

Career Technical Education Incentive Grant



California Department of Education Request for Applications 2022–23

Administered by the
California Department of Education
Career and College Transition Division
Career Technical Education Leadership Office
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Table of Contents

Career Technical Education Incentive Grant

Chapter 1: General Information	1
I. Introduction	1
II. Grant Timeline and Funding Distribution	1
III. Matching Funds Requirement	2
IV. Allowable and Non-Allowable Expenditures.....	2
V. Future CTEIG Funding.....	4
VI. Applicant Eligibility	4
VII. Memorandum of Understanding	4
VIII. Program and Administrative Requirements	5
https://www.cde.ca.gov/fg/fo/fm/lobby.asp	5
IX. Reporting Requirements	5
X. Matching Fund Reporting Requirements	7
XI. Application Review Process.....	7
XII. Minimum Eligibility Standards	9
XIII. Appeals.....	11
XIV. Grant Award and Payment Procedures	11
XV. Technical Assistance.....	11
Chapter 2: Instructions for Submitting the 2022–23 CTEIG Application	12
I. Completing the Application.....	12
II. Application Process Part I	12
III. Application Process Part II	18
IV. Application Preparation and Submission	25
V. Costs of Preparing the Application.....	28
VI. Application Due Date	28
Appendix A: Career Technical Education Incentive Grant 2022–23 Grant Assurances and Conditions	29
Appendix B: Career Technical Education Incentive Grant Technical Assistance	31

Attachments

Attachment I: High-Quality Career Technical Education Program Evaluation & Plan:
<https://www.cde.ca.gov/fg/fo/r17/documents/cteig22-23attach1.pdf>

Attachment II: Career Technical Education Incentive Grant Fiscal Year 2022–23 Budget Narrative Worksheet: <https://www.cde.ca.gov/fg/fo/r17/documents/cteig22-23attach2.xlsx>

Attachment III: 2022–23 Career Technical Education Incentive Grant Three-year Budget: <https://www.cde.ca.gov/fg/fo/r17/documents/cteig22-23attach3.pdf>

Career Technical Education Incentive Grant Request for Applications 2022–23

Chapter 1: General Information

I. Introduction

California *Education Code (EC)* Section 53070(a) states that the California Career Technical Education Incentive Grant (CTEIG) program is established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten and grades one to twelve, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this competitive program is to encourage, maintain, and strengthen the delivery of high-quality career technical education (CTE) programs.

II. Grant Timeline and Funding Distribution

Grant applications must be received at the California Department of Education (CDE) by **Friday, September 30, 2022, at 5:00 p.m.**

Recommendations for grant award amounts will be presented to the State Board of Education (SBE) during the January 2023 board meeting for its consideration and approval.

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

The 2022–23 application will cover the grant period beginning July 1, 2022, and ending December 31, 2024.

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

- a) For applicants with average daily attendance (ADA) in grades seven through twelve (7–12) of less than or equal to 140, 4 percent is designated = \$12 million
- b) For applicants with ADA in grades 7–12 of more than 140 and less than or equal to 550, 8 percent is designated = \$24 million
- c) For applicants with ADA in grades 7–12 of more than 550, 88 percent is designated = \$264 million

The ADA determination is based on the second principal reporting period (2021–22) for grades 7–12. The sum of the ADA for each of the constituent entities will be used for applicants applying as part of a consortium.

III. Matching Funds Requirement

For any funding received from this program, *EC* Section 53071(a)(1)(D)(i) requires a local match from Fiscal Year (FY) 2022–23 of \$2 for every \$1.

Per *EC* Section 53071(a)(1)(D)(ii), an applicant will need to demonstrate a proportional dollar-for-dollar match that shall be encumbered in the FY for which an applicant is applying to receive a grant under the program.

By submitting a CTEIG application, you are attesting to the ability **to encumber match dollars in the FY beginning on July 1, 2022, and ending June 30, 2023.**

The local match may include funding from:

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

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

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

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

IV. Allowable and Non-Allowable Expenditures

- A. Allowable Activities and Costs - Funds provided under the CTEIG may be used for, but are not limited to, the following:

1. Purchase and/or develop evidence-based, standards-based curriculum and instructional materials that focus on career technical pathway courses through a collaborative effort with secondary, postsecondary, and industry. This could include the development of updated or new career technical pathway courses, articulated and dual credit courses, curriculum to support leadership and work-based learning (WBL), and/or the development of curriculum and activities that lead to industry-recognized certifications or credentials;
 2. CTE Professional Development to enhance teaching and learning;
 3. Training and planning meetings between district CTE Advisory Committee personnel, including counselors, parents, college faculty, and business leaders, to support program sustainability and build local and regional awareness on the benefits of having such programs;
 4. Purchase of CTE equipment and materials needed to maintain industry standards that are within the scope of practice.
 5. Transportation and other expenses that enable CTE leadership and WBL activities, including after-school, extended day, and out-of-school opportunities;
 6. Food and refreshments for CTE conference travel, student field trips and special events, and working CTE Advisory Committee and partnership meetings;
 7. Pupil support services for career, academic, and social and emotional needs.
 8. Facility repair for use of CTE program specific course equipment for industry skills attainment within the scope of practice.
 9. Purchase or rent vehicles exclusively for CTE use and available for use by all CTE programs. Capital outlay requests for vehicle purchases must be submitted to the regional CDE Consultant for review and approval.
- B. Non-allowable Activities and Costs - Funds provided under the CTEIG may not be used to:
1. Supplant existing funding or efforts, including costs otherwise necessary to operate a school or program without this grant.
 2. Acquire or utilize CTE equipment for administrative or personal use.
 3. Purchase furniture that would already furnish a regular classroom (e.g., bookcases, chairs, desks, file cabinets, tables).

