Doing What Matters for Jobs and the Economy framework are to supply in-demand skills for employers, create relevant career pathways and stackable credentials, promote student success, and get Californians into open jobs.

For the purposes of this RFA, high-skill, high-wage, and high-growth jobs in industry sectors that drive a regional economy or that are emerging in economic sectors will be aligned with the EDD labor market projections and/or the CCCCCO Doing What Matters framework (see links below). Applicants may use data other than the EDD labor market projections/data or Doing What Matters resources, however the applicant must justify the source and the quality of the data to receive maximum points.

EDD labor market information can be found on the EDD Projections of Employment by Industry and Occupation Web page at http://www.labormarketinfo.edd.ca.gov/LMID/Projections_of_Employment_by_Industry_and_Occupation.html.

An inventory of priority and emergent sectors along with economic regions identified through the community college regional consortia can be found on the CCCCCO Doing

What Matters for Jobs and the Economy Interactive Resource Map Web page at <http://doingwhatmatters.cccco.edu/ResourceMap.aspx>.

Applicants can also contact Deputy Sector Navigators who coordinate industry-specific workforce services aligning community colleges and other workforce development resources. Industry specific resources can be found on the California Community Colleges Web site at <http://www.cccewd.net/>.

An additional resource is California's Workforce Investment System, which is comprised of 49 local workforce investment areas, each with its own business-led local board. The local board oversees the delivery of workforce services to local residents and businesses. More information is available on California's Workforce Investment Board Local Boards Web page at http://www.cwib.ca.gov/local_boards.htm.

G. Essential Responsibilities of Partners

Secondary Partners Responsibilities:

- Commit to fully implement a career pathways program(s);
- Form a strong collaboration, documented in a formal agreement, with postsecondary, business, and any other community partners;
- Develop a formal decision-making structure including identifying key leaders from each sector;
- Recruit a student cohort broadly representative of the overall school population, including students with special needs for enrollment in the career pathway;
- Identify potential school leaders who have demonstrated the ability to drive student outcomes; can provide the leadership skills essential for program success; and can integrate high school, college, and work-based learning experiences;
- Provide dedicated staff to work on the career pathways program who have the authority to coordinate with postsecondary education on the LEAs behalf;
- Work with higher education, workforce development entities, and industry partners to develop seamless transitions for students into postsecondary education, employment, and or training;
- Establish opportunities for all students to:
 - Accelerate into community college courses while still in high school.

- Participate in appropriately sequenced work-place experiences to make informed choices among postsecondary options.
- Develop personal dispositions such as time management, collaboration, problem-solving, leadership, study skills, communication, and analytical skills, which are required for success in the workplace.
- Provide relevant and ongoing professional development for administrators, and all participating teachers/instructors, including support and frequent opportunities for reflection and collaboration during the school year; and
- Maximize available funding streams (in addition to the grant funding), to support the needs of participating students within the career pathway.

Postsecondary Partners Responsibilities:

- Form a strong collaboration, documented in a formal agreement, with secondary, business, and any other community partners;
- Identify appropriate credit-bearing college courses and dual enrollment courses in a career pathway to prepare students to enter postsecondary without need for remediation;
- Collaborate with the secondary partner(s) to determine which courses will be taught by college faculty, by high school teachers with adjunct status, or by a combination of the two (ensuring the appropriate college-level rigor of courses taught by adjunct faculty) leveraging dual enrollment, credit recognition on e-transcript, and credit-by-exam policies in support thereof;
- Collaborate with high school faculty to ensure that course content will prepare students for college level work;
- Negotiate agreements with participating secondary agencies to support dual enrollment and early admission to aligned pathway programs;
- Collaborate with business partners to align college coursework with relevant technical skills and workplace competencies, as defined by industry;
- Maintain student advisory resources and credit transfer policies that protect the pathway to degree completion for participating students;
- Commit to maximize available funding streams (in addition to grant funding), to support the needs of participating students;

- Provide dedicated staff to work on the career pathways program who has the authority to coordinate with the LEA on the college/university partner's behalf; and
- Leverage, connecting and building upon existing investments in education and workforce development.

Business partner Responsibilities:

- Form a strong collaboration, documented in a formal agreement, with secondary, postsecondary, and any other community partners;
- Commit to provide all students enrolled in a career pathway an opportunity to participate in some form of workplace learning, including job shadowing, paid or unpaid internships, virtual and group experiences, and paid part-time and/or summer employment;
- Create an up-to-date skills map for the industry/sector that identifies essential job requirements and competencies;
- Provide workplace visits, speakers, and mentors for participating students and externships for teachers and community college faculty as appropriate;
- Collaborate with LEA and postsecondary staff to align technical skills and workplace competencies with curriculum, course offerings, and other resources; and
- Provide dedicated staff to work on the career pathways program including an Industry Liaison who has the authority to coordinate with the school on the business partners' behalf.

All partners must commit to participate in statewide CCPT Network meetings, and to become members of a virtual learning community to share expertise and experiences on the development of career pathways programs, as well as pertinent resources, tools, and strategies.

All partners will be obligated to collect, analyze, and submit data to a data collection repository administered by an entity to be designated by the CDE.

