# California Golden State Pathways Program Lead Technical Assistance Center Contract and Regional Technical Assistance Center Contracts Request for Applications



**California Department of Education**

**Application Due Date:**

**September 19, 2023**

Administered by the Career and College Transition Division

California Department of Education

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## California Golden State Pathways Program Technical Assistance Contract Request for Applications

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## California Golden State Pathways Program Technical Assistance Contract Request for Applications

### Chapter 1: General Information

#### Introduction

On June 30, 2022, Governor Gavin Newsom signed into law the 2022–23 Omnibus Trailer Bill (Chapter 52, Statutes of 2022, Assembly Bill 181). Section 88 of the bill created the Golden State Pathways Program (GSPP), and stated its purposes as follows in the California *Education Code* (*EC)*:

**53020.**

This chapter shall be known, and may be cited, as the Golden State Pathways Program Act.

*(Added by Stats. 2022, Ch. 52, Sec. 88. (AB 181) Effective June 30, 2022.)*

**53021.**

The Golden State Pathways Program is hereby established to do all of the following:

(a) Promote pathways in high-wage, high-skill, high-growth areas, including, but not limited to, technology, health care, education, including early education and child development, and climate-related fields that allow pupils to advance seamlessly from high school to college and career and, provide the workforce needed for economic growth.

(b) Encourage collaboration between local educational agencies (LEAs), institutions of higher education, local and regional employers, and other relevant community interest holders to develop, or expand the availability of, innovative college and career pathways that simultaneously align with an LEA’s local or regional labor market needs.

(c) Enable more pupils to access postsecondary education opportunities and workforce training opportunities, or to obtain gainful employment in an industry that simultaneously aligns with local, regional, or state labor market needs.

(d) Support the continued development of a skilled and educated workforce, with an emphasis on addressing areas of acute statewide need, such as developing a diverse workforce to meet the need for professional and learning support positions in childcare settings, preschools, and schools maintaining prekindergarten, kindergarten, or any of grades 1 to 12, inclusive.

Statute further specifies that the GSPP shall prioritize the development of a skilled and educated workforce in education, including early education and child development; computer science; health care; and science, technology, engineering, and mathematics that also focus on climate resilience.

The Legislature appropriated $500 million for the GSPP, and *EC* Section 53025 (b) allows for up to 5 percent of the funds ($25 million) to be used by the California Department of Education (CDE) to contract with up to eight LEAs, or consortia of LEAs, to provide technical assistance to GSPP grantees. This GSPP Technical Assistance Center (GSPP TAC) contract Request for Application (RFA) is the competitive process that will determine which LEAs, or consortia of LEAs, will provide technical assistance.

Pursuant to *EC* Section 53025 (b) (1), the Superintendent, in consultation with the executive director of the State Board of Education, will select the LEAs that will provide technical assistance and determine the structure of the technical assistance system. Statute requires that technical assistance for the GSPP be aligned with existing college and career readiness initiatives, including, but not limited to the California Career Technical Education Incentive Grant Program pursuant to Chapter 16.5 (commencing with *EC* Section 53070). To meet this requirement, the CDE has identified eight regions for the GSPP technical assistance structure (see Appendix C). One LEA will be chosen from each of these regions (up to eight) to provide technical assistance to LEAs within their defined geographic area.

*EC* Section 53025 (b) also requires that of these technical assistance grantees, one LEA with demonstrated expertise in the design and implementation of college and career pathways will act as the lead technical assistance grantee and will work with the department to provide leadership and direction for the other technical assistance grantees, who will provide technical assistance to different regions in the state.

The Lead Technical Assistance Center (LTAC) contract application is included in this technical assistance request for application. There are two additional questions specifically for the LTAC applicants. For the LTAC contract, preference will be given to LEAs in partnership with institutions of higher education and/or nonprofit community-based organizations.

Reviewers will examine and approve LTAC applications with respect to each of the GSPP TAC contract plan elements.

LTAC applications will be randomly assigned to readers, taking into consideration any conflicts of interest. Readers will base their scores on the degree to which the LTAC application provides evidence that it meets the RFA requirements.

All LEAs, including consortia of LEAs, are eligible to apply and must demonstrate the capacity to deliver technical assistance, curriculum/professional development, and monitoring services for all grant recipients within the designated region as described in this RFA. Per legislation “local educational agency” means a school district, charter school, county office of education, or regional occupational center or program operated by a joint powers authority or county office of education.

The amount of funds available to each LEA is formula-based, as described in Section V, Program and Administrative Requirements, of this RFA. No more than a combined total of $25 million will be awarded for all technical assistance contracts. The tentative contract period is 2023–24 through 2028–29. Applications will be for one contract period.

#### Eligibility Requirements

All LEAs in the region are eligible to apply. LEAs must have a department/unit/office in place dedicated to one or more of college, career, dual enrollment, and/or high school/college/career technical education (CTE) pathways to execute the elements of the GSPP TAC contract as described in Appendix E, Sections II through IV, Expected Outcomes. Contracts awarded will prioritize LEAs demonstrating a strong case for their capacity to provide technical assistance, professional development, and monitoring services to all GSPP grant recipients within the designated region. For the Lead TAC contract, preference will be given to LEAs or LEA consortia in partnership with institutions of higher education and/or nonprofit community-based organizations.

#### Expected Outcomes

With guidance and assistance from the Career and College Transition Division of the CDE, each contracted LEA will be required to provide technical assistance, professional development, and monitoring services to all GSPP grant recipients (school districts, county offices of education, joint powers authority (JPAs), and charter schools) in their assigned region.

1. **Technical Assistance:**

To be eligible for the contract, the LEA shall commit to all of the following:

* Assisting LEAs in the continuous improvement of their GSPP.
* Leveraging evidence-based program frameworks, such as linked learning framework and quality standards, to provide assistance to grantees.
* Providing prospective applicants and grantees with feedback regarding the development of their planned application, implementation, and continuous improvement of their GSPP and other CTE programs, courses, and pathways that have been integrated with, or that have been aligned with, an LEA’s GSPP.
* Creating a community of practice network that enables grantees to share best practices with other grantees and other interested LEAs.
* Assisting grant recipients with the collection and reporting of required data.

*EC* Section 53025 (b)(3) further identifies the intent of the Legislature that the Superintendent identify and contract with a local educational agency to provide technical assistance not less than three months prior to consortium development and planning grant and implementation grant applications being due to the Superintendent.

#### Contract Requirements

The contractor will be responsible for all of the following:

1. LEAs must have a pathway or CTE pathway administrator and appropriate support staff in place.
2. Providing the CDE with a detailed budget including the salary and benefits of any individuals conducting the technical assistance, any associated travel costs, and minimal supplies needed for training sessions. The budget shall be created pursuant to the following parameters:
	1. Travel costs shall be reimbursed at rates not to exceed those established for CDE’s non­represented employees, computed in accordance with, and allowable pursuant to applicable California Department of Human Resources regulations.
	2. Budget plan shall support the entire life of the contract, addressing the required objectives and LEA proposed outcomes.
3. Planning LEA technical assistance, curriculum development/professional development, monitoring, and reporting activities.
4. Identification of personnel who oversee the contract and personnel responsible for the program activities (to include a resume and job description for each).
5. Meeting timelines/interim deadlines.
6. Provide expected deliverables/measurable outcomes for the GSPP TAC.
7. Demonstrate progress towards deliverables as identified in the work plan developed by LEAs.
8. Submit quarterly progress and expenditure reports based on the scope of work in the formal contract and quarterly mandatory meetings with CDE.
9. Submit the annual End of Year progress report and expenditure report based on the scope of work in the contract.

#### Program Description

**Contract Information**

The GSPPTA contracts will be awarded only to LEAs that have demonstrated the capacity to deliver the expected outcomes listed in Section II through IV of the application. LEAs must have a Pathways division/office with a director/coordinator and staff in place to execute the elements of the GSPP TAC contract expected outcomes.

An LEA awarded a GSPP TAC contract that is also a recipient of another GSPP grant may not blend GSPP TAC contract funds with other GSPP funds. An LEA awarded a GSPP TAC contract that is also a recipient of another GSPP grant will be monitored directly by an assigned CDE consultant.

**Tentative Budget**

In response to this RFA, a total of up to $25 million in contracts may be awarded to LEAs. The award amount for each GSPP Regional TAC contract shall be a minimum of $1.17 million for the first contract period, and $630,000 for the second contract period for an LEA to serve as a GSPP Regional TAC. Funding in excess of $1.17 million for first contract period and $630,000 for the second contract period, if any, will be determined by the CDE based on the following factors, which include, but are not limited to:

* Number of Regional TACs awarded,
* Number of qualified and prioritized schools within the region assigned, and
* Number of grants awarded within the region.

The tentative contract periods and funding amounts are as follows:

* Contract Period 1: October 11, 2023, through June 30, 2026 (a minimum of $1,170,000)
* Contract Period 2: July 1, 2026, through June 30, 2029 (a minimum of $630,000)

This application will be for Contract Period 1. The contract may be renewed based upon successful completion of contract outcomes as described in the approved contract.