4. Purchase or remodel facilities unless directly related to CTE pathways, instruction, or services for students with disabilities for accessibility. Facility projects must be completed within the grant term.
5. Travel outside of the United States or to banned states, as specified by state travel rules. Note: State law restricts the use of state general funds to pay for travel costs to states that have laws that discriminate based on sexual orientation, gender identity, and gender expression.
6. Pay students for student internships.

Final allowable and non-allowable expenditures will be approved during the SBE meeting in January 2023, as part of the CTEIG SBE item. It is the responsibility of the grantee to ensure that all expenditures are allowable as the grantee will be billed back for any non-allowable expenditures.

V. Future CTEIG Funding

The CTEIG program will have an annual application process.

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

VI. Applicant Eligibility

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

- a) School Districts
- b) County Offices of Education (COEs)
- c) Direct funded charter schools with an active charter number
- d) Regional Occupational Centers and Programs (ROCPs) operated by a joint-powers agency (JPA) or a COE

Pursuant to *EC* sections 53073(a) and 53071(c)(11)(A)(B), previous CTEIG grantees who did not submit an expenditure report for CTEIG funds due on January 31, 2022, and/or who did not report CTE Completer data by March 4, 2022, are ineligible to apply.

VII. Memorandum of Understanding

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

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

VIII. Program and Administrative Requirements

The signed CTEIG application is a commitment to comply with the assurances, certifications, terms, and conditions associated with the grant. In addition to the CTEIG 2022–23 Grant Assurances and Conditions (see Appendix A), applicants should download all of the general assurances and certifications from the CDE website as shown below. The documents must be reviewed and kept on file by the LEA.

- CDE General Assurances (CDE-100A)
<https://www.cde.ca.gov/fg/fo/fm/generalassurances2020.asp>
- Drug-Free Workplace Certification (CDE-100DF)
<https://www.cde.ca.gov/fg/fo/fm/drug.asp>
- U.S. Department of Education Debarment and Suspension (ED 80-0014)
<https://www.cde.ca.gov/fg/fo/fm/debar.asp>
- U.S. Department of Education Lobbying (ED 80-0013)
<https://www.cde.ca.gov/fg/fo/fm/lobby.asp>

IX. Reporting Requirements

Expenditure Reports

Grantees are required to complete and submit an expenditure report describing how they spent the CTEIG and matching funds. Grantees must provide evidence of attainment or detailed explanations for not meeting the expenditures. Grantees will report by object code showing CTEIG expenditures, matching funds, and the source of the match.

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

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

The first reporting of the grant round is due January 31, 2024.

1st Report	Final Report
January 31, 2024	January 31, 2025

Final reports must be submitted to the CDE by January 31, 2025.

CTE Completer Data

Per *EC* Section 53073, the CDE is required, in collaboration with the SBE, to use specified metrics to determine the eligibility of a grant applicant. The FY 2021–22 CTE Completer Data will be collected beginning January 2023 and will be submitted during March 2023.

Per *EC* Section 53071(c)(11)(B), grantees are annually required to generate and submit the following data points into the California Longitudinal Pupil Achievement Data System:

- a) The high school graduation rate
- b) The number of pupils completing CTE coursework
- c) The number of pupils meeting academic and career-readiness standards as defined in the College/Career Indicator associated with the California School Dashboard
- d) The number of pupils obtaining an industry-recognized credential, certificate, license, or other measure of technical skill attainment
- e) The number of former pupils employed and the types of businesses in which they are employed
- f) The number of former pupils enrolled in any of the following:
 - i. A postsecondary educational institution
 - ii. A state apprenticeship program
 - iii. A form of job training other than a state apprenticeship program

If all CTEIG Expenditure Report(s) and Completer data are not completed on time or if the grant conditions are not satisfactorily met, the grantee will be invoiced an amount, up to the entire amount of the grant award, which the grantee shall be responsible for paying.

The submission of this CTE Completer data along with the January 2023 expenditure report for previous years of funding will be used to evaluate grant applications.

Capital Outlay Requests

Capital Outlay is defined as **any single item** purchase of \$5,000 or more. The purchase must meet all of the requirements:

- a) Directly relates to a CTE program approved for assistance in the LEA's local plan

- b) Intended to improve, enhance or expand the CTE program
- c) Necessary” and “reasonable” for proper and efficient administration of the CTE programs
- d) Adds to the district’s historical inventory system when received
- e) Specific to the CTE program – as opposed to a general expense required to carry out the agency’s overall responsibilities

The capital outlay form and attached quote must be submitted to the CDE for approval prior to purchasing the item. The capital outlay form can be found on the CDE CTEIG web page at <https://www.cde.ca.gov/ci/ct/ig/documents/ctecapitaloutlayform02.pdf>.