H. Allowable Activities and Costs

Budgets for the use of grant funds will be reviewed and scored as part of the application process. Items deemed non-allowable, excessive, or inappropriate will be eliminated and the budget adjusted accordingly. Budgets that include non-allowable, excessive, or inappropriate items will receive a lower score. Generally, all expenditures must

contribute to student success in the career pathways program. Allowable expenditures may include, but are not limited to, the following:

- Service contracts between members of the consortium or external service providers and technical assistants;
- Costs to extend or create a new non-profit intermediary organization to link employers and educational institutions with a primary purpose of aggregating and making available work opportunities for students. Such an entity could convene and lead stakeholders, research labor market needs and align supply and demand for work-based learning, and communicate the purpose and goal of the career pathways initiative within the region;
- Fund career specialists to convene, connect, measure, or broker efforts to establish or enhance locally defined career pathways programs, and to support the provision of workplace learning opportunities for all participating students;
- Purchase evidence-based and/or standards-based curriculum or instructional materials that focus on a career pathway;
- Development of curriculum or instructional materials that emphasizes rigorous content within a career pathway;
- Professional development to enhance teaching and learning, including collaborative secondary and postsecondary development of aligned curriculum and instruction;
- Purchase of equipment needed to upgrade existing programs or new equipment to start a career pathways program;
- Training and planning meetings between consortium personnel, including counselors, parents, college faculty, and business leaders, to support program sustainability and build awareness in the regions on the benefits for having such programs; and
- Postsecondary curriculum development that facilitates alignment and articulation with secondary programs leading to college degrees and/or other industry-recognized credentials that meet the needs of employers.

I. Non-allowable Activities and Costs

Funds provided under this grant may not be used to:

- Supplant existing funding or efforts, including costs otherwise necessary to operate a school or program without this grant;

- Provide sub-grants to members of the partnership or other agencies. This includes mini-grants, which are different than purchase service contracts;
- Acquire equipment for administrative or personal use;
- Purchase furniture (e.g., bookcases, chairs, desks, file cabinets, tables) unless it is an integral part of an equipment workstation or to provide reasonable accommodations to students with disabilities;
- Purchase food services/refreshments/banquets/meals;
- Purchase facilities;
- Remodel facilities not directly related to accessibility to career pathways instruction or services;
- Purchase promotional favors, such as bumper stickers, pencils, pens, or T-shirts;
- Purchase subscriptions to journals or magazines;
- Travel outside of the United States; and
- Provide activities or services for students not enrolled in a career pathways program.

J. Administrative Indirect Cost Rate

An LEA must limit administrative indirect costs to the rate approved by the CDE for the applicable fiscal year in which the funds are expended.

For a community college district, the indirect administrative costs (overhead) charged by the fiscal agent cannot exceed 4 percent of the total direct costs.

ACCOUNTABILITY

A. Performance Period

To ensure the successful implementation of the Career Pathways Trust, grantees are required to submit yearly progress reports and one end of project report to show (1) student momentum points, (2) program outcomes measures, and (3) program deliverables are being met. The fiscal agent/applicant for the partnership/consortium is responsible for submitting all data required by the CDE.

Failure to submit required reports or evidence that deliverables have been met, or failure to show student progression in career pathways, could result in the loss and/or remittance of all awarded funds.

B. Program Outcome Measures

The long-term measure of success for the CCPT is the number of participating students who complete high school, transition successfully into an aligned postsecondary program, graduate with a degree or credential in a high-demand field, and successfully secure employment.

Program data will be collected through a state-wide tracking system that is designed to document progress toward this goal by tracking student momentum points throughout the career pathways program. Grantees are required to set-aside budget funds to be used for data collection, data reporting, and data training activities for program staff.

Program outcome measures will be collected on an annual basis through submission of an annual progress report which will include the following categories:

Local Educational Agency

1. Number of students enrolled in the career pathways program.
2. Number of students who have successfully participated in the career pathways program (successfully participated is defined by a “C” grade or better in all pathway courses).
3. Number of students participating in internships, work-based learning, mentoring, job shadowing opportunities, work experience, and student leadership organizations as part of the career pathways program.
4. Number of students in the career pathways program who received a high school diploma.
5. Number of students in the career pathways program who received a nationally recognized or state approved career technical education (CTE) certificate.

Postsecondary Education

1. Number of students enrolled in the career pathways program (as measured by the completion of their Student Education Plan-CTE Pathway) and their credits earned in either dual enrollment or credit by exam.
2. Number of students who completed one credit-bearing course, two courses, and/or completed a career pathway within the career pathways program.

3. Number of students participating in internships, work-based learning, mentoring, job shadowing opportunities, work experience, and student leadership organizations as part of the career pathways program.
4. Number of students in the career pathways program who transitioned from community college to a California State University, University of California, or private university.
5. Number of students in the career pathways program who received an Associate of Arts degree or Associate of Science degree.
6. Number of students in the career pathways program who entered employment or training.
7. Number of students in the career pathways program who received a nationally recognized or state approved CTE certificate.

C. Program Deliverables

Grantees must meet program deliverables on an annual basis to qualify for scheduled payments. Listed below are deliverables by program year:

Year 1 (2014–15):

- Identify staff member responsible for data submission
- Meet data collection requirements
- Input student data
- Track student progress and activities
- Process student outcome data
- Year End Progress Report
- Year End Expense Report

Year 2 (2015–16):

- Input student data
- Track student progress and activities
- Process student outcome data
- Year End Progress Report
- Year End Expense Report

Year 3 (2016–17):

- Input student data
- Track student progress
- Process student outcome data
- Year End Progress Report

- Year End Expense Report

Year 4 (2017–18):

- Input student data
- Track student progress
- Process student outcome data
- Year End Progress Report
- Year End Expense Report
- End of Project Report

D. Reporting Requirements

Due Date	Item
July 1, 2014	Grant Award Notification Signed by Grantees
August 31, 2015	2014–15 PY Expenditure Report and Progress Report
August 31, 2016	2015–16 PY Expenditure Report and Progress Report
August 31, 2017	2016–17 PY Expenditure Report and Progress Report
August 31, 2018	2017–18 PY Final Expenditure and End of Project Report

APPLICATION PROCEDURES AND PROCESSES

A. Program Timeline

January 21, 2014	RFA Release Date
February 14, 2014	Letter of Intent must be RECEIVED at the CDE
March 28, 2014	All applications must be RECEIVED online
April–May 2014	Application scoring process conducted
May 23, 2014	Grantees Announced
June 6, 2014	Appeals received at the CDE
July 1, 2014	Project Term Begins
September 30, 2014	First Disbursement of 50% of Funds
September 30, 2015	Second Disbursement of 35% of Funds
September 30, 2016	Third Disbursement of 15% of Funds

B. Application Due Date

The California Career Pathways Trust application, required forms, and all supporting documents must be SUBMITTED online at: <https://faast.waterboards.ca.gov/> on or before **Friday, March 28, 2014**, by 5:00 p.m.