The GSPP TAC contract will be awarded to one LEA in each of the following regions: (Per *EC* Section 53022 (5) (c) “region” means the regional planning unit as defined by California’s Unified Strategic Workforce Development Plan.)

Contract Regions and Counties Table

| **Region** | **Contract Amount**  | **Counties** |
| --- | --- | --- |
| Northern California | TBD | Butte, Del Norte, Glenn, Humboldt, Lake, Lassen, Mendocino, Modoc, Plumas, Shasta, Siskiyou, Tehama, Trinity |
| CapitalArea | TBD | Alpine, Colusa, El Dorado, Nevada, Mariposa, Placer, Sacramento, San Joaquin, Sierra, Solano, Sutter, Yolo, Yuba |
| Bay Area | TBD | Alameda, Contra Costa, Marin, Mendocino, Napa, San Francisco, San Mateo, Santa Clara, Sonoma |
| CentralValley | TBD | Amador, Calaveras, Fresno, Kern, Kings, Madera, Mariposa, Merced, Stanislaus, Tulare, Tuolumne |
| Central Coast | TBD | Monterey, San Benito, San Luis Obispo, Santa Barbara, Santa Cruz, Ventura |
| GreaterLosAngeles | TBD | Los Angeles |
| SouthernCoast | TBD | Imperial, Orange, San Diego |
| SouthernInland | TBD | Inyo, Mono, Riverside, San Bernardino |

#### Application Review Process

Each application will be read and scored by a minimum of two readers. Application review will occur September 20 through October 4, 2023; final approval will be completed by October 23, 2023.

#### Payment and Invoicing Procedures

For services satisfactorily rendered, and upon receipt and approval of the invoices, the CDE will compensate the LEA for actual expenditures incurred in accordance with the rates specified in the contract awarded to successful applicants.

Other requirements, required documents, and information will be shared with the regional TACs who are successfully awarded the GSPP TAC contracts.

## Chapter 2: Instructions for Submitting the Golden State Pathways Program Technical Assistance Contract Application

### Application Process

The 2023–24 GSPP TAC contract application provides the CDE with necessary information to award the GSPP TAC contract. The LEA will complete the online application and email an **electronically original signed application at** GSPP@cde.ca.govto the CDE on or before September 19, 2023.

### 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.

### Completing the Application

All interested applicants must complete the GSPP TAC contract application for funding. Information and links to the GSPP TAC RFA can be found on the CDE Available Funding web page located at <http://www.cde.ca.gov/fg/fo/af/>.

 A complete application consists of the following components:

1. Application Cover and Signature Page (Appendix D)
2. Application Narrative (Appendix E)

Maximum page limit is 20, 8 ½- by 11 -inch pages with one-inch margins, double-spaced, and Arial 12-point font.

1. Resume and/or job description of current or future staff
2. Timeline of major activities
3. Budget Page and Budget Narrative (Appendix H)

### Reading and Scoring

Each element of the GSPP TAC contract responses will be reviewed for the required elements that align and support the full implementation of the proposed plan.

Reviewers will examine and approve applications with respect to each of the GSPP TAC contract plan elements.

Applications will be randomly assigned to readers, taking into consideration any conflicts of interest. Readers will base their scores on the degree to which an application provides evidence that it meets the RFA requirements.

Each application will be scored independently and will not be grouped together for any reason.

Applications will be evaluated by at least two reviewers. Application review will occur during the timeframe identified in Section VI of the RFA.

### Scoring Rubric

Each section of the core application narrative will be evaluated and assigned a score using the GSPP TAC Contract Scoring Rubric (see Appendix K), which summarizes the required components of the GSPP TAC Contract Work Plan Elements of the application.

The scoring system is used to signify how an application meets the funding criteria for the program. For most narrative responses, a Likert Scale from 0 to 8 will be used as follows:

0–2 = Minimal summary or no information provided, lacks specificity

3–4 = Limited summary, includes general information but needs additional detail, lack specificity

5–6 = Adequate summary, includes sufficient description that includes most details

7–8 = Strong summary, provides a clear description and includes specific details

Each contract application will be reviewed and scored holistically by at least two reviewers. Reviewers will provide a score for each individual section. The team of reviewers will independently evaluate and score the applications using the scoring rubric, then meet to discuss the scores to reach consensus on the overall score for each section. If the reviewers’ scores do not fall within the same point range/category, then readers will recalibrate and rescore the application. Upon this second scoring, if the reviewers’ scores still do not fall within the same point range/category, then an additional reader will independently score the application. The additional reviewer’s score will be combined with one of the previous reviewer’s scores (whichever one is most closely aligned) and averaged to determine a final score.

Reviewers will be instructed to consider whether the proposed budget is aligned with the size and scope of the required outcomes of the contract. For example, is the proposed number of administrative and support staff appropriate in relation to the size of the program? Is the operating expense budget clearly related to the planned program? Does the work plan include a timeline for curriculum development/professional development, technical assistance, and monitoring for all LEAs in their region?

### Qualifications

An application will be disqualified from the RFA process if the following conditions or requirements are not met. Disqualification of an application based on these items cannot be appealed:

1. Each Application must be **received** no later than September 19, 2023.
2. Electronic signatures from the LEA on the Application Cover Page for the GSPP TAC contract application.
3. GSPP TAC Application Cover Page must be signed and completed in full.
4. GSPP TAC Contract Application Narrative must be completed in full.
5. GSPP TAC Contract Budget Forms and Budget Narratives must be completed in full.

### Program Timeline

Program Timeline Table

| Date | Timeline Items |
| --- | --- |
| August 22, 2023 | RFA Release Date |
| August 24, 2023 | RFA Technical Assistance Webinar |
| September 19, 2023 | All applications must be RECEIVED by the CDE  |
| September 20 – October 4, 2023 | Application scoring process conducted |
| October 11, 2023 | Contracts Announced |
| October 23, 2023 | Appeals must be RECEIVED at the CDE |

### Appeals

Applicants who wish to appeal a contract award decision must submit a letter of appeal via email to GSPP@cde.ca.gov to Pete Callas, Division Director:

GSPP TAC Contract Appeals

Pete Callas, Division Director

Career and College Transition Division

California Department of Education

1430 N Street, Suite 4202

Sacramento, CA 95814

The CDE must **receive** the letter of appeal with an original or digital signature from an authorized applicant no later than **ten (10) business days after the day of the contract announcement**. Faxed letters 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. The 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 Division Director of the Career and College Transition Division 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. All appeal decisions will be made prior to the final approval of the contracts.

## Golden State Pathways Grant Program Technical Assistance Contract

### Budget Categories and Descriptions

Each budget category or object code in the left column is described in the right column.

Budget Category and Description Table

| **Object Code** | **Description of the Budget Category** |
| --- | --- |
| 1000 | **Certificated Salaries:** Record salaries that require a credential or permit issued by the Commission on Teacher Credentialing. List all certificated project employees, including percentage or fraction of full­time equivalent (FTE) and rate of pay per day, month, and/or annual salary. (Funds in this category are not to supplant current fixed costs.) |
| 2000 | **Classified Salaries:** Record 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. (Funds in this category are not to supplant current fixed costs.) |
| 3000 | **Employee Benefits:** Record the 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. |
| 4000 | **Books and Supplies:** Record expenditures for books, supplies, and other non­capitalized material and supplies necessary to meet the objectives of the technical assistance contract. 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 contract funds must be recorded and filed within the local educational agency (LEA). |
| 5000 | **Services and Other Operating Expenditures**: Record expenditures for services, rents, leases, maintenance contracts, dues, travel, insurance, utilities, legal counsel, and other operating expenditures.**Travel and Conferences:** Include expenditures incurred by/for employees and other representatives of LEA for travel to provide technical assistance and professional development in the respective regions, including lodging, mileage, parking, bridge tolls, and/or car rental(s), necessary to meet the objectives of the program. Receipts are required to be kept on file by the contracting agency for audit purposes. |
| 6000 | **Capital Outlay Equipment:** Capital Outlay is not allowable with the Golden State Pathways Program Technical Assistance Center contract. |
| 7000 | **Indirect Costs:** (California Department of Education approved rates apply). View Indirect Rates at: <https://www.cde.ca.gov/fg/ac/ic/> |

## Golden State Pathways Program Technical Assistance Contract

### Program Requirements and Legislation

**Goals of Golden State Pathways Program**

**California *Education Code* Sections 53021–53023**

**53021.**

The Golden State Pathways Program is hereby established to do all of the following:

(a) Promote pathways in high-wage, high-skill, high-growth areas, including, but not limited to, technology, health care, education, including early education and child development, and climate-related fields that allow pupils to advance seamlessly from high school to college and career and, provide the workforce needed for economic growth.

(b) Encourage collaboration between local educational agencies, institutions of higher education, local and regional employers, and other relevant community interest holders to develop, or expand the availability of, innovative college and career pathways that simultaneously align with a local educational agency’s local or regional labor market needs.