X. Matching Fund Reporting Requirements

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

Matching funds for the 2022–23 CTEIG award must be encumbered by June 30, 2023.

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

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

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

OR

- b) An invoice for remittance of grant funds and possible removal from eligibility status for a future grant.

XI. Application Review Process

The CDE will carefully screen all applications received by the due date for compliance with all requirements stated in this Request for Applications (RFA). Only fully completed applications will be considered eligible for advancement to be read and scored. Readers from the CDE CCTD will read, review, and score each eligible application. Points will be awarded based on completeness and responsiveness of the application to each of the required application components. Applications that receive a score of 27 or higher will be considered for funding. Applications will be scored based on the following components:

- a) High-Quality CTE Program Evaluation & Plan (Attachment I)
- b) Budget Narrative Worksheet (Attachment II) including matching funds
- c) CTE Three-Year Budget (Attachment III) for continued financial and

administrative support of CTE programs

- d) 2021–24 Local Control Accountability Plan (LCAP) with CTE inclusion

There are a total of 52 points possible for this RFA.

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

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

Each fully completed application will be reviewed and scored. Application scoring will begin immediately following the final filing date, with final approval by the SBE at the January 2023 SBE meeting.

Positive Consideration Factors

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

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

- a) Serving unduplicated pupils, as defined in *EC* Section 42238.02. This positive consideration is determined in the allocation calculation based on the information that is pulled from the CDE database and results are in a per pupil dollar amount.
- b) Serving pupil subgroups that have higher than average dropout rates as identified by the Superintendent. This positive consideration is determined in the allocation calculation based on information that is pulled from the CDE Adjusted Cohort Graduation and Student Outcome Data database and results are in a per pupil dollar amount.
- c) Located in an area of the state with a high unemployment rate. This positive consideration is determined in the allocation calculation at the time allocations are calculated, the average state unemployment rate is pulled from the Economic Development Department (EDD). If an LEAs unemployment rate is higher than the state unemployment rate (based on county), then the LEA is awarded the positive consideration.
- d) Offer an existing high-quality regional-based career technical education program as a joint powers' agency or county office of education.

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

- a) Successfully leverage one or both of the following:
 - 1) Existing structures, requirements, and resources of the federal Perkins V (Public Law 115-224), California Partnership Academies, or Agricultural CTE Incentive Grants.
 - 2) Contributions from industry, labor, and philanthropic sources.
- b) Engage in regional collaboration with postsecondary educational institutions, including the SWP consortium operating in their respective geographic areas, or other LEAs to align career pathway instruction with postsecondary program requirements. This shall include, but not be limited to, pathway programs provided under an adopted California and Career Access Pathways partnership agreement pursuant to Section 76004.
- c) Make significant investment in CTE infrastructure, equipment, and facilities. This positive consideration is determined in the allocation calculation based on LEA information that is entered into the Programs Grant Management Systems (PGMS), if expenditures are 25 percent or more.
- d) Operate within rural school districts. This positive consideration is determined in the allocation calculation based on data pulled from the National Center for Education Statistics Rural Codes.

XII. Minimum Eligibility Standards

Pursuant to *EC* Section 53071(c), all recipients of the CTEIG funds are required to encourage, maintain, and strengthen high-quality CTE programs meeting all of the following minimum eligibility standards:

- 1) Offers high quality curriculum and instruction aligned with the California Career Technical Education Model Curriculum Standards, including, but not limited to, providing a coherent sequence of career technical education courses that enable pupils to transition to postsecondary education programs that lead to a career pathway or attain employment or industry certification upon graduation from high school, including programs that integrate academic and career technical education and that offer the opportunity for participants to prepare for postsecondary enrollment and to earn postsecondary credits through Advanced Placement courses, International Baccalaureate courses, or by formal agreement with a postsecondary partner to provide dual enrollment opportunities.
- 2) Provides pupils with quality career exploration, guidance, and a continuum of work-based learning opportunities aligned with academic coursework, which may include paid internships.

- 3) Provides pupil support services, including counseling and leadership development, to address pupils' social, emotional, career, and academic needs.
- 4) Provides for system alignment, coherence, and articulation, including ongoing and structural regional or local partnerships with postsecondary educational institutions, documented through formal written agreements allowing for dual enrollment opportunities.
- 5) Forms ongoing and meaningful industry and labor partnerships, evidenced by written agreements and through participation on advisory committees and collaboration with business and labor organizations to provide opportunities for pupils to gain access to pre-apprenticeships, internships, industry certifications, and work-based learning opportunities as well as opportunities for industry to provide input to the career technical education programs and curriculum.
- 6) Provides opportunities for pupils to participate in after school, extended day, and out-of-school internships, competitions, leadership development opportunities, career and technical education student organizations, and other work-based learning opportunities.
- 7) Reflects regional or local labor market demands, and focuses on current or emerging high-skill, high-wage, or high-demand occupations, and is informed by the regional plan of the local Strong Workforce Program consortium.
- 8) Leads to an industry-recognized credential or certificate, or appropriate postsecondary education or training, employment, or a postsecondary degree.
- 9) Is staffed by skilled teachers or faculty, and provides professional development opportunities for any teachers or faculty members supporting pupils in those programs.
- 10) Provides opportunities for pupils who are individuals with exceptional needs to participate in all programs.
- 11) Reports data to the Superintendent, no later than November 1 of each FY, as a program participation requirement, to allow for an evaluation of the program.