Printed or Faxed copies of the application will **not** be accepted. Only online applications will be accepted.

C. Application Review

Each application will be read and scored by a minimum of two reviewers. Application review will occur during the months of April 2014 through May 2014. Applicants meeting the scoring threshold may also be required to participate in an evaluation interview prior to awards being made.

D. Evaluation Criteria

Each application will be evaluated using the California Career Pathways Trust Scoring Rubric (See Appendix A).

E. Technical Assistance

The CDE staff will conduct application workshops to provide an overview of the RFA and offer potential applicants an opportunity to ask clarifying questions. The date, time, and location of the Application Workshops will be posted on the CDE California Career Pathways Trust Web page at <http://www.cde.ca.gov/ci/ct/qi/ccptinfo.asp>.

F. Incomplete and Late Applications

Incomplete or late applications will not be considered.

G. Appeals Process

Applicants who wish to appeal a grant award decision must submit a letter of appeal to:

Career and College Transition Division
California Career Pathways Trust
California Department of Education
1430 N Street, Suite 4202
Sacramento, CA 95814

The CDE must **receive** the letter of appeal, with an original signature by the authorized person, no later than 5:00 p.m. on **June 6, 2014**. Fax or letters submitted via e-mail will not be accepted.

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

The CDE staff or designees will re-evaluate the application. The Deputy Superintendent of Instruction and Learning Support will make the final decision in writing within three weeks from the date that appeals are due to CDE. That decision shall be the final administrative action afforded the appeal.

GRANT AWARDS

A. Grant Award Notification

Projects selected for funding will receive a Grant Award Notification (CDE form AO-400), the official CDE document that awards funds to local projects. Each grantee must sign and return the notification to CDE before project work may begin and disbursement of funds can be made.

B. Assurances, Certifications, Terms, and Conditions

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

Assurances and Certifications

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

Terms and Conditions

The grant award will be processed upon receipt of the signed AO-400. The AO-400 must be signed by the authorized agent and returned to the CDE within 10 working days.

All funds must be expended within the dates designated and for not more than the maximum amount indicated on the AO-400. Encumbrances may be made at any time after the beginning date of the grant stated on the AO-400. All funds must be expended or legally obligated by June 30, 2018. No extensions of this grant will be allowed.

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

The budgets should display five years of implementation showing how the grant will be used to develop, implement, and sustain the proposed career pathways program. Proposed expenditures must demonstrate appropriate use of state funds. Note that funding requested for purchases over \$5,000 in Capital Outlay, Category 6000, requires CDE approval.

APPLICATION QUESTIONNAIRE: SECTION FOR SUBMISSION

A. Application Instructions

A complete application consists of the following components:

1. Form A: Letter of Intent to Apply (Required. Postmarked by **Friday, February 14, 2014**)
2. Application Questionnaire
3. Form B: California Career Pathways Trust Target Group
4. Form C: California Career Pathways Program of Study Worksheet
5. Form D: California Career Pathways Trust Partner Roles, Responsibility, and Resource Chart
6. Forms E, F, G, H, I: California Career Pathways Trust Grant Budget Page
7. Forms J, K, L, M, N: California Career Pathways Trust Budget Narrative

CALIFORNIA CAREER PATHWAYS TRUST APPLICATION NARRATIVE

Section I: Statement of Need (30 points)

I.1. For the proposed career pathways program, describe the targeted career pathways that will be funded in this application. Provide information on the selection process and specific data used to identify the specific career pathways.

I.2. Describe why the targeted career pathway(s) were selected and demonstrate the regional economic need using valid data sources and analysis. Include the number of high-skill, high-wage, and high-growth jobs available in each career pathway.

I.3. Define any skill gaps between industry needs and the skill level of the students in each career pathway.

I.4. Describe how this proposal enhances, improves, or expands current, local, and regional efforts in the development of career pathways. Include specific information on current efforts to integrate, leverage, and build on other local and regional investments.

Section II: Target Group (10 points)

II.1. Describe the characteristics of the target population of students that will be served in the proposed career pathways program. Include any barriers, support services, and academic and occupational skill assistance needs.

II. 2. Identify the outreach and recruitment activities that will be used to reach and recruit students for each career pathway. Demonstrate how these methods will enable you to reach the targeted population. Highlight the level of participation in and leverage of any regional or multi-region efforts.

II.3. Complete and upload Form B, California Career Pathways Trust Target Group.

Section III: Career Pathways Program Planned Approach (60 points)

III.1. For each career pathway listed on Form B, California Career Pathways Trust Target Group describe how you will integrate standards-based academics with a career relevant, sequenced curriculum to develop industry-themed pathways that are aligned to high-skill, high-wage, and high-growth jobs.

III.2 Complete and upload Form C, California Career Pathways Trust Program of Study Worksheet. Clearly define the sequence of courses for **each** career pathway being

proposed in this RFA. Attach any formal agreements made between consortium partners.

III.3. Describe how the following activities play a role in your proposed career pathways program. Applicant may include a description of additional activities not listed below.