(c) Enable more pupils to access postsecondary education opportunities and workforce training opportunities, or to obtain gainful employment in an industry that simultaneously aligns with local, regional, or state labor market needs.

(d) Support the continued development of a skilled and educated workforce, with an emphasis on addressing areas of acute statewide need, such as developing a diverse workforce to meet the need for professional and learning support positions in childcare settings, preschools, and schools maintaining prekindergarten, kindergarten, or any of grades 1 to 12, inclusive.

**53022.**

For purposes of this chapter, the following definitions apply:

(a) “High-priority local educational agency” means a local educational agency that meets any of the following criteria:

(1) Fifty percent or more of the enrolled pupils at the local educational agency are unduplicated pupils, as defined in Section 42238.02.

(2) The local educational agency has a higher than state average dropout rate.

(3) The local educational agency has a higher than state average rate of suspension and a higher than state average rate of expulsion.

(4) The local educational agency has higher than state average rates of child homelessness, foster youth, or justice-involved youth.

(5) The local educational agency has a lower than state average rate of pupils completing all of the A–G courses required to be eligible for admission to the University of California or the California State University.

(b) “Local educational agency” means a school district, charter school, county office of education, or regional occupational center or program operated by a joint powers authority or county office of education.

(c) “Region” means the regional planning unit as defined by California’s Unified Strategic Workforce Development Plan, developed by the California Workforce Development Board, pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113–128).

**53023.**

Contingent upon appropriation by the Legislature in the annual Budget Act or other statute, the department shall administer the Golden State Pathways Program as a competitive grant program. In order to be eligible to receive a grant award, grant recipients shall do the following, as applicable:

(a) Commit to providing participating pupils with all of the following:

(1) An integrated program of study that includes all of the courses to meet the A–G course requirements needed to be eligible for admission to the University of California or the California State University and at least one of the other criteria to be considered prepared for the purposes of meeting academic and career-readiness standards as defined in the College/Career Indicator associated with the California School Dashboard maintained by the department pursuant to Section 52064.5. Local educational agencies are encouraged to integrate career pathways content and applications into A–G courses. Local educational agencies may also provide or expand access to courses that satisfy A–G course requirements through existing programs such as:

(A) UC Scout, which is a University of California Student Academic Preparation and Educational Partnerships (SAPEP) program that develops and delivers A–G approved online classes and curriculum to pupils.

(B) University of California and California State University extended learning programs that offer college preparatory courses that fulfill the A–G subject requirements for admission to the University of California and the California State University.

(2) The opportunity to earn at least 12 postsecondary credits that are applicable toward the completion of a degree, certificate, or credential through any of the following:

(A) (i) Consistent with the requirements of Section 76004, College and Career Access Pathways dual enrollment courses.

(ii) To meet the requirements of clause (i), grant recipients are expected to establish, expand, or maintain a College and Career Access Pathways partnership agreement with their local community college district consistent with the requirements of Section 76004.

(B) Advanced Placement courses.

(C) International Baccalaureate courses.

(3) Opportunities to participate in work-based learning experiences in partnership with regional businesses and industries, state and local governmental entities, and nonprofit and community-based organizations that do all of the following:

(A) Integrate career awareness and career exposure activities.

(B) Emphasize opportunities to pupils in paid internships, preapprenticeships, or apprenticeships that offer pupils the ability to learn technical and professional skills.

(C) Emphasize opportunities for pupils to develop social and professional networks that will better enable them to launch their careers.

(4) Integrated support services necessary to address a pupil’s social, emotional, and academic needs.

(b) Develop and integrate standards-based academics with a career-relevant, sequenced curriculum following industry-themed pathways that are aligned to high-skill, high-wage, or high-demand jobs in their regional economy or the state economy.

(c) Provide articulated pathways from high school to postsecondary education and training that are aligned with the workforce development needs of their regional economy.

(d) Collaborate with other local educational agencies, institutions of higher education, local and regional employers, and other relevant community interest holders to develop, or expand the availability of, innovative college and career pathways that align with their regional labor market needs.

(e) Leverage available resources or in-kind contributions from public, private, and philanthropic sources to sustain the ongoing operation of their Golden State Pathways Program.

**53023.5.**

Community college districts may partner with local educational agencies to submit applications to receive funding under this program to support the offering of a Golden State Pathways Program.

**53024.**

(a) As a condition of receiving a Golden State Pathways Program grant, a recipient shall:

(1) Not use Golden State Pathways Program grant funds to supplant state, federal, or any other public or private sources of funding that is otherwise, or would otherwise be, used to support the activities required of a Golden State Pathways Program grant recipient.

(2) Identify and set aside funding within its own budget or obtain funding commitments from program partners to fully sustain the ongoing operation of their Golden State Pathways Program and how other programs would be supported or integrated with, or that have been aligned with, a local educational agency’s Golden State Pathways Program.

(b) A grant recipient subject to the requirements of Sections 52060 and 52061, Sections 52066 and 52067, or Section 47606.5, as applicable, shall ensure that the activities supported by a Golden State Pathways Program grant are in alignment with the priorities and activities of the grant recipient’s local control and accountability plan.

(c) (1) A grant recipient shall annually collect and submit data, disaggregated by pupil subgroup, on outcome measures to the department, which shall include, but are not limited to, the quality indicators described in the California State Plan for Career Technical Education required by the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V), and all of the following as applicable:

(A) Pupil academic performance indicators, including information disaggregated by pupil subgroups.

(B) The number and rate of school or program graduates by pupil subgroups.

(C) The rate of pupils completing the courses to meet the A–G course requirements needed to be eligible for admission to the University of California or the California State University at the participating schoolsite, disaggregated by pupils participating in a pathways program pursuant to this chapter and pupils not participating in a pathways program pursuant to this chapter.

(D) The number of postsecondary credits earned, internships and apprenticeships completed, and career technical education courses completed.

(E) Attainment of certificates, credentials, and degrees.

(F) Postsecondary enrollment, or pupils who meet the requirements to be considered a pupil who successfully transferred to a four-year university for purposes of Section 84750.4.

(G) Transitions to employment, apprenticeships, or job training in the industry sector educational pathway program offered by the participating local educational agency.

(H) The number of pupils completing career technical education coursework and the number of pupils completing a career technical education pathway consisting of a sequence of two or more career technical education courses in the same career technical education subject matter discipline.

(2) To the extent feasible, it is the intent of the Legislature that upon the implementation of the California Cradle-to-Career Data System established in Section 10860, the data required pursuant to paragraph (1) shall be integrated within the California Cradle-to-Career Data System.

**53025.**

(a) The Superintendent, in consultation with the executive director of the state board, shall award grants on a competitive basis to grant recipients for the following:

(1) Consortium development and planning grants to support collaborative planning between a grant recipient and their program partners in the development of high-quality college and career pathways opportunities that are consistent with the requirements of this chapter. Of the amounts appropriated to support the Golden State Pathways Program, the Superintendent may use up to 10 percent of the funds for consortium development and planning grants.

(2) Implementation grants to support a grant recipient’s ability to offer participating pupils high-quality college and career pathways opportunities consistent with the requirements of this chapter. Of the amounts appropriated to support the Golden State Pathways Program, the Superintendent shall use not less than 85 percent of the funds for implementation grants.

(b) (1) Of the amounts appropriated to support the Golden State Pathways Program, the Superintendent may use up to 5 percent of the appropriation to contract, in consultation with the executive director of the state board, with up to 10 local educational agencies for the provision of technical assistance to local educational agencies, applicants, and grant recipients that is aligned to technical assistance provided for other College and career readiness initiatives, including, but not limited to, those established pursuant to this chapter and the California Career Technical Education Incentive Grant Program pursuant to Chapter 16.5 (commencing with Section 53070). Of these technical assistance grantees, one local educational agency with demonstrated expertise in the design and implementation of college and career pathways will act as the lead technical assistance grantee and work with the department to provide leadership and direction for the other technical assistance grantees, who will provide technical assistance to different regions in the state.

(2) To be eligible for the contract pursuant to paragraph (1), the local educational agency shall commit to all of the following:

(A) Assisting local educational agencies in the continuous improvement of their Golden State Pathways Programs.

(B) Leveraging evidence-based program frameworks, such as linked learning framework and quality standards, to provide assistance to grantees.

(C) Providing prospective applicants and grantees with feedback regarding the development of their planned application, implementation, and continuous improvement of their Golden State Pathways Program and other career technical education programs, courses, and pathways that have been integrated with, or that have been aligned with, a local educational agency’s Golden State Pathways Program.

(D) Creating a community of practice network that enables grantees to share best practices with other grantees and other interested local educational agencies.

(E) Assisting grant recipients with the collection and reporting of required data pursuant to this chapter.

(3) It is the intent of the Legislature that the Superintendent identify and contract with a local educational agency to provide technical assistance consistent with the requirements of paragraph (2) not less than three months prior to grant applications being due to the Superintendent.