Each applicant will be required to complete the High-Quality CTE Program Evaluation & Plan (Attachment I) for their CTE programs which addresses the first 10 Minimum Eligibility Standards listed above. Each application must describe the overall CTE Program inclusive of all industry sectors and pathways offered. This should be a holistic review of the CTE programs offered by the LEA. Based on responses to the High-Quality CTE Program Evaluation & Plan, applicants will be required to submit the CTEIG FY 2022–23 Budget Narrative (Attachment II) aligning proposed expenditures to

the High-Quality CTE Program Evaluation & Plan. The budget narrative should be detailed and explicit, demonstrating how the required match dollars and CTEIG funds will be allocated.

Applicants will be required to provide a CTE Three-Year Budget for FYs 2022–23, 2023–24, and 2024–25 (Attachment III) for continued financial and administrative support of CTE programs that demonstrates the LEA’s financial commitment, excluding CTEIG funds, of no less than the amount expended in the previous year.

XIII. Appeals

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

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

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

The Letter of Appeal must have an original/electronic signature of the authorized agent or the designee. The Letter of Appeal should be emailed with the subject line CTEIG APPEAL to CTEIncentive@cde.ca.gov.

XIV. Grant Award and Payment Procedures

Following the SBE approval, all grantees awarded CTEIG funding will be sent a GAN from the CDE. The grant payments will be dispersed to the LEAs based on the following schedule for 2022–23 grant term:

- a) The CTEIG full allocation, less 10 percent disbursed after the CDE receives the signed GAN
- b) The 10 percent withheld will be disbursed upon review and approval of the final expenditure report

XV. Technical Assistance

Appendix B provides a listing of CDE Consultants and a link to the K–12 SWP Technical Assistance Providers and associated Workforce Pathway Coordinators who are available to provide the applicant with technical assistance in completing the

application. Please note that many staff are working remotely so email may be the most direct way of seeking assistance.

Chapter 2: Instructions for Submitting the 2022–23 CTEIG Application

All interested applicants must complete the CTEIG Application Part I and Part II to be considered for 2022–23 funding.

I. Completing the Application

Applicants must complete all sections of the application completely.

Part I of the application must be completed using the PGMS.

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

Both Part I and Part II of the application must be received by the **due date of Friday, September 30, 2022, at 5:00 p.m.**, in order to be considered for funding.

II. Application Process Part I

The CTEIG Application Part I is used to determine the allocation for each grant applicant. The applicant must enter this information in the CDE PGMS. In order to be eligible for funding, Part I must be received by the CDE by **Friday, September 30, 2022, at 5:00 p.m.**

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

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

Step 1

Copy and paste the address below into your web browser:

<https://www3.cde.ca.gov/pgms/logon.aspx>

In the middle box on the screen, select “Apply to CTEIG” (last bullet).

Step 2 – LEA Information

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

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

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

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

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

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

Step 3 – CTEIG Coordinator Information

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

First Name:

Last Name:

Phone Number (including extension):

Email:

Step 4 – 2021–2022 Reported Second Principal Apportionment (P–2) ADA

Based on the information provided above, your 2021–22 Reported P–2 ADA will appear in two forms:

- a) Actual ADA Number Reported
- b) Remaining ADA Number

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

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

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

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

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

Step 5 – Types of Applications

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

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

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

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

CDS Code of Member to add:

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

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

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

Step 6 – Industry Sector and Pathway

Select the industry sector(s) and pathway(s) that the LEA currently provides.

Select the yes radial button for each new pathway that is being started during this grant period.

Step 7 – Match

The 2022–23 CTEIG application requires a local match of \$2 for every \$1 to be encumbered in FY 2022–23 (by June 30, 2023).

The local match may include funding from:

- a) School district or charter school LCFF apportionments pursuant to *EC* Section 42238.02
- b) Perkins V
- c) California Partnership Academies
- d) Agricultural CTE Incentive Grant
- e) Any other sources from community and/or business partnerships

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

- a) K–12 component of the SWP established pursuant to *EC* Section 88827
- b) CTE Facilities Program pursuant to *EC* Section 17078.72
- c) Past CTEIG awarded amounts

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

Object Code	Description of the Object Code
1000	Certificated Salaries – Certificated CTE teacher salaries
2000	Classified Salaries – Classified salaries associated with CTE programs only
3000	Employee Benefits – Only those benefits associated with CTE teachers and classified salaries associated with CTE programs only
4000	Books and Supplies – Only those expenses related to CTE courses
5000	Services and Other Operating Expenditures Travel and Conference Contracting Services – Only those charges related to CTE teachers and CTE programs
6000	Capital Outlay – Only those expenses related to CTE courses
7000	Indirect Cost – https://www.cde.ca.gov/fq/ac/ic/