- Work-based Learning
- Support Services
- Transition Services
- Integrated Academic and Career based courses
- Career Exploration and Planning
- Industry Sector Skills Analysis
- Soft skills contextualized in CTE
- Dual enrollment and/or early admission into aligned postsecondary career programs.

III.4. Describe how the consortium will provide for the development of student leadership skills through an established career technical student organization such as California Health Occupations Students of America, Distributive Education Clubs of America, Future Homemakers of America Home Economics Related Occupations, Future Business Leaders of America, Future Farmers of America, and SkillsUSA California or an alternate strategy that incorporates this instruction in all the courses that make up the Program of Study.

III.5. Describe how the consortium and its partners will provide students with opportunities or activities such as those listed below.

- Paid or Unpaid Internships
- Employment Opportunities and/or Apprenticeships
- Mentoring
- Classes offered at alternative sites
- Professional Development for CTE Teachers including externships
- Advisory Group Participation
- Field trips and Guest Speakers
- Job Shadowing Opportunities
- Volunteer Opportunities

Section IV: Partnerships (40 points)

IV.1. Describe the regional collaborative partnerships with business entities, community organizations, local workforce investment boards, LEAs, and postsecondary education.
California Department of Education

IV.2. Complete and upload Form D, California Career Pathways Trust Partner Roles, Responsibility, and Resource Chart. Please refer to the essential responsibilities of partners listed on pages 9–11 of this RFA when completing the form. Upload copies of any agreement(s) or letter(s) of support that demonstrate high levels of cooperation, commitment, coordination, and formalized linkages among partners.

IV.3. Describe how matching resources and/or in-kind contributions from public, private, and philanthropic sources will be used to leverage and build the proposed career pathways program. Upload letter(s) of commitment describing the match and/or in-kind, specifying the amount of match or in-kind, identifying a contact person and phone number, signed by an authorized agency representative.

Section V: Program Outcome Measures (20 points)

V.1. Identify at least three measurable outcomes on which the consortium will focus and be held accountable for during the 2014–15 program year.

V.2. Explain the decision making process that determined these outcomes and how the consortium will continue to establish annual goals.

V.3. Describe the consortiums ability to collect, track and analyze student level data used to measure the program outcomes listed on pages 14 and 15 of this RFA. Highlight how the consortium will leverage of any statewide, regional, or multi-region system(s) for data collection and data exchange.

V.4. Describe the innovative services and strategies that will be used to ensure positive student outcomes within the career pathways program that will promote student transitions into employment, training, and/or postsecondary education. Include an explanation of how credit by exam, e-transcripts, technical certification or degree, and dual enrollment courses might be included.

Section VI: Capability and Sustainability (20 points)

VI.1. Describe your agency’s capabilities and knowledge in conducting and administering state funded projects. Describe your agency’s ability to collect and report financial and student performance data as required.

VI.2. How will Program Specialist(s) convene, connect, measure, or broker efforts to establish or enhance a locally defined career pathways program that connects school districts, county superintendents of schools, charter schools, and community colleges with business entities. Attach a resumé for the Program Specialist(s) that demonstrates their skills, education, and work experience. Also, highlight your agency’s approach to leveraging capacity and expertise developed in an existing regional collaboration.

VI.3. Demonstrate how the proposed career pathways program will be sustained beyond the funding period. Include types of programs, partnerships, and resources that will help sustain the career pathways program after the grant period has ended.

Section VII: Budget and Budget Narrative (20 points)

VII.1. A five-year budget is required for each application. Program expenses will be identified using grant funds in the 2014–15 through the 2017–18 school years. Applicants will have to demonstrate how they will financially sustain the proposed career pathways program during the 2017–18 and 2018–19 school years. Matching amounts from partners and set aside funds from the district should also be displayed in the proposed budgets. Upload Forms: E, F, G, H, I.

VII.2. Provide a detailed budget narrative for each program year justifying each line item cost contained in the Grant Budget Pages. The narrative should include how the proposed costs are necessary and reasonable in terms of benefits to students within the career pathways program. Upload Forms J, K, L, M, N.

Form A: Letter of Intent to Apply

California Career Pathways Trust
Fiscal Years 2014–18

Applicants intending to apply for the California Career Pathways Trust must complete the sections below and return this Letter of Intent to Apply to the CDE **postmarked by Friday, February 14, 2014**. This Letter of Intent to Apply is required to enable the CDE staff to prepare for the grant application review process. Agencies that do not submit this Letter of Intent to Apply will be excluded from participating further in the grant application process and will not be eligible for a grant award.

Applicants can e-mail the Letter of Intent to Apply at careerpathways@cde.ca.gov or mail it to:

Career and College Transition Division
California Career Pathways Trust
California Department of Education
1430 N Street, Suite 4202
Sacramento CA 95814

Please type or print all of the following:

Name of Applicant/Fiscal Agency:	
Contact Person:	
Title:	
Mailing Address:	
City:	
Zip Code:	
Telephone:	Fax:
E-mail:	

In addition, please indicate by a check mark (✓ or X) which of the following single category of funding the applicant intends to apply. (Please note that the following response is not binding on the applicant):

___ Regional Consortium Grants (up to \$15,000,000.00)

___ Regional or Local Consortium Grants (up to \$6,000,000.00)

___ Local Consortium Grants (up to \$600,000.00)

California Department of Education

Form C: California Career Pathways Trust Program of Study Worksheet

Industry Sector: _____

Career Pathway: _____

LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies	Career Technical Education Courses	Other Required Courses or Recommended Electives	Occupations Relating to this Pathway (Multiple Exit Points) with Hourly Wage	
SECONDARY	9							Occupations Requiring Less Than a Baccalaureate Degree ▼ ▼ ▼ ▼ Occupations Requiring a Baccalaureate Degree ▼ ▼ ▼ ▼ Industry recognized certifications, licenses, or Credentials related to this pathway ▼ ▼ ▼ ▼	
	10								
	11								
	12								
		Articulated Dual Credit courses may be taken/moved to the secondary level for articulation/dual credit purposes.							
POSTSECONDARY	Year 13								
	Year 14								
	Year 15								
	Year 16								

**Form D: California Career Pathways Trust
Partner Roles, Responsibility, and Resource Chart**

List each partner and describe their roles and responsibilities for each proposed career pathway in your grant application. Roles and responsibilities should be clearly defined in terms of specific tasks, services, and/ or support that they will provide for each proposed career pathway.