(4) The Superintendent, in consultation with the executive director of the state board, shall contract with an independent entity to evaluate the program’s effectiveness in meeting the goals described in Section 53021. This evaluation shall be completed no sooner than June 30, 2027, and no later than June 30, 2028.

(5) Any funds used by the Superintendent for purposes of paragraph (1) shall be available for encumbrance and expenditure for five fiscal years.

(c) In determining the grant amounts for an implementation grant and for a consortium development and planning grant, the Superintendent, in consultation with the executive director of the state board, shall consider all of the following:

(1) The number of pupils enrolled by the applicant.

(2) The number of pathways programs proposed to be established or expanded by the applicant and the number of schoolsites that would participate in the pathways program.

(3) The estimated number of pupils that would be enrolled in the applicant’s pathways programs.

(4) The number of entities collaborating with the applicant to achieve the goal outlined in subdivision (a) of Section 53021.

(d) An applicant seeking a grant under this chapter shall submit an application to the Superintendent at a time, in a manner, and with any appropriate information, as the Superintendent may reasonably require. Each grant application submitted shall include all of the following:

(1) A description and documentation of how the applicant will collaborate with their local or regional interest holders to develop or offer high-quality college and career pathways opportunities consistent with the requirements of this chapter.

(2) A description of all of the educational, career, or support services to be provided at the schoolsite, a partnering college or university site, virtually, or at the locations where eligible work-based learning would occur.

(3) A description regarding how the applicant’s Golden State Pathways Program would support the needs of the applicant’s underrepresented pupils.

(4) A description of all direct and indirect resources, and partner entities that will support the applicant’s development or implementation of high-quality college and career pathways opportunities consistent with the requirements of this chapter.

(5) A description of the applicant’s current and future efforts to sustain the ongoing operation of their Golden State Pathways Program beyond the life of their grant. Additionally, if applicants participate in the California Career Technical Education Incentive Grant Program established pursuant to Section 53070, the K–12 component of the Strong Workforce Program, or any other state college and career programs, they are encouraged to describe how they will create cohesion between those programs and college and career pathways developed or offered under the Golden State Pathways Program.

(6) Provisions for data collection and recordkeeping necessary to comply with the requirements of subdivision (c) of Section 53024 and to verify that the grant funds were expended to develop or implement high-quality college and career pathways opportunities consistent with the requirements of this chapter.

(e) (1) An applicant seeking a grant under this chapter may request both a planning and implementation grant.

(2) An applicant that is seeking both a planning and implementation grant shall submit, and receive approval of, a supplemental report to the Superintendent detailing the implementation plan developed using the resources received from their planning grant, before expending their implementation grant resources.

(f) In awarding grants pursuant to this chapter, the Superintendent shall prioritize applications submitted by a high-priority local educational agency that seeks to establish pathways programs in the following areas:

(1) Education, including early education and child development.

(2) Computer science.

(3) Health care.

(4) Science, technology, engineering, and mathematics pathways that also focus on climate resilience.

## Golden State Pathways Program Technical Assistance Contract

### Technical Assistance Contract Regions

GSPP Technical Assistance Contract Regions Table

| Region | County Office of Education |
| --- | --- |
| **Northern California** | Butte, Del Norte, Glenn, Humboldt, Lake, Lassen, Mendocino, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity |
| **Capitol Area** | Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, San Joaquin, Sierra, Solano, Sutter, Yolo, and Yuba |
| **Bay Area** | Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Santa Clara, and Sonoma |
| **Central Coast** | Monterey, San Benito, San Luis Obispo, Santa Barbara, Santa Cruz, and Ventura |
| **Central Valley** | Amador, Calaveras, Fresno, Kern, Kings, Madera, Mariposa, Merced, Stanislaus, Tulare, and Tuolumne |
| **Greater Los Angeles** | Los Angeles |
| **Southern Coast** | Imperial, Orange, and San Diego |
| **Southern Inland** | Inyo, Mono, Riverside, and San Bernardino |

## Golden State Pathways Program Technical Assistance Contract

### Application Cover Page

**Instructions:**

Please complete all sections with the required information when applying for the Golden State Pathways Program Technical Assistance Center (GSPP TAC) contract. Incorrect or missing information will be scored according to the guidelines in the rubric and scorecard information in the Request for Applications.

**Local Educational Agency (LEA):** [Enter LEA Name]

**LEA’s Mailing Address:**

[Enter Address]

[Enter City], CA [Enter Zip Code]

**LEA’s County-District-School Code:** [Enter CDS Code]

**Applying for (select either Regional Technical Assistance Center or Lead Technical Assistance Center):**

* **Regional Technical Assistance Center**
* **Lead Technical Assistance Center**

**Pathway Administrator/Coordinator:**

 **Name:** [Enter Name of Pathway Administrator/Coordinator]

 **Title:** [Enter Title of Pathway Administrator/Coordinator]

 **Phone:** [Enter Phone of Pathway Administrator/Coordinator]

 **Email:** [Enter Email of Pathway Administrator/Coordinator]

**Individual Authorized to Sign GSPP TAC Contract:**

 **Name:** [Enter Name of Individual Authorized to Sign GSPP TAC Contract]

 **Title:** [Enter Title of Individual Authorized to Sign GSPP TAC Contract]

 **Phone:** [Enter Phone of Individual Authorized to Sign GSPP TAC Contract]

 **Email:** [Enter Email of Individual Authorized to Sign GSPP TAC Contract]

**LEA Superintendent/Designee:**

 **Name:** [Enter Name of LEA Superintendent/Designee]

 **Title:** [Enter Title of LEA Superintendent/Designee]

 **Phone:** [Enter Phone of LEA Superintendent/Designee]

 **Email:** [Enter Email of LEA Superintendent/Designee]

I support this application for a GSPP TAC at the LEA listed above. I assure that the LEA applying for a GSPP TAC grant will adhere to the intent and letter of California *Education Code* sections along with the grant requirements and specifications identified in the Request for Applications. Sign and date below.

[Enter Signature of LEA Superintendent/Designee] [Enter Date]

Signature of LEA Superintendent or Designee Date

## Golden State Pathways Program Technical Assistance Contract

### Application

For each expected outcome provide a detailed narrative covering the work plan, timeline, and proposed activities for all local educational agencies (LEAs) and charter schools covered in the Golden State Pathways Program Technical Assistance Contract (GSPP TAC) for the region. Narrative responses maximum page limit is 20, 8 ½- by x 11-inch pages with one-inch margins, double-spaced, and Arial 12-point font. Include the budget forms and budget narrative forms (Appendix H) to be supported with the expected outcomes. Make sure to include a resume or job description of the person who will be overseeing the GSPP TAC contract and expected outcomes.

LEAs awarded the regional GSPP TAC Contract will be required to develop a detailed scope of work and budget in the formal contract. The California Department of Education (CDE) contract monitor will work with the awarded LEA on the formal contract development and submission process.

**A more detailed scope of work and budget will be required components of the formal contract. Please do not state “see budget page and narrative.”**

#### I. **Background**

Provide a background of the LEA. Include a summary and example of the LEA’s pathway development and/or career technical education (CTE) experience, qualification, and capacity to deliver services to LEAs (including charter schools) in the following three areas below:

1. Technical Assistance
2. Professional Development/Curriculum Development
3. Monitoring, Documentation, and Reporting

#### II. Technical Assistance

1. **Expected Outcome (1):** Ensure that participating LEAs (including charter schools) implement the design and implementation of college and career pathways plan.
2. Provide an initial work plan narrative for use of the design of college and career pathways for all LEAs (including charter schools) in the region.
3. Provide a timeline for implementation to ensure all participating LEAs (including charter schools) in the region will receive technical assistance to implement a college and career pathways plan.
4. Describe the proposed technical assistance activities for implementing a high-quality college and career pathways program with LEAs (including charter schools) in the region.
5. **Expected Outcome (2):** Assist with the incorporation of industry certifications, credentials, or third-party assessments for skill attainment at the completion of the course sequences in the CTE pathway(s) offered by LEAs (including charter schools) in the assigned region:
6. Provide an initial work plan narrative to assist with incorporating industry certification, credentials and/or degrees for skill attainment at the completion of the course sequences in the pathway offered by LEAs (including charter schools) in the region.
7. Provide a timeline for implementation to assist with incorporating industry certification, credentials and/or degrees for skill attainment at the completion of the course sequences in the pathway offered by LEAs (including charter schools) in the region.
8. Describe the proposed activities to assist with incorporating industry certification, credentials and/or degrees for skill attainment at the completion of the course sequences in the pathway offered by LEAs (including charter schools) in the region.
9. **Expected Outcome (3):** Ensure the outreach/marketing of pathway and/or CTE pathway development, in technology, health care, education, including early education and child development, and climate-related fields that allow pupils to advance seamlessly from high school to college and career and, provide the workforce needed for economic growth.
10. Provide an initial work plan narrative for the outreach/marketing of pathway and/or CTE pathway development, in technology, health care, education, including early education and child development, and climate-related fields that allow pupils to advance seamlessly from high school to college and career and, provide the workforce needed for economic growth.
11. Provide a timeline for implementation of the outreach/marketing of pathway and/or CTE pathway development, in technology, health care, education, including early education and child development, and climate-related fields that allow pupils to advance seamlessly from high school to college and career and, provide the workforce needed for economic growth.
12. Describe the proposed activities for the outreach/marketing of pathway and/or CTE pathway development, in technology, health care, education, including early education and child development, and climate-related fields that allow pupils to advance seamlessly from high school to college and career and, provide the workforce needed for economic growth.
13. **Expected Outcome (4):** Assist with dual enrollment agreements for pathways with postsecondary agencies and apprenticeships with participating LEAs (including charter schools) in the region:
14. Provide an initial work plan narrative to assist with articulation and/or dual enrollment credit agreements for CTE pathways with postsecondary agencies and apprenticeships with LEAs (including charter schools) in the region.
15. Provide a timeline for implementation to assist with articulation and/or dual enrollment credit agreements for CTE pathways with postsecondary agencies and apprenticeships with LEAs (including charter schools) in the region.
16. Describe the proposed activities to assist with articulation and/or dual enrollment credit agreements for CTE pathways with postsecondary agencies and apprenticeships with LEAs (including charter schools) in the region.
17. **Expected Outcome (5):** Assisting grant recipients with the collection and reporting of required data:
18. Provide an initial work plan narrative to assist grant recipients with the collection and reporting of required data (including charter schools) in the region.
19. Provide a timeline for implementation to assist grant recipients with the collection and reporting of required data (including charter schools) in the region.
20. Describe the proposed activities to assist grant recipients with the collection and reporting of required data (including charter schools) in the region.

#### III. Curriculum Development/Professional Development

1. **Expected Outcome (6):** Training for participating LEAs (including charter schools) in the following areas (with assistance from CDE personnel) in the region:
	1. Targeted assistance to all LEAs and charter schools with little or no experience in the operation of effective pathways and/or CTE pathways in technology, health care, education, including early education and child development, and climate-related fields that allow pupils to advance seamlessly from high school to college and career.
	2. Leveraging evidence-based program frameworks such as linked learning framework and quality standards to provide assistance to grantees.
	3. Developing programs in the attainment of certificates, credentials, and degrees.
	4. Developing programs that transition students to employment, apprenticeships or job training in the industry sector educational pathway programs offered by the LEA.
	5. Creating a community of practice network that enables grantees to share best practices with other grantees and other interested local educational agencies.
	6. Utilizing the 11 elements of a high quality CTE program review instrument. (<http://www.cde.ca.gov/ci/ct/pk/documents/ssreview.doc>)
	7. Implementing the CTE Model Curriculum Standards for CTE pathways.
	8. Developing coherent course sequences in a pathway.
	9. Aligning the course codes and course descriptions.

#### IV. Monitoring and Reporting

1. **Expected Outcome (7):** Providing prospective applicants and grantees with feedback regarding the development of their planned application for GSPP, the implementation of a GSPP for grantees selected to receive an award, and to support the continual improvement of a grant recipient’s GSPP:
2. Provide an initial work plan narrative on how they will provide prospective applicants and grantees with feedback regarding the development of their planned application for a GSPP, the implementation of a GSPP for grantees selected to receive an award, and to support the continual improvement of a grant recipient’s GSPP.
3. Provide a timeline on how they will provide prospective applicants and grantees with feedback regarding the development of their planned application for a GSPP, the implementation of a GSPP for grantees selected to receive an award, and to support the continual improvement of a grant recipient’s GSPP.
4. Describe the proposed activities on how they will provide prospective applicants and grantees with feedback regarding the development of their planned application for a GSPP, the implementation of a GSPP for grantees selected to receive an award, and to support the continual improvement of a grant recipient’s GSPP.
5. **Expected Outcome (8):** Monitor and assist in data reporting, analysis, and strategies for program and instruction improvement with participating LEAs (including charter schools) in the region:
6. Provide an **initial work plan narrative** to monitor and assist in data reporting, analysis, and strategies for program and instruction improvement of the course sequences in the pathway(s) with LEAs (including charter schools) in the region.
7. Provide a **timeline for implementation** to monitor and assist in data reporting, analysis, and strategies for program and instruction improvement of the course sequences in the pathway(s) with LEAs (including charter schools) in the region.
8. Describe the proposed activities to monitor and assist in data reporting, analysis, and strategies for program and instruction improvement of the course sequences in the pathway(s) with LEAs (including charter schools) in the region:
9. **Expected Outcome (9):** Develop and submit a monitoring plan to the CDE.
10. Provide an initial work plan narrative on the development of a monitoring plan for LEAs (including charter schools) in the region.
11. Provide a timeline for implementation of the monitoring plan for LEAs (including charter schools) in the region.
12. Describe the proposed activities for the implementation of the monitoring plan for LEAs (including charter schools) in the region.

#### V. The Following Section Is Only for Lead Technical Assistant Center Applicants

**Responses for Lead Technical Assistance Center Only (maximum two (2) additional pages):**

1. **Expected Outcome (10): (Lead Technical Assistance Center Response)** One LEA with demonstrated expertise in the design and implementation of college and career pathways will act as the lead technical assistance grantee and work with the department to provide leadership and direction for the other technical assistance grantees, who will provide technical assistance to different regions in the state. For the Lead TAC contract, preference will be given to LEAs in partnership with institutions of higher education and/or nonprofit community-based organizations.
	1. Provide a work plan narrative on your LEA’s expertise in the design and implementation of college and career pathways and how your LEA will act as the lead technical assistance grantee and work with the CDE to provide leadership and direction for the Regional Technical Assistance Center (RTAC) grantees, who will provide technical assistance to different regions in the state.
	2. Provide a timeline for implementing your work plan as the Lead Technical Assistance Center (LTAC) in the design and implementation of college and career pathways and working with the department to provide leadership and direction for the RTAC grantees, who will provide technical assistance to different regions in the state.
	3. Describe the proposed activities you plan to utilize as the LTAC in the design and implementation of college and career pathways and working with the department to provide leadership and direction for the RTAC grantees, who will provide technical assistance to different regions in the state.

## Golden State Pathways Program Technical Assistance Contract

### Mandatory Meetings with the California Department of Education

Mandatory meetings will be held with the California Department of Education (CDE), estimated to be four per year, for the purpose of the development of statewide technical assistance plans, professional/curriculum development, and monitoring activities. Please bring quarterly progress reports and a copy of the work plan as outlined above to discuss more strategies to work together to achieve these expected outcomes in all regions for all local education agencies (LEAs) that have pathways in California. Dates will be determined once the contracts have been awarded.

GSPP Technical Assistance Contract Tentative Meeting Schedule

| **Tentative Quarterly Meeting Date** | **Location** | **Time** |
| --- | --- | --- |
| April 2024 | CDE or Virtual1430 N Street, 4th Floor Sacramento, CA 95814 | TBD |
| July 2024 | CDE or Virtual1430 N Street, 4th Floor Sacramento, CA 95814 | TBD |
| October 2024 | CDE or Virtual1430 N Street, 4th Floor Sacramento, CA 95814 | TBD |
| January 2025 | CDE or Virtual1430 N Street, 4th Floor Sacramento, CA 95814 | TBD |

## Golden State Pathways Program Technical Assistance Contract

### **Budget and Budget Narrative Forms Instructions**

In completing the following budget form and budget narrative form for the contract, county offices of education (COEs) will need to include the scope of work (expected outcomes) by task number and projected timeline to complete those tasks listed below for each participating local educational agency (LEA) in their region.

#### Task 1: Technical Assistance

* Assist with the incorporation of industry certifications, credentials, or third-party assessments for skill attainment at the completion of the course sequences in the career technical education (CTE) pathway(s) offered by LEAs.
* Provide technical support for the outreach/marketing of pathway and/or CTE pathway development, in technology, health care, education, including early education and child development, and climate-related fields that allow pupils to advance seamlessly from high school to college and career and, provide the workforce needed for economic growth.
* Provide technical support for collaboration between LEA institutions of higher education, local and regional employers, and other relevant community interest holders to develop, or expand the availability of, innovative college and career pathways that simultaneously align with a LEAs local or regional labor market needs.
* Support the continued development of a skilled and educated workforce, with an emphasis on addressing areas of acute statewide need, such as developing a diverse workforce to meet the need for professional and learning support positions in childcare settings, preschools, and schools maintaining prekindergarten, kindergarten, or any of grades one to twelve, inclusive.
* Assist with dual enrollment agreements for pathways and/or CTE pathways with postsecondary agencies and apprenticeships.
* Assist with the Implementation of the 11 elements of a high quality CTE program utilizing the review instrument developed by the California Department of Education (CDE). (<http://www.cde.ca.gov/ci/ct/pk/documents/ssreview.doc>)
* Assist grant recipients with the collection and reporting of required data.
* Assist with the development of pathway sustainability plans.