Enter the amount of dollars that the applicant has for the local match based on the amount of funds expended on CTE programs (as required by the grant terms and *EC* sections 53070–53076.4). For the 2022–23 application, matching funds may be based on a local match from **FY 2022–23. This amount must be the same amount entered into Budget Attachment II.**

Match Amount: \$

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

Estimated CTEIG Award: \$

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

Step 8 – JPA

Enter if you offer an existing high-quality, regionally-based CTE program such as a JPA. (Check Yes or No)

Step 9 – Collaboration

Select if you are engaged in a regional collaboration:

- a) No collaboration
- b) Postsecondary educational institutions or other LEAs to align career pathway instruction with postsecondary program requirements. Select all that apply:
 - 1. Post-secondary educational institutions
 - 2. Community College SWP
 - 3. K–12 Community College SWP
 - 4. Dual Enrollment
 - 5. Concurrent Enrollment
 - 6. Other LEAs to align career pathway instruction with postsecondary programs

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

Step 10 – Infrastructure/Equipment Investment

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

\$

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

All CTE infrastructure, equipment over \$5,000, and facility updates or repairs must be connected to Goal Codes 3800 and 6000.

Step 11 – Existing Structures, Requirements, and Resources

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

- a) Perkins V
- b) Agricultural CTE Incentive Grant
- c) California Partnership Academies

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

Step 12 – Contributions from Industry, Labor, and Philanthropic Sources

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

Source Name: Contribution Amount:

Step 13 – Previous Grants Received

Each LEA will be required to affirm if they have received a previous grant under the CTEIG or K-12 SWP programs. The CTEIG grant portion will be auto populated based on their CDS code from the records on file at the CDE. For the K-12 SWP grant program, the LEA will self-certify by checking the boxes for the FY 2020-21 and 2021-22 K-12 SWP grant periods.

Step 14 – Assurance Statement

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

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

The applicant has read the information provided regarding the CTEIG and understands, during the 2022-23 grant term, the LEA will be required to locally match the grant award \$2 for every \$1 dollar received for this grant period.

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

Submission of Part I of the RFA electronically by the deadline of **Friday, September 30, 2022, at 5:00 p.m., is required**; Part II of the RFA will not be scored if Part I is not submitted, thereby the applicant will be ineligible for funding.

III. Application Process Part II

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

1. Complete a High-Quality CTE Program Evaluation & Plan FY 2022–23 (Attachment I)
2. Complete a Budget Narrative for FY 2022–23 (Attachment II)
3. Complete a Three-Year Budget Plan (Attachment III)
4. Include LCAP pages that have CTE inclusion from FY 2021–24

Step 1

Attachment I: High-Quality Career Technical Education Program Evaluation & Plan

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

<https://www.cde.ca.gov/fg/fo/r17/documents/cteig22-23attach1.pdf>:

- a) Review the minimum eligibility standards and rate your overall CTE program, inclusive of **all** industry sectors and pathways offered. This should be a holistic review of the CTE programs offered by the LEA. Provide your total score.
- b) Please check only one box for each minimum eligibility standard (criteria).
- c) For each box that you check, please list the evidence on file at your LEA in the corresponding text box, as you may be asked to provide that evidence during reviews of the application. Use 1,500 characters or less.
- d) Please make specific and detailed comments in the text box to assist the application reader in understanding your scoring. Use 1,500 characters or less.
- e) In the subsequent narrative field titled “*Areas of Strength*,” following the High Quality CTE Program Evaluation & Plan rubric table for each minimum eligibility standard, please describe the LEA’s areas of strength for each minimum eligibility standard in 1,500 characters or less. “*Areas of Strength*” should include industry sector and pathway highlights and accomplishments and/or effective systems and/or processes put in place.

- f) In the subsequent narrative field titled *“Improvement Opportunities and Plans...”* describe the LEA’s plans for improvement and use of funds in 1,500 characters or less. *“Improvement Opportunities and Plans...”* should include industry sector and pathway plans for improvement and/or systems and/or processes that need to be put in place.

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

- g) Unique Conditions: Describe any existing CTE program specific unique condition(s) of the LEA(s) which may affect this application. Unique conditions may include, but are not limited to, such items as rural or isolated schools or educational agencies, unique partnership arrangements, unique costs and expense issues, a new CTE program, etc.
- h) Total your score and enter your score in the *“Total Score (To Be Completed by the LEA)”* section on the first page of the CTEIG High-Quality CTE Program Evaluation & Plan.
- i) The minimum score to be funded for the High-Quality CTE Program Evaluation & Plan is 24 points. Each of the 15 questions will be scored using the scoring system below. There are a total of 45 points available.