	Pathway Name	Organization Name	Roles, Responsibilities, and Support
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

**Form E: California Career Pathways Trust
2014–15 Grant Budget Page**

Each applicant must submit this **Budget Page** for each program year that explains all expenditures under each category. Applicant may display matching of funds (cash or in-kind) for the grant to show support from local educational agency/community college district and/or business/community partners.

Agency Name:		District Code:		
Project Director:		Phone Number:		
Amount Requested:		Fiscal Agent Contact:		
Expenditure Codes	Career Pathways Program (Dollar Value)	Sources of Local Match (Cash or In-kind)		Budget Item Totals
		District Match	Business/ Community Match	
1000 Certificated Salaries				
2000 Classified Salaries				
3000 Employee Benefits				
4000 Books and Supplies				
5000 Services and Other Operating Expenditures (other than Travel expenditures)				
5200 Travel & Conferences				
6000 Capital Outlay				
7000 Indirect Charges (CDE approved rates apply)				
Totals		\$	\$	
		%	%	

Please indicate the percentage of Sources of Local Match with the total amount of funds requested.

Signature of Superintendent/President of Lead Agency

Date

**Form F: California Career Pathways Trust
2015–16 Grant Budget Page**

Each applicant must submit this **Budget Page** for each program year that explains all expenditures under each category. Applicant may display matching of funds (cash or in-kind) for the grant to show support from local educational agency/community college district and/or business/community partners.

Agency Name:		District Code:		
Project Director:		Phone Number:		
Amount Requested:		Fiscal Agent Contact:		
Expenditure Codes	Career Pathways Program (Dollar Value)	Sources of Local Match (Cash or In-kind)		Budget Item Totals
		District Match	Business/ Community Match	
1000 Certificated Salaries				
2000 Classified Salaries				
3000 Employee Benefits				
4000 Books and Supplies				
5000 Services and Other Operating Expenditures (other than Travel expenditures)				
5200 Travel & Conferences				
6000 Capital Outlay				
7000 Indirect Charges (CDE approved rates apply)				
Totals		\$	\$	
		%	%	

Please indicate the percentage of Sources of Local Match with the total amount of funds requested.

Signature of Superintendent/President of Lead Agency

Date

**Form G: California Career Pathways Trust
2016–17 Grant Budget Page**

Each applicant must submit this **Budget Page** for each program year that explains all expenditures under each category. Applicant may display matching of funds (cash or in-kind) for the grant to show support from local educational agency/community college district and/or business/community partners.

Agency Name:		District Code:		
Project Director:		Phone Number:		
Amount Requested:		Fiscal Agent Contact:		
Expenditure Codes	Career Pathways Program (Dollar Value)	Sources of Local Match (Cash or In-kind)		Budget Item Totals
		District Match	Business/ Community Match	
1000 Certificated Salaries				
2000 Classified Salaries				
3000 Employee Benefits				
4000 Books and Supplies				
5000 Services and Other Operating Expenditures (other than Travel expenditures)				
5200 Travel & Conferences				
6000 Capital Outlay				
7000 Indirect Charges (CDE approved rates apply)				
Totals		\$	\$	
		%	%	

Please indicate the percentage of Sources of Local Match with the total amount of funds requested.

Signature of Superintendent/President of Lead Agency

Date

**Form H: California Career Pathways Trust
2017–18 Grant Budget Page**

Each applicant must submit this **Budget Page** for each program year that explains all expenditures under each category. Applicant may display matching of funds (cash or in-kind) for the grant to show support from local educational agency/community college district and/or business/community partners.

Agency Name:		District Code:		
Project Director:		Phone Number:		
Amount Requested:		Fiscal Agent Contact:		
Expenditure Codes	Career Pathways Program (Dollar Value)	Sources of Local Match (Cash or In-kind)		Budget Item Totals
		District Match	Business/ Community Match	
1000 Certificated Salaries				
2000 Classified Salaries				
3000 Employee Benefits				
4000 Books and Supplies				
5000 Services and Other Operating Expenditures (other than Travel expenditures)				
5200 Travel & Conferences				
6000 Capital Outlay				
7000 Indirect Charges (CDE approved rates apply)				
Totals		\$	\$	
		%	%	

Please indicate the percentage of Sources of Local Match with the total amount of funds requested.

Signature of Superintendent/President of Lead Agency

Date

**Form I: California Career Pathways Trust
2018–19 Grant Budget Page**

Each applicant must submit this **Budget Page** for each program year that explains all expenditures under each category. Applicant may display matching of funds (cash or in-kind) for the grant to show support from local educational agency/community college district and/or business/community partners.

Agency Name:		District Code:		
Project Director:		Phone Number:		
Amount Requested:		Fiscal Agent Contact:		
Expenditure Codes	Career Pathways Program (Dollar Value)	Sources of Local Match (Cash or In-kind)		Budget Item Totals
		District Match	Business/ Community Match	
1000 Certificated Salaries				
2000 Classified Salaries				
3000 Employee Benefits				
4000 Books and Supplies				
5000 Services and Other Operating Expenditures (other than Travel expenditures)				
5200 Travel & Conferences				
6000 Capital Outlay				
7000 Indirect Charges (CDE approved rates apply)				
Totals		\$	\$	
		%	%	

Please indicate the percentage of Sources of Local Match with the total amount of funds requested.