#### Task 2: Curriculum Development/Professional Development

Train participating LEAs in the following areas:

* Targeted assistance to all LEAs and charter schools with little or no experience in the operation of effective pathways and/or CTE pathways in technology, health care, education, including early education and child development, and climate-related fields that allow pupils to advance seamlessly from high school to college and career.
* Developing programs in the attainment of certificates, credentials, and degrees.
* Developing programs that transition students to employment, apprenticeships or job training in the industry sector educational pathway programs offered by the LEA.
* Creating a community of practice network that enables grantees to share best practices with other grantees and other interested local educational agencies.
* Utilizing the 11 elements of a high quality CTE program review instrument. (<http://www.cde.ca.gov/ci/ct/pk/documents/ssreview.doc>).
* Implementing the CTE Model Curriculum Standards for CTE pathways.
* Developing coherent course sequences in a pathway.
* Aligning the course codes and course descriptions.
* Integrating all aspects of industry into the curriculum.

#### Task 3: Monitoring/Documentation/Reports/Meetings with CDE

* Providing prospective applicants and grantees with feedback regarding the development of their planned application for a Golden State Pathways Program (GSPP), the implementation of a GSPP for grantees selected to receive an award, and to support the continual improvement of a grant recipient’s GSPP.
* Monitor and assist in data reporting, analysis, and strategies for improvement.
* Develop and submit a monitoring plan to CDE.
* Identification of personnel who oversee the contract and personnel responsible for the activities (to include a resume and job description for each).
* Demonstrate progress towards deliverables as required and outlined in COE’s work plan.
* Submit quarterly progress and expenditure reports based on the scope of work in the contract and quarterly mandatory meetings with CDE.
* Submit the annual End of Year progress report and expenditure report based on the scope of work in the contract.

## Golden State Pathways Program Technical Assistance Contract

**Budget Forms**

**October 11, 2023, through June 30, 2029**

### Form A

Object Code 1000

| **Object Code** | **Task 1: Technical Assistance** | **Task 2: Curriculum Development & Professional Development** | **Task 3: Monitoring, Documentation, Reports, and Meetings with California Department of Education** | **Object Code Total** |
| --- | --- | --- | --- | --- |
| [Enter Description] |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  | $ [Enter Dollar Amount] |
| [Enter Description] |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  | $ [Enter Dollar Amount] |
| [Enter Description] |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  | $ [Enter Dollar Amount] |
| [Enter Description] |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  | $ [Enter Dollar Amount] |
| **Total** |  |  |  |  |

Object Code 2000

| **Object Code** | **Task 1: Technical Assistance** | **Task 2: Curriculum Development & Professional Development** | **Task 3: Monitoring, Documentation, Reports, and Meetings with California Department of Education** | **Object Code Total** |
| --- | --- | --- | --- | --- |
| [Enter Description] |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  | $ [Enter Dollar Amount] |
| [Enter Description] |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  | $ [Enter Dollar Amount] |
| [Enter Description] |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  | $ [Enter Dollar Amount] |
| [Enter Description] |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  | $ [Enter Dollar Amount] |
| **Total** |  |  |  |  |

Object Code 3000

| **Object Code** | **Task 1: Technical Assistance** | **Task 2: Curriculum Development & Professional Development** | **Task 3: Monitoring, Documentation, Reports, and Meetings with California Department of Education** | **Object Code Total** |
| --- | --- | --- | --- | --- |
| [Enter Description] |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  | $ [Enter Dollar Amount] |
| [Enter Description] |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  | $ [Enter Dollar Amount] |
| [Enter Description] |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  | $ [Enter Dollar Amount] |
| [Enter Description] |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  | $ [Enter Dollar Amount] |
| **Total** |  |  |  |  |

Object Code 4000

| **Object Code** | **Task 1: Technical Assistance** | **Task 2: Curriculum Development & Professional Development** | **Task 3: Monitoring, Documentation, Reports, and Meetings with California Department of Education** | **Object Code Total** |
| --- | --- | --- | --- | --- |
| [Enter Description] |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  | $ [Enter Dollar Amount] |
| [Enter Description] |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  | $ [Enter Dollar Amount] |
| [Enter Description] |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  | $ [Enter Dollar Amount] |
| [Enter Description] |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  | $ [Enter Dollar Amount] |
| **Total** |  |  |  |  |

Object Code 5000

| **Object Code** | **Task 1: Technical Assistance** | **Task 2: Curriculum Development & Professional Development** | **Task 3: Monitoring, Documentation, Reports, and Meetings with California Department of Education** | **Object Code Total** |
| --- | --- | --- | --- | --- |
| [Enter Description] |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  | $ [Enter Dollar Amount] |
| [Enter Description] |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  | $ [Enter Dollar Amount] |
| [Enter Description] |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  | $ [Enter Dollar Amount] |
| [Enter Description] |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  | $ [Enter Dollar Amount] |
| **Total** |  |  |  |  |

Object Code 6000

| **Object Code** | **Task 1: Technical Assistance** | **Task 2: Curriculum Development & Professional Development** | **Task 3: Monitoring, Documentation, Reports, and Meetings with California Department of Education** | **Object Code Total** |
| --- | --- | --- | --- | --- |
| **Object Code 6000 (Capital Outlay Expenditures)** | **Non-Allowable for GSPP Technical Assitance Contract**  | **Non-Allowable for GSPP Technical Assitance Contract**  | **Non-Allowable for GSPP Technical Assitance Contract**  | **Non-Allowable for GSPP Technical Assitance Contract**  |

Object Code 7000

| **Object Code** | **Task 1: Technical Assistance** | **Task 2: Curriculum Development & Professional Development** | **Task 3: Monitoring, Documentation, Reports, and Meetings with California Department of Education** | **Object Code Total** |
| --- | --- | --- | --- | --- |
| Indirect Rates (CDE approved rates apply): <https://www.cde.ca.gov/fg/ac/ic/> |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  |  $ [Enter Dollar Amount]  |  $ -  |

Object Code 1000-7000 Grand Total

| **Object Code** | **Task 1: Technical Assistance** | **Task 2: Professional / Curriculum Development** | **Task 3: Monitoring / Documentation / Reports / Meetings with the Calaifornia Department of Education** | **Object Codes Grand Total** |
| --- | --- | --- | --- | --- |
| **Object Codes 1000-7000 Grand Total** |  |  |  |  |

## Golden State Pathways Program Technical Assistance Contract

**Budget Narrative**

**October 11, 2023, through June 30, 2029**

### Form B

Each applicant must submit a **Budget Narrative** for each program year that explains all expenditures under each category within the budget.

Please take note of the following items when completing the budget narrative form:

1. Totals within each object code and column need to match the totals on the Proposed Budget Form (Appendix H-1).
2. Narrative description rows can be expanded to allow for additional information/text.
3. **Maximum page limit for the budget narrative is six (6) pages** (size 8 ½- by 11 -inch with one-inch margins).
4. Font Size cannot be smaller than Arial 11.

Budget Narrative Table

| **Object Code** | **Task 1: Technical Assistance** | **Task 2: Curriculum Development & Professional Development** | **Task 3: Monitoring, Documentation,****Reports, and Meetings with California Department of Education** | **Object Code Total** |
| --- | --- | --- | --- | --- |
| **1000** | [Enter Cost & Brief Description] | [Enter Cost & Brief Description] | [Enter Cost & Brief Description] | [Enter Object Code Total] |
| **2000** | [Enter Cost & Brief Description] | [Enter Cost & Brief Description] | [Enter Cost & Brief Description] | [Enter Object Code Total] |
| **3000** | [Enter Cost & Brief Description] | [Enter Cost & Brief Description] | [Enter Cost & Brief Description] | [Enter Object Code Total] |
| **4000** | [Enter Cost & Brief Description] | [Enter Cost & Brief Description] | [Enter Cost & Brief Description] | [Enter Object Code Total] |
| **5000** | [Enter Cost & Brief Description] | [Enter Cost & Brief Description] | [Enter Cost & Brief Description] | [Enter Object Code Total] |
| **6000** | **Not Allowed** | **Not Allowed** | **Not Allowed** | **Not Allowed** |
| **7000** | [Enter Cost & Brief Description] | [Enter Cost & Brief Description] | [Enter Cost & Brief Description] | [Enter Object Code Total] |
| **Total** | [Enter Total Cost] | [Enter Total Cost] | [Enter Total Cost] | [Enter Object Code Total] |

## Golden State Pathways Program Grant Technical Assistance Contract

### **Quarterly Report Form**

**Local Educational Agency (LEA) Office Name:**

**Pathway or Career Technical Education (CTE) Pathway Director Name:**

**Date:** [Enter Date] **Quarterly Report:** [Enter Quarter as Q1 – Q2 – Q3 – Q4]

Include who, what, where, and when the different tasks for the Golden State Pathways Program Technical Assistance Center (GSPP TAC) contract were completed. Include the names of the LEAs, charter schools, and/or Joint Powers Authorities (JPAs) that participated in the regional technical assistance, curriculum development, and/or monitoring, documentation, and reports. Include the meetings the GSPP TACs had with California Department of Education (CDE) as well in each quarterly report.