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

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

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

Step 2

Attachment II: Career Technical Education Incentive Grant Fiscal Year 2022–23 Budget Narrative Worksheet: Using the Budget Narrative Worksheet (Attachment II) provided on the CDE CTEIG RFA web page at <https://www.cde.ca.gov/fg/fo/r17/documents/cteig22-23attach2.xlsx>:

- a) Ensure that the total amounts entered the Budget Attachment II are the same amounts entered into the PGMS.

- b) Create a proposed budget with matching funds and sources aligned to the High-Quality CTE Program Evaluation & Plan (Attachment I) for the 2022–23 grant application. If you are a consortium, create one proposed budget with matching funds and sources that is inclusive of all members.
- c) Clearly identify the source of matching funds in the proposed budget. This information will be verified by the CDE.
- d) Provide a detailed explanation of each proposed expenditure including specifics about budget items for each industry sector and pathway. Costs should be as accurate as possible. All proposed expenditures (including conferences, services, curriculum, and salaries) should be explicitly for CTE programs.
- e) Provide adequate detail and justification when significant funds are budgeted for an outside party or consultant (rather than LEA personnel) to provide CTE related services. Incomplete or insufficient budget narratives will impact scoring.

Detailed Expenditure Descriptions

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

Object Code	Description of the Budget Category
1000	Certificated Salaries. Certificated Salaries are salaries that require a credential or permit issued by the Commission on Teacher Credentialing.
2000	Classified Salaries. Classified Salaries are salaries for services that do not require a credential or permit issued by the Commission on Teacher Credentialing that are associated with CTE programs.
3000	Employee Benefits. Only those benefits associated with CTE teacher and classified salaries.
4000	<p>Books and Supplies. Only those expenses related to CTE courses. Record expenditures for books, supplies, and other noncapitalized property/equipment. Expenditures for the following, but not limited to:</p> <ul style="list-style-type: none"> ● Supplemental books and supplies ● Textbooks for new CTE programs ● Instructional materials ● Supplies for student support services ● CTE Industry Sector publications and software necessary to operate a CTE project ● All equipment purchased with any portion of these grant funds that include, but not limited to, computers and laptops for CTE only <p>Noncapitalized property/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. Anything less than \$5,000 should be posted in Object Code 4000.</p>

5000	<p>Services and Other Operating Expenditures, Travel and Conference, Contracting Services. Only those related to CTE teachers and CTE programs.</p> <p>Services and Other Operating Expenditures: Record expenditures for services, rents, leases, maintenance contracts, dues, travel, insurance, utilities, legal counsel, and other operating expenditures.</p> <p>Travel and Conference: Include expenditures incurred by and/or for employees and other representatives of the LEA for travel and conferences necessary to meet the objectives of the program. Receipts are required and must be kept on file by your agency for audit purposes. Bus transportation for students can be listed here.</p> <p>Contracting Services: Services provided to the school by outside contractors appear under this category. Appropriate activities include conducting workshops, training, and technical assistance activities.</p> <p>LEAs should provide adequate detail and justification if significant funds are budgeted for an outside party to provide CTE related services.</p>
6000	<p>Capital Outlay. Only those expenses related to CTE courses that exceed \$5,000. Record expenditures for sites, buildings, and equipment, including leases with an option to purchase that meet the LEA’s threshold for capitalization.</p>
7000	<p>Indirect Cost if applicable (not to exceed CDE-approved rate). Indirect costs are not assessed on expenditures for capital outlay.</p> <p>Indirect cost calculations cannot include any expenditures for capital outlay.</p> <p>If you have any questions related to indirect costs please visit the CDE Indirect Costs Rates web page at https://www.cde.ca.gov/fq/ac/ic/.</p>

Minimum Eligibility Standard Number:

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

Match Source:

Indicate source of matching funds for each proposed object code. See explanation of allowable matching funds. No past CTEIG or K–12 SWP funds can be used.

Match Amount that is encumbered for FY 2022–23.

CTEIG amount is for grant term inclusive of FY 2022–23.

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

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

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

Step 3

Attachment III: 2022–23 Career Technical Education Incentive Grant Three-year Budget:

Create a CTEIG Three-Year Budget Plan for Continued Financial and Administrative Support (Attachment III) provided on the CDE CTEIG RFA web page at <https://www.cde.ca.gov/fg/fo/r17/documents/cteig22-23attach3.pdf>.

The applicant will need to enter the dollar amount of funding that was spent on CTE programs, excluding CTEIG funds, in FY 2021–22 and create a three-year plan that must reflect the entire CTE proposed budget, excluding CTEIG funds for the next three years (FYs 2022–23, 2023–24, and 2024–25). **It is not a proposed budget for the**

match amount required for CTEIG funds, but an overall commitment of the LEA to funding CTE programs, independent of CTEIG. The three-year plan should demonstrate a financial commitment of no less than the amount expended on those programs in the previous FY per *EC* Section 53071(b). The budget must indicate the source of non-CTEIG funds. All numbers must be whole numbers, no decimals or commas.

The superintendent or designee must sign this attachment certifying the financial commitment to their CTE program(s).