Signature of Superintendent/President of Lead Agency

Date

**Form J: California Career Pathways Trust
2014–15 Budget Narrative**

Each applicant must submit a **Budget Narrative** for each program year that explains all expenditures under each category within the budget. Applicant must also include in the budget narrative any matching funds (cash or in-kind) for the proposed grant application.

**Form K: California Career Pathways Trust
2015–16 Budget Narrative**

Each applicant must submit a **Budget Narrative** for each program year that explains all expenditures under each category within the budget. Applicant must also include in the budget narrative any matching funds (cash or in-kind) for the proposed grant application.

**Form L: California Career Pathways Trust
2016–17 Budget Narrative**

Each applicant must submit a **Budget Narrative** for each program year that explains all expenditures under each category within the budget. Applicant must also include in the budget narrative any matching funds (cash or in-kind) for the proposed grant application.

**Form M: California Career Pathways Trust
2017–18 Budget Narrative**

Each applicant must submit a **Budget Narrative** for each program year that explains all expenditures under each category within the budget. Applicant must also include in the budget narrative any matching funds (cash or in-kind) for the proposed grant application.

**Form N: California Career Pathways Trust
2018–19 Budget Narrative**

Each applicant must submit a **Budget Narrative** for each program year that explains all expenditures under each category within the budget. Applicant must also include in the budget narrative any matching funds (cash or in-kind) for the proposed grant application.

**APPENDIX A: California Career Pathways Trust
Scoring Rubric**

Section I: Statement of Need (30 points)

OUTSTANDING (30–23 points)	STRONG (22–15 points)	ADEQUATE (14–8 points)	MINIMAL (7–0 points)
Thoroughly and convincingly describes each of the career pathways being proposed in the RFA. Includes a variety of data sources and information on how they determined the targeted pathways in the proposed career pathways program. Targeted career pathways are all strongly identified as high-skill, high-wage, and high-growth jobs or emerging sectors. Active and integrated approach to leveraging existing structures and resources, whether regionally, multi-region, and/or statewide.	Contains a strong description of each career being proposed in the RFA. Includes a variety of data sources and information on how they determined the targeted pathways in the proposed career pathways program. Targeted pathways are all well identified as high-skill, high-wage, and high-growth jobs or emerging sectors. Well planned approach to leveraging existing structures and resources, whether regionally, multi-region, and/or statewide.	Adequately describes each of the career pathways being proposed in the RFA. Includes a selection of data sources and information on how they determined the targeted pathways in the proposed career pathways program. Targeted pathways are adequately defined as high-skill, high-wage, and high-growth jobs or emerging sectors. Awareness of existing structures and resources, whether regionally, multi-region, and or/statewide,	Minimally describes each of the career pathways being proposed in the RFA. Includes a minimal selection of data sources and information on how they determined the targeted pathways in the proposed career pathways program. Not all pathways are defined as high-skill, high-wage, and high-growth jobs or emerging sectors. Insufficient awareness for existing structures and resources, whether regionally, multi-region, and/or statewide.

Section II: Target Group (10 points)

OUTSTANDING (10-9 points)	STRONG (8–6 points)	ADEQUATE (5–3 points)	MINIMAL (2–0 points)
Thoroughly and convincingly describes the characteristics of the students being served and the recruitment methods being used in the proposed career pathways program. Active and integrated approach to leveraging existing structures and resources, whether regionally, multi-region, and/or statewide. Form B was complete with a realistic number of students to be served in each career pathway.	Contains a strong description of the students being served and the recruitment methods being used in the proposed career pathways program. Well planned approach to leveraging existing structures and resources, whether regionally, multi-region, and/or statewide. Form B was complete with a realistic number of students to be served in each career pathway.	Adequately describes the students being served and the recruitment methods being used in the proposed career pathways program. Awareness of existing structures and resources, whether regionally, multi-region, and/or statewide. Form B was complete with a realistic number of students to be served in each career pathway.	Minimally describes the students being served and the recruitment methods being used in the proposed career pathways program. Insufficient awareness for existing structures and resources, whether regionally, multi-region, and/or statewide. Form B was complete with an unrealistic number of students to be served in each career pathway.

Section III: Career Pathways Program Planned Approach (60 points)

OUTSTANDING (60–46 points)	STRONG (45–31 points)	ADEQUATE (30–16) points)	MINIMAL (15–0) points)
<p>Thoroughly and convincingly describes the development and integration of CTE curriculum aligned with high-need/growth or emerging economic sectors. Provides overwhelming evidence of articulation to postsecondary credits, earned in dual enrollment and credit by exam, and connection to current labor market needs. Form C was outstanding and completed for each career pathway. Innovative activities are described in detail and partners offer a variety of service (including many on the list). Active and integrated approach to leveraging existing structures and resources, whether regionally, multi-region, and/or statewide.</p>	<p>Contains a strong description of the development and integration of CTE curriculum aligned with high-need/growth or emerging economic sectors. Provides evidence of articulation to postsecondary credits, earned in dual enrollment and credit by exam, and connection to current labor market needs. Form C was completed and makes sense for each career pathway being proposed in the RFA. Activities are described in detail and partners offer services (including some on the list). Well planned approach to leveraging existing structures and resources, whether regionally, multi-region, and/or statewide.</p>	<p>Adequately describes the development and integration of CTE curriculum aligned with high-need/growth or emerging economic sectors. Provides some evidence of articulation to postsecondary credits, earned in dual enrollment and credit by exam, and connection to current labor market needs. Form C was completed for each career pathway. Activities are described and partners offer services. Awareness of existing structures and resources, whether regionally, multi-region, and/or statewide.</p>	<p>Minimally describes the development and integration of CTE curriculum aligned with high-need/growth or emerging economic sectors. Provides minimal evidence of articulation to postsecondary credits, earned in dual enrollment and credit by exam, and connection to current labor market needs. Form C was not completed for each career pathway. Activities are minimally described and partners offer a minimal amount of services. Insufficient awareness for existing structures and resources, whether regionally, multi-region, and/or statewide.</p>