Golden State Pathways Program Technical Assistance Contract Quarterly Report Table

| **Object Code** | **Task 1: Technical Assistance** | **Task 2: Professional/****Curriculum Development** | **Task 3: Monitoring/Documentation/Reports/ Meetings with CDE** | **Object Code Total** |
| --- | --- | --- | --- | --- |
| 1000 | [Enter Dollar Amount & Narrative] | [Enter Dollar Amount & Narrative] | [Enter Dollar Amount & Narrative] | [Enter Dollar Amount] |
| 2000 | [Enter Dollar Amount & Narrative] | [Enter Dollar Amount & Narrative] | [Enter Dollar Amount & Narrative] | [Enter Dollar Amount] |
| 3000 | [Enter Dollar Amount & Narrative] | [Enter Dollar Amount & Narrative] | [Enter Dollar Amount & Narrative] | [Enter Dollar Amount] |
| 4000 | [Enter Dollar Amount & Narrative] | [Enter Dollar Amount & Narrative] | [Enter Dollar Amount & Narrative] | [Enter Dollar Amount] |
| 5000 | [Enter Dollar Amount & Narrative] | [Enter Dollar Amount & Narrative] | [Enter Dollar Amount & Narrative] | [Enter Dollar Amount] |
| 7000 | [Enter Dollar Amount & Narrative] | [Enter Dollar Amount & Narrative] | [Enter Dollar Amount & Narrative] | [Enter Dollar Amount] |
| **Total** | [Enter Total Dollar Amount] | [Enter Total Dollar Amount] | [Enter Total Dollar Amount] |  |

## Golden State Pathways Program Technical Assistance Center Contract

### Annual (End of Year) Report Form

**Golden State Pathways Program Technical Assistance Center Name:**

[Enter Golden State Pathways Program Technical Assistance Center Name]

**Pathway or Career Technical Education Pathway Director Name:**

[Enter Career Technical Education Pathway Director Name]

**Date:** [Enter Date]

Summary of services provided to grantees with existing pathway programs in the following three areas: Technical Assistance, Curriculum Development/Professional Development, and Monitoring and Reporting:

[Enter Summary of services provided to grantees with existing pathway programs in the following three areas: Technical Assistance, Curriculum Development/Professional Development, and Monitoring and Reporting]

Summary of services provided to grantees with new pathway programs in the following three areas: Technical Assistance, Curriculum Development/Professional Development, and Monitoring and Reporting:

[Enter Summary of services provided to grantees with new pathway programs in the following three areas: Technical Assistance, Curriculum Development/Professional Development, and Monitoring and Reporting]

Deliverables completed (specify each expected outcome 1–9):

[Enter Deliverables completed (specify each expected outcome 1–9)]

Challenges/issues (specify each expected outcome 1–9):

[Enter Challenges/issues (specify each expected outcome 1–9)]

Actions taken to address issues (specify each expected outcome 1–9):

[Enter Actions taken to address issues (specify each expected outcome 1–9)

## Golden State Pathways Program Grant Technical Assistance Contract

### Scoring Rubric

Golden State Pathways Program Technical Assistance Contract RFA Scoring Rubric Table