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

Score	Criteria
3 points	Budget is realistic, funding sources are clearly identified, and funding continues to increase.
2 points	Budget is realistic, funding sources are identified, and funding increases or is maintained at current level, but there are some questions.
1 point	Budget is somewhat realistic, funding sources are identified leaving some questions, funding is maintained at the current level, and there are many questions.
0 points	Funding decreases from FY 2022–23 funding level, funding sources are not identified and/or are unrealistic.

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

Step 4

Include only the pages of your FY 2021–24 LCAP that show the inclusion of CTE. Consortia must submit LCAP pages reflecting CTE only for all members.

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

CTE must be explicitly mentioned in the FY 2021–24 LCAP for districts to qualify. Note: *“College and Career Readiness”* is inclusive of Career Technical Education that includes Advance Placement, International Baccalaureate Program, a-g, Gifted and Talented Education, and other district programs.

In addition, the FY 2021–24 LCAP pages that are submitted should highlight Career Technical Education and College and Career Readiness.

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

Score	Criteria
2 points	The FY 2021–24 LCAP shows clear and explicit inclusion of CTE, is highlighted, and can easily be matched back to the proposed budget.
1 point	The FY 2021–24 LCAP shows some evidence of CTE inclusion and there are questions in relation to the budget.
0 points	The FY 2021–24 LCAP shows no evidence of CTE inclusion.
(1 point)	The FY 2021–24 LCAP includes extra pages that do not show evidence of CTE.

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

Step 5

Sign-Off Form for State Assurances and Certifications

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

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

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

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

IV. Application Preparation and Submission

CTEIG applications must be submitted via the exFiles Upload Procedure for the 2022–23 CTEIG RFA, following the order below:

- 1) A copy of the submitted Part 1 of the CTEIG application from the PGMS.
- 2) Attachment I: High-Quality CTE Program Evaluation & Plan (if a consortium, the lead LEA overall/collaborative evaluation should be placed on top of the other LEA evaluations). **All consortium members must submit Attachment I.** The

lead applicant of the consortium must submit an additional Attachment I showing an average score generated from the members.

- 3) Attachment II: The completed FY 2022–23 Budget Narrative (with original/electronic signature).
- 4) Attachment III: The FY 2022–23 CTEIG Three-Year Budget (with original/electronic signature).
- 5) Highlighted and relevant pages of FY 2021–24 LCAP(s), showing CTE inclusion.
- 6) MOUs for CTEIG Consortia must be submitted prior to receiving a GAN.
- 7) Evidence of participation in an SWP Consortia (when applicable).

ExFiles Upload Procedures for 2022–23 CTEIG RFA

After completing each of the attachments contained in the 2022–23 CTEIG RFA, applicants must complete two separate operations to submit their application.

First, you must create a single .zip file that includes all of the completed attachments, FY 2021–24 LCAP, and any MOUs (if applicable). Once the .zip file has been created, applicants must then upload the .zip file into the CDE exFiles File Transfer System.

Creating a .zip File

For your convenience we have provided applicants with instructions on how to create a .zip file for both Windows and MacOS users. Please see below:

Zip Files for Windows

<https://support.microsoft.com/en-us/windows/zip-and-unzip-files-8d28fa72-f2f9-712f-67df-f80cf89fd4e5>

Zip Files for MacOS

<https://support.apple.com/guide/mac-help/compress-uncompress-files-folders-mac-mchlp2528/mac>

When you create your .zip file, please name your .zip file exactly as described below. Specifically, applicants must label the .zip file submitted into the exFiles File Transfer System as follows:

LEA Name CDS Code

Make sure to spell out all acronyms and include all 14 digits of the CDS Code

Example: Shadow Unified School District 12123456000000

Include the following documents in the zip folder and name each document accordingly.

1. PGMS Printout
2. Attachment I
3. Attachment II
4. Attachment III
5. 2021–24 LCAP
6. SWP Consortia Participation (if applicable)
7. Consortium MOU(s) (if applicable)

Uploading your .zip file into the exFiles File Transfer System

Follow the instructions below to complete the upload process into exFiles:

1. After creating your .zip file enter the URL (provided below) for the exFiles File Transfer System into your web browser:

<https://www3.cde.ca.gov/exfiles/index.aspx?pid=161>

2. Once you arrive at the exFiles File Transfer System webpage, you will be prompted to enter the Project Code provided below:

Project Code: **CTEIG22**

3. After you enter the Project Code, you will be prompted to enter the Upload Password provided below:

Upload Password: **c2eig@Oy**

4. Next, you will be asked to select a file to upload. Select the “choose file” button.
5. Navigate to the .zip file you want to upload.

Note: Only one .zip file can be uploaded at a time.

6. After selecting the .zip file, you will return to the file upload screen. In the description text box, enter the **exact** name of the .zip file selected for upload.

Note: The name of the .zip file you selected and the description must be the same.

7. Once you have selected the .zip file and entered the .zip file name into the description text box, select the “upload file” button.

Note: Do not encrypt the file. Do not select a file encryption type or enter anything into the File Encryption Password text box. Just select “upload file”.

8. After you select “upload file”, the name of the .zip file and the description of the .zip file (these should be the same), will be displayed in the File Listings table.

9. Within the File Listings table, a date and time stamp will be displayed next to the .zip file name and description of your application.