Section IV: Partnerships (40 points)

OUTSTANDING (40–30 points)	STRONG (29–20 points)	ADEQUATE (19–10 points)	MINIMAL (9–0 points)
<p>Extensive partnerships with business entities, community organizations, K–12 programs, and postsecondary educational agencies. Active and integrated approach to leveraging existing structures and resources, whether regionally, multi-region, and/or statewide. Thoroughly describes the roles and responsibilities of all partners on Form D. Outstanding monetary and non-monetary commitments from partners that will build and strengthen the career pathways program. A variety of agreements and/or letters of support are attached.</p>	<p>Strong partnerships with business entities, community organizations, K–12 programs, and postsecondary educational agencies. Well planned approach to leveraging existing structures and resources, whether regionally, multi-region, and/or statewide. Contains a good description of the roles and responsibilities of all partners on Form D. Strong monetary and non-monetary commitments from partners that will build and strengthen the career pathways program. A variety of agreements and/or letters of support are attached.</p>	<p>Limited evidence of partnerships with business entities, community organizations, K–12 programs, and postsecondary educational agencies. Awareness of existing structures and resources, whether regionally, multi-region, and/or statewide. Adequately describes the roles and responsibilities of all partners on Form D. Limited monetary and non-monetary commitments from partners that will build and strengthen the career pathways program. Limited agreements and/or letters of support are attached.</p>	<p>Minimally or no evidence of partnerships with business entities, community organizations, K–12 programs, and postsecondary educational agencies. Insufficient awareness for existing structures and resources, whether regionally, multi-region, and/or statewide. Provides minimal or no description of the roles and responsibilities of all partners on Form D. Minimal commitments from partners. Minimal or no agreements and/or letters of support are attached.</p>

Section V: Program Outcome Measures (20 points)

OUTSTANDING (20–16 points)	STRONG (15–11 points)	ADEQUATE (10–6 points)	MINIMAL (5–0 points)
<p>Thoroughly and convincingly describes three or more goals that are realistic and measurable. Sophisticated student tracking system where staff has the experience and knowledge of entering student data and running student level data reports and leverages common metrics and accountability measures. Thoroughly describes innovated strategies and services that will ensure student completion of career pathways program and transitions into employment, training and/or postsecondary.</p>	<p>Describes well three or more goals that are realistic and measurable. Good student tracking system and staff has experience and knowledge of entering student data and running student level reports and leverages common metrics and accountability measures. Strong description of innovative strategies and services that will ensure student completion of career pathways program and transitions into employment, training and/or postsecondary.</p>	<p>Describes three or more goals that are realistic and measurable. Adequate student tracking system and staff has some experience with entering student data and running student level reports and leverages common metrics and accountability measures. Adequate description of strategies and services that will ensure student completion of career pathways program and transitions into employment, training, and/or postsecondary.</p>	<p>Describes three goals that are not realistic and cannot be measured. Limited to no student tracking system in place. Staff has minimal to no experience entering student data and running student level reports and leverages common metrics and accountability measures. Minimal description of strategies and services that will ensure student completion of career pathways program and transition into employment, training, and/or postsecondary.</p>

Section VI: Capability and Sustainability (20 points)

OUTSTANDING (20–16 points)	STRONG (15–11 points)	ADEQUATE (10–6 points)	MINIMAL (5–0 points)
<p>Thoroughly demonstrates how the program specialist(s) will convene, connect, measure, and broker efforts to establish or enhance a career pathways program by integrating, leveraging, and building upon regional, state and federal investments. Thoroughly describes how the career pathways program will be sustained and includes multiple partners and resources that will help in sustaining the program.</p>	<p>Strong description of how the program specialist(s) will convene, connect, measure, and broker efforts to establish or enhance a career pathways program by integrating, leveraging, and building upon regional, state and federal investments. Thoroughly describes how the career pathways program will be sustained and includes multiple partners and resources that will help in sustaining the program.</p>	<p>Adequately describes how the program specialist(s) will convene, connect, measure, and broker efforts to establish or enhance a career pathways program by integrating, leveraging, and building upon regional, state and federal investments. Adequately describes how the career pathways program will be sustained and includes partners and resources that will help in sustaining the program.</p>	<p>Minimally describes how the program specialist(s) will convene, connect, measure, and broker efforts to establish or enhance a career pathways program by integrating, leveraging, and building upon regional, state and federal investments. Minimally describes how the career pathways program will be sustained and includes limited partners and resources that will help in sustaining the program.</p>

Section VII: Budget and Budget Narrative (20 points)