| **QUESTION** | **STRONG SUMMARY****8–7 Points** | **ADEQUATE SUMMARY****6–5 Points** | **LIMITED SUMMARY****4–3 Points** | **MINIMAL SUMMARY****2–0 Points** |
| --- | --- | --- | --- | --- |
|  **I. Local educational agency (LEA) Background:** Summary of experience and qualification, and capacity to deliver services in the following areas: a. Technical Assistance,b. Professional development/Curriculum development, and c. Monitoring, Documentation, and Reporting | A comprehensive summary of experience, qualification, and capacity to deliver services in areas a, b, and c. Includes a minimum of two examples in each of the three areas. | An adequate summary of experience, qualification, and capacity to deliver services in areas a, b, and c. Includes a minimum of one example in each of the three areas. | A limited summary of experience, qualification, and capacity to deliver services in areas a, b, and c. Includes examples but not in all three areas. | An incomplete summary of experience, qualification, and capacity to deliver services in areas a, b, and c. No example in any area. |
| **II.1 Expected Outcome (1):** Ensure that participating LEAs (including charter schools) implement the design and implementation of college and career pathways plan. | A comprehensive summary, timeline, and activities to ensure that participating LEAs implement the design and implementation of college and career pathways plan. | An adequate summary, timeline, and activities to ensure that participating LEAs implement the design and implementation of college and career pathways plan.  | A limited summary, timeline, and an activity to ensure that participating LEAs implement the design and implementation of college and career pathways plan. | An incomplete or no summary and timeline to ensure that participating LEAs implement the design and implementation of college and career pathways plan. |
| **II.2 Expected Outcome (2):** Assisting with the incorporation of industry certifications, credentials, or third-party assessments for skill attainment at the completion of the course sequences in the pathways offered with participating LEAs.  | A comprehensive summary, timeline, and activities to provide for pathway specific industry certifications, credentials, or third-party assessments for skill attainment and follow up for LEAs in the region. | An adequate summary, timeline, and activities to provide for pathway specific industry certifications, credentials, or third-party assessments for skill attainment and follow up for LEAs in the region. | A limited summary, timeline, and an activity to provide for pathway specific industry certifications, credentials, or third-party assessments for skill attainment and follow up for LEAs in the region. | An incomplete or no summary, timeline, or activitiesto provide for pathway specific industry certifications, credentials, or third-party assessments for skill attainment and follow up for LEAs in the region. |
| **II.3 Expected Outcome (3):** Ensure the outreach/marketing of pathway and/or CTE pathway development, in technology, health care, education, including early education and child development, and climate-related fields that allow pupils to advance seamlessly from high school to college and career and, provide the workforce needed for economic growth. | A comprehensive summary, timeline, and activities to provide outreach/marketing of pathway development, in technology, health care, education, including early education and child development, and climate-related fields that allow pupils to advance seamlessly from high school to college and career and, provide the workforce needed for economic growth. | An adequate summary, timeline, and activities to provide outreach/marketing of pathway development, in technology, health care, education, including early education and child development, and climate-related fields that allow pupils to advance seamlessly from high school to college and career and, provide the workforce needed for economic growth. | A limited summary, timeline, and activities to provide outreach/marketing of pathway development, in technology, health care, education, including early education and child development, and climate-related fields that allow pupils to advance seamlessly from high school to college and career and, provide the workforce needed for economic growth. | An incomplete or no summary and/or timeline, and no activities to provide outreach/marketing of pathway development, in technology, health care, education, including early education and child development, and climate-related fields that allow pupils to advance seamlessly from high school to college and career and, provide the workforce needed for economic growth. |
| **II.4 Expected Outcome (4):** Assist with dual enrollment agreements for pathways with postsecondary agencies and work-place learning industry partnerships with participating LEAs (including charter schools) in the region. | A comprehensive summary, timeline, and activities to assist with dual enrollment agreements for pathways with postsecondary agencies and work-place learning industry partnerships with participating LEAs (including charter schools) in the region. | An adequate summary, timeline, and activities to assist with dual enrollment agreements for pathways with postsecondary agencies and work-place learning industry partnerships with participating LEAs (including charter schools) in the region. | A limited summary, timeline, and activities to assist with dual enrollment agreements for pathways with postsecondary agencies and work-place learning industry partnerships with participating LEAs (including charter schools) in the region.  | An incomplete/no summary, incomplete/no timeline, and incomplete/no activities to assist with dual enrollment agreements for pathways with postsecondary agencies and work-place learning industry partnerships with participating LEAs (including charter schools) in the region. |
| **II.5 Expected Outcome (5):** Assist grant recipients with the collection and reporting of required data (including charter schools) in the region. | A comprehensive summary, timeline, and activities to provide technical assistance in data tracking, collection, and review with LEAs (including charter schools) in the region. | An adequate summary, timeline, and activities to provide technical assistance in data tracking, collection, and review with LEAs (including charter schools) in the region. | A limited summary, timeline, and activities to provide technical assistance in data tracking, collection, and review with LEAs (including charter schools) in the region. | An incomplete/no summary, timeline, and activities to provide technical assistance in data tracking, collection, and review with LEAs (including charter schools) in the region. |
| **III.1 Expected Outcome (6):** Training (with assistance from CDE personnel) covering all nine items in the application and RFA for LEAs (including charter schools) in the region. | A comprehensive summary, timeline, and activities to train LEA staff within the region on the nine items included in Expected Outcome (6). | An adequate summary, timeline, and activities to train LEA staff within the region on the nine items included in Expected Outcome (6). | A limited summary, timeline, and activities to train LEA staff within the region on the nine items included in Expected Outcome (6). | An incomplete or no summary, timeline, and activities to train LEA staff within the region on the nine items included in Expected Outcome (6). |
| **IV.1 Expected Outcome (7):** Providing prospective applicants and grantees with feedback regarding the development of their planned application for a GSPP, the implementation of a GSPP for grantees selected to receive an award, and to support the continual improvement of a grant recipient’s GSPP. | A comprehensive summary, timeline, and activities to provide prospective applicants and grantees with feedback regarding the development of their planned application for a GSPP, the implementation of a GSPP for grantees selected to receive an award, and to support the continual improvement of a grant recipient’s GSPP. | An adequate summary, timeline, and activities to provide prospective applicants and grantees with feedback regarding the development of their planned application for a GSPP, the implementation of a GSPP for grantees selected to receive an award, and to support the continual improvement of a grant recipient’s GSPP. | A limited summary, timeline, and activities to provide prospective applicants and grantees with feedback regarding the development of their planned application for a GSPP, the implementation of a GSPP for grantees selected to receive an award, and to support the continual improvement of a grant recipient’s GSPP. | An incomplete or no summary, timeline, and activities to provide prospective applicants and grantees with feedback regarding the development of their planned application for a GSPP, the implementation of a GSPP for grantees selected to receive an award, and to support the continual improvement of a grant recipient’s GSPP. |
| **IV. 2 Expected Outcome (8):** Monitor and assist in data reporting, analysis, and strategies for program and instruction improvement of the course sequences in the pathway(s) with LEAs (including charter schools) in the region. | A comprehensive summary, timeline, and activities to monitor data reporting, analysis, and strategies for program and instruction improvement of the course sequences in the pathway(s) with LEAs (including charter schools) in the region. | An adequate summary, timeline, and activities to monitor data reporting, analysis, and strategies for program and instruction improvement of the course sequences in the pathway(s) with LEAs (including charter schools) in the region. | A limited summary, timeline, and activities to monitor data reporting, analysis, and strategies for program and instruction improvement of the course sequences in the pathway(s) with LEAs (including charter schools) in the region. | An incomplete or no summary, timeline, and activities to monitor data reporting, analysis, and strategies for program and instruction improvement of the course sequences in the pathway(s) with LEAs (including charter schools) in the region. |
| **IV.3 Expected Outcome (9):** Develop and submit a monitoring plan to CDE. | A comprehensive summary, timeline, and activities to develop and submit a monitoring plan to CDE. | An adequate summary, timeline, and activities to develop and submit a monitoring plan to CDE. | A limited summary, timeline, and activities to develop and submit a monitoring plan to CDE. | An incomplete or no summary, timeline, or activities to develop and submit a monitoring plan to CDE. |
| **V.1** **OPTIONAL: Expected Outcome (10): (Lead Technical Assistance Center Response)** Provide a work plan narrative on your LEA’s expertise in the design and implementation of college and career pathways and how your LEA will act as the lead technical assistance grantee and work with the CDE to provide leadership and direction for the regional technical assistance center (RTAC) grantees, who will provide technical assistance to different regions in the state. | A comprehensive work plan narrative on your LEA’s expertise in the design and implementation of college and career pathways and how your LEA will act as the lead technical assistance grantee and work with the department to provide leadership and direction for the regional technical assistance center (RTAC) grantees, who will provide technical assistance to different regions in the state. | An adequate work plan narrative on your LEA’s expertise in the design and implementation of college and career pathways and how your LEA will act as the lead technical assistance grantee and work with the department to provide leadership and direction for the regional technical assistance center (RTAC) grantees, who will provide technical assistance to different regions in the state. | A limited work plan narrative on your LEA’s expertise in the design and implementation of college and career pathways and how your LEA will act as the lead technical assistance grantee and work with the department to provide leadership and direction for the regional technical assistance center (RTAC) grantees, who will provide technical assistance to different regions in the state. | An incomplete or no work plan narrative on your LEA’s expertise in the design and implementation of college and career pathways and how your LEA will act as the lead technical assistance grantee and work with the department to provide leadership and direction for the regional technical assistance center (RTAC) grantees, who will provide technical assistance to different regions in the state. |
| **V.2** **OPTIONAL: Expected Outcome (10): (Lead Technical Assistance Center Response)** Provide a timeline for implementing your work plan as the Lead Technical Assistance Center (LTAC) in the design and implementation of college and career pathways and working with the department to provide leadership and direction for the RTAC grantees, who will provide technical assistance to different regions in the state. | A comprehensive timeline for implementing your work plan as the Lead-Technical Assistance Center (LTAC) in the design and implementation of college and career pathways and working with the department to provide leadership and direction for the RTAC grantees, who will provide technical assistance to different regions in the state. | An adequate timeline for implementing your work plan as the Lead-Technical Assistance Center (LTAC) in the design and implementation of college and career pathways and working with the department to provide leadership and direction for the RTAC grantees, who will provide technical assistance to different regions in the state. | A limited timeline for implementing your work plan as the Lead-Technical Assistance Center (LTAC) in the design and implementation of college and career pathways and working with the department to provide leadership and direction for the RTAC grantees, who will provide technical assistance to different regions in the state. | An incomplete or no timeline for implementing your work plan as the Lead-Technical Assistance Center (LTAC) in the design and implementation of college and career pathways and working with the department to provide leadership and direction for the RTAC grantees, who will provide technical assistance to different regions in the state. |
| **V.3** **OPTIONAL: Expected Outcome (10): (Lead Technical Assistance Center Response)** Describe the proposed activities you plan to utilize as the LTAC in the design and implementation of college and career pathways and working with the department to provide leadership and direction for the RTAC grantees, who will provide technical assistance to different regions in the state. | A comprehensive summary for proposed activities you plan to utilize as the L-TAC in the design and implementation of college and career pathways and working with the department to provide leadership and direction for the RTAC grantees, who will provide technical assistance to different regions in the state. | An adequate summary for proposed activities you plan to utilize as the L-TAC in the design and implementation of college and career pathways and working with the department to provide leadership and direction for the RTAC grantees, who will provide technical assistance to different regions in the state. | A limited summary for proposed activities you plan to utilize as the L-TAC in the design and implementation of college and career pathways and working with the department to provide leadership and direction for the RTAC grantees, who will provide technical assistance to different regions in the state. | An incomplete or no summary for proposed activities you plan to utilize as the L-TAC in the design and implementation of college and career pathways and working with the department to provide leadership and direction for the RTAC grantees, who will provide technical assistance to different regions in the state. |
| **Appendix H, Form A: Contract Budget Form:** Provide a budget for activities and work anticipated for the date’s October 11, 2023, through June 30, 2026, that is realistic and accurate. | A comprehensive budget for activities and work anticipated for the date’s October 11, 2023, through June 30, 2026, that is realistic and accurate. | An adequate budget for activities and work anticipated for the date’s October 11, 2023, through June 30, 2026, that is realistic and accurate. | A limited budget for activities and work anticipated for the date’s October 11, 2023, through June 30, 2026, that is realistic and accurate. | An incomplete or no budget for activities and work anticipated for the dates October 11, 2023, through June 30, 2026, that is realistic and accurate. |
| **Appendix H, Form B: Contract Budget Narrative:** Provide a budget narrative for activities and work anticipated for the date’s October 11, 2023, through June 30, 2026, that is realistic and accurate. | A comprehensive budget narrative for activities and work anticipated for the date’s October 11, 2023, through June 30, 2026, that is realistic and accurate. | An adequate budget narrative for activities and work anticipated for the date’s October 11, 2023, through June 30, 2026, that is realistic and accurate. | A limited budget narrative for activities and work anticipated for the date’s October 11, 2023, through June 30, 2026, that is realistic and accurate. | An incomplete or no budget narrative for activities and work anticipated for the date’s October 11, 2023, through June 30, 2026, that is realistic and accurate. |

## Golden State Pathways Program Technical Assistance Contract

### Application Checklist

All interested applicants must complete the GSPP TAC contract application to be considered for funding. Information and links to the GSPP TAC request for applications can be found on the California Department of Education Available Funding web page located at <http://www.cde.ca.gov/fg/fo/af/>.

 A complete application consists of the following components:

* **Appendix D** – Include an Application Cover and Signature Page.
* **Appendix E** – Include an Application Narrative.
	+ Maximum page limit is 20, 8 ½- by 11 -inch pages with one-inch margins, double-spaced, and Arial 12-point font.
	+ Lead Technical Assistance Center applicants will be allowed a maximum of two additional pages (8 ½- by 11 -inch pages with one-inch margins, double-spaced, and Arial 12-point font) to accommodate responses for Expected Outcome (10).
* **Resume** - Include a resume and/or job description of current or future staff.
* **Timeline** – Include a timeline of major activities.
* **Appendix H** – Include Budget Page and Budget Narrative.

**Email Application** - email an electronically signed application to the California Department of Education atGSPP@cde.ca.govon or before September 19, 2023.