Note: The information displayed in the File Listings table will serve as your confirmation receipt. It is highly recommended that you print this page for your records.

The CCTD will **not** verify if the .zip file submitted contains all of the necessary documents required in the RFA until after the submission deadline on **Friday, September 30, 2022, at 5:00 p.m.** It is the responsibility of each applicant to ensure their application is completed in full.

If you suspect that you did not include all required attachments and 2021–24 LCAP(s), you must contact the Career Technical Education Leadership office by email at CTEIncentive@cde.ca.gov and request your previous submission be deleted. Once you receive confirmation from the CDE that the previous submission has been deleted, you must then upload the new .zip file in its entirety, prior to the deadline **Friday, September 30, 2022, at 5:00 p.m.**

If an applicant submits multiple .zip files with only partial information, regardless of whether they comprise all the requirements in the RFA, they will be considered two separate incomplete applications, and both application(s) will automatically be disqualified from consideration.

Each applicant must submit one .zip file in its entirety with all the required attachments and 2021–24 LCAP(s) by the previously stated deadline to be eligible for 2022–23 CTEIG funding.

V. Costs of Preparing the Application

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

VI. Application Due Date

Both Parts I and II of the CTEIG application are due by the deadline of **Friday, September 30, 2022, at 5:00 p.m.** **Submitting only one part of the application by the deadline will result in an ineligible application and the application will not be scored.**

Applications that are received after **Friday, September 30, 2022, at 5:00 p.m.** will not be accepted.

Appendix A: Career Technical Education Incentive Grant 2022–23 Grant Assurances and Conditions

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

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

1. Matching funds in the form of direct support provided by the grant recipient based on the following schedule:
 - a) For the funding term 2022–23, \$2 for every \$1 received from this program. Matching funds may be based on the local match (fiscal year [FY] 2022–23).
2. An assurance that state funds provided by the CTEIG program shall be used only for the development and maintenance of CTE programs, in line with the Improvement Opportunities and Plans and aligned with the Budget Narrative submitted.
3. An assurance to report all local educational agency (LEA) CTE expended funds for the grant recipient under accounting goal codes 3800 (CTE) or 6000 (Regional Occupational Centers and Programs). Matching funds will be verified each year.

Conditions of CTEIG funding are as follows:

1. The LEA must meet all state statutes and regulations applicable to the CTEIG in its administration of the program including the submission of all student data reports, annual progress report, budgets, and fiscal end-of-year reports.
2. All CTEIG funds must be expended within the dates designated and for not more than the maximum amount indicated on the Grant Award Notification (GAN).
3. Encumbrances may be made at any time after the beginning date of the grant stated on the GAN.
4. All matching funds must be legally obligated by June 30, 2023, and expended by December 31, 2024.
5. For any CTEIG funds left unclaimed after December 31, 2024, the LEA will be invoiced and funds will revert to the state.

6. Any unmatched funds will be deducted from the next grant award allocation.
7. **No extensions of this grant term will be allowed.**

Appendix B: Career Technical Education Incentive Grant Technical Assistance

For more questions regarding the Career Technical Incentive Grant (CTEIG) program and related resources, please visit the California Educators Together web page at <https://caeducatorstogether.org>.

Please note, many staff are working remotely. Email is the most direct way to contact staff for assistance.

California Department of Education CTEIG Consultants

Region	Counties Served	Consultant	Email Address
1	Butte, Del Norte, Humboldt, Lassen, Modoc, Nevada, Shasta, Sierra, Siskiyou, Tehama, Trinity	Shallie Johnson	shjohnson@cde.ca.gov
2	Amador, Calaveras, Colusa, El Dorado, Glenn, Placer, Plumas, Sacramento, Sutter, Tuolumne, Yolo, Yuba	Shallie Johnson	shjohnson@cde.ca.gov
3	Alameda, Contra Costa, Lake, Marin, Mendocino, Napa, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano, Sonoma	Tara Neilson	tneilson@cde.ca.gov
4	Alpine, Fresno, Inyo, Kern, Kings, Madera, Mariposa, Merced, Mono, San Joaquin, Stanislaus, Tulare	Cindy Beck	cbeck@cde.ca.gov
5	Monterey, San Benito, San Luis Obispo, Santa Barbara, Ventura	Tara Neilson	tneilson@cde.ca.gov
6	Los Angeles, Orange	David Kinst	dkinst@cde.ca.gov

Region	Counties Served	Consultant	Email Address
7	Imperial, Riverside, San Bernardino, San Diego	David Kinst	dkinst@cde.ca.gov

Kindergarten through Grade Twelve Strong Workforce Program Technical Assistance Providers and Pathway Coordinators

Through the Kindergarten through Grade Twelve (K–12) Strong Workforce Program, administered by the California Community Colleges Chancellor's Office, there are kindergarten through grade fourteen (K–14) Technical Assistance Providers (TAPs) and K–12 Regional Project Coordinators that can assist local educational agencies in completing the CTEIG application.

A list of K–14 TAPs can be found on the California Community Colleges Chancellor's Office web page at

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/K12-Strong-Workforce/K12-Pathway-Coordinators>.