OUTSTANDING (20–16 points)	STRONG (15–11 points)	ADEQUATE (10–6 points)	MINIMAL (5–0 points)
<p>Thoroughly and convincingly identifies the program expenses for the career pathway program for the 2014–15, 2015–16, 2016–17, and 2017–18 school years and identifies resources that will sustain the program during the 2017–18 and 2018–19 school years. A variety of matching funds, in-kind contributions, and set aside funds from the school district is also identified in the budgets. Provides thorough budget narratives describing each line item for each budget year.</p>	<p>Good identification of program expenses for the career pathway program for the 2014–15, 2015–16, 2016–17, and 2017–18 school years and identifies resources that will sustain the program during the 2017–18 and 2018–19 school years. A variety of matching funds, in-kind contributions, and set aside funds from the school district is also identified in the budgets. Provides good budget narratives describing each line item for each budget year.</p>	<p>Adequately identifies program expenses for the career pathway program for the 2014–15, 2015–16, 2016–17, and 2017–18 school years and identifies resources that will sustain the program during the 2017–18 and 2018–19 school years. Adequately identifies matching funds, in-kind contributions, and set aside funds from the school district. Provides adequate budget narratives describing each line item for each budget year.</p>	<p>Minimally identifies program expenses for the career pathway program for the 2014–15, 2015–16, 2016–17, and 2017–18 school years and identifies resources that will sustain the program during the 2017–18 and 2018–19 school years. Minimally identifies matching funds, in-kind contributions, and set aside funds from the school district. Provides limited budget narratives describing each line item for each budget year.</p>

Appendix B: California Career Pathways Trust Definitions

The following definitions are exclusive to this RFA. Although some of these terms may be used by the CDE and other state agencies, any differences that appear in this document do not imply changes in definitions and policies used by those agencies.

Articulation—The practice of aligning curriculum and instruction to offer a seamless career pathway transition between courses or schools.

Articulation agreement—A written agreement at the district or school level that creates a sequence of progressive, non-duplicated education, leading to technical skill proficiency, a credential, a certificate, or a degree.

Career pathway—A coherent, planned sequence of CTE courses between secondary and postsecondary education detailing the knowledge and technical skills students need to succeed in a specific career area.

Career pathways program—A program that provides students with progressive levels of integrated academic and career-based education and training, from elementary school through community college that is aligned to high-need, high-growth, or emerging regional economic sectors.

Career Technical Student Organizations (CTSOs)—A paraprofessional organization for individuals enrolled in a CTE program that engages in career and technical education activities as an integral part of the instructional program. California CTSOs include Cal-HOSA, DECA, FBLA, FFA, FHA-HERO, and SkillsUSA.

High demand occupations—As defined by the EDD, occupations having more than the median number of total (growth plus replacements) openings for statewide or a particular county or metro area.

Local Educational Agency (LEA)—Is defined as a school district, county office of education, or direct-funded charter school.

Program of Study—A set of educational activities may include courses, internships, projects, or student organizations that support CTE. The educational activities provide instruction in technical content and academic content. The instruction is based on standards that reflect both industry needs and the needs associated with ongoing education that will help students prepare for a high-wage and high demand career. See Program of Study worksheet in the appendix.

Regional Collaborative—Partnerships with business entities, community organizations, K–12 educational agencies, and local institutions of postsecondary education.

Standards Based Academics—Is broadly defined as instruction in the content specified in California's academic content standards, employing the instructional principles and practices set forth in the content-area frameworks. Standards-based education guides the content that students should master in each grade and shapes curriculum development at every grade level. Teachers and local school officials, in collaboration with families and community partners, use these standards to help students achieve academic success. All of California's content

standards provide detailed expectations for what students should know and be able to do at each grade level. The ultimate goal of the education system in California is to ensure that all students have access to high-quality curriculum and instruction in order that they may meet or exceed the knowledge and skills outlined in the State's academic content standards.

Appendix C: California Career Pathways Trust Budget Categories

Each budget category is described below.

Object Code	Description
1000	<p>Certificated Salaries Certificated salaries are salaries that require a credential or permit issued by the Commission on Teacher Credentialing. List all certificated project employees, including percentage or fraction of full time equivalent (FTE) and rate of pay per day, month, and/or annual salary. Note: Funds in this category are not intended to supplant current fixed costs.</p>
2000	<p>Classified Salaries Classified salaries are salaries for services that do not require a credential or permit issued by the Commission on Teacher Credentialing. List all classified project employees, including percentage of FTE, and rate of pay per day, month, and/or year. Note: Funds in this category are not intended to supplant current fixed costs.</p>
3000	<p>Employee Benefits Record employer's contributions to retirement plans and health and welfare benefits. List and include the percentage and dollar amount for each employee benefit being claimed.</p>
4000	<p>Books and Supplies Record expenditures for books, supplies, and other non-capitalized property/equipment (movable personal property of a relatively permanent nature that has an estimated useful life greater than one year and an acquisition cost less than the LEA capitalization threshold but greater than the LEA's inventory threshold). This category includes expenditures for books and supplies (e.g., textbooks, other books, instructional materials). This category also includes supplies used in support services and auxiliary programs, publications, and subscriptions necessary to operate a project office. A listing of all equipment, including the serial and model numbers, purchased with any portion of these grant funds, must be recorded and maintained in the file.</p>
5000	<p>Services and Other Operating Expenditures Record expenditures for services, rentals, leases, maintenance contracts, dues, travel, insurance, utilities, legal, 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, and taxis and conference registration expenses necessary to meet the objectives of the program. Receipts are required to be kept on file by your agency for audit purposes. Bus transportation for students should be listed here. Contracting Services: Services provided to the school by outside contractors appear under this category. Identify what, when, and where the services(s) will be provided. Appropriate activities include conducting workshops, training, and technical assistance activities.</p>

Object Code	Description
6000	<p>Capital Outlay Record expenditures for sites, buildings, and equipment, including leases with option to purchase that meet the LEA's threshold for capitalization. (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). 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, improvement of sites, buildings, and improvement of buildings.</p>
7000	<p>Indirect if applicable (not to exceed CDE approved rate). Indirect costs are not assessed on expenditures for capital outlay. For a listing of indirect cost rates visit the CDE Indirect Cost Rates Web page at http://www.cde.ca.gov/fg/ac/ic/.</p> <p>Community College District indirect rate is 4%.</p>