CALIFORNIA STUDENT AID COMMISSION

California Student Opportunity and Access Program

(Cal-SOAP)

Grant for Inland Empire (San Bernardino and Riverside Counties)

REQUEST FOR APPLICATIONS:
CSAC RFA# 19-001

Application Due Date:

Friday, December 6, 2019 by 3:00pm PST

Administered by the California Student Aid Commission (CSAC)
11040 White Rock Road
Rancho Cordova, CA 95670

REQUEST FOR APPLICATIONS
Inland Empire Cal-SOAP Grant

Table of Contents

OVERVIEW **4**
Purpose
Background
Assumptions
Statutory Requirement

PROGRAM DESCRIPTION **8**
Grant Information
Funding Levels
Fund Distribution
Eligibility Requirements
General Program Responsibilities of Consortium

PROGRAMS, ACTIVITIES, AND SERVICES **13**
Overview
Matching Funds Requirements
Allowable Activities and Costs
Non-allowable Activities and Costs
Administrative Indirect Rate

ACCOUNTABILITY **21**
Outcome Measures
Program Measures
Student Outcome Measures
Program Deliverables
Reporting Requirements

APPLICATION PROCEDURES AND PROCESS **25**
Program Timeline
Application Due Date
Application Review
Incomplete and Late Applications
Technical Assistance
Application Review
Evaluation Criteria
Appeals Process

GRANT AWARDS **27**
Grant Award Notifications

ASSURANCES CERTIFICATIONS, TERMS, AND CONDITIONS **28**
Assurances and Certifications
Terms and Conditions

APPLICATION SUBMISSION **29**
Application Instructions
Application Narrative

Required Forms **36**

APPENDICES **42**
A. Scoring Rubric
B. General Assurances

OVERVIEW

Purpose & Background

Purpose

The California Student Aid Commission (CSAC) is accepting grant applications from California based public and not-for-profit universities, community colleges, school districts, county offices of education, community-based organizations (CBO) and nonprofit agencies or accredited private vocational or technical schools for the California Student Opportunity and Access Program (Cal-SOAP) in the Inland Empire region (Counties of San Bernardino and Riverside). CSAC may provide one-time funding for a grant period beginning in February 2020, with services beginning no later than July 1, 2020 through June 30, 2021. Funds are available based on the application and proposed budget. The total grant budget for this Request for Application (RFA) is $2,102,000.00.

The overarching goal of the grant is to build robust partnerships between elementary and secondary schools with institutions of higher education, and other partners to provide services to increase the academic and college preparation skills of eligible disadvantaged elementary, secondary, and community college students.

To accomplish this goal, successful applicants will demonstrate how they will:

- Establish or strengthen existing regional collaborative relationships and partnerships among K-12 school districts, postsecondary educational agencies, CBOs, local government entities, foundations, businesses, and at least one nonprofit agency or accredited private vocational/technical school.

- Develop a systematic approach to delivering services including tutoring, counseling, college preparation, Free Application for Federal Student Aid (FAFSA), California Dream Act Application (CADAA) completion, college visitation, and other related services. The system shall meet the needs of students in the region and avoid duplication of services provided by other programs.

- Develop formalized partnerships with educational agencies and other partners that provide matching funds, services and/or resources to expand the number of services to disadvantaged youth.

- Develop collaborative partnerships with postsecondary partners to track high school students' admission, enrollment, and progress during the first year of college.

- Build a culture within the regional Cal-SOAP consortium partnership that promotes equity of opportunity among eligible youth and supports continuous improvement

through systematic monitoring, evaluation, and making related improvements to the programs offered to disadvantaged youth.

- Create a college going culture through a regional infrastructure.

- Encourage parent participation and involvement in all aspects of the Cal-SOAP program to facilitate student achievement and success.

Background

California Student Aid Commission

The California Student Aid Commission, also known as CSAC, is an independent body established in 1955 with the primary role to administer state-authorized student financial aid programs available to students attending all segments of postsecondary education in California. These programs include grant, scholarship, and loan assumption programs supported by the state and the federal government.

Consistent with this responsibility, CSAC provides policy leadership on student financial aid issues; evaluates the effectiveness of its programs; conducts research and long-range planning as a foundation for program improvement; reports on state financial aid needs; and disseminates information to state and federal administrative agencies, participating schools, students, and their families.

The California Student Aid Commission operates according to the following Mission and Vision statements:

Mission: *Making Education Beyond High School Financially Accessible to All Californians.*

Vision: *A California that invests in educational opportunity, fosters an active, effective citizenry, and provides a higher quality of social and economic life for its people.*

California Student Opportunity and Access Program (Cal-SOAP)

Cal-SOAP, one of CSAC's outreach programs, was created to increase the availability of information, improve students' access to higher education by raising their achievement levels, and to reduce the duplication of services by coordinating outreach efforts. Established in 1978, the program is intended to serve students from schools and geographic areas with low college-going rates, students who would be the first in their family to attend college, and students from low income families.

Assumptions

The Cal-SOAP Grant was built on the following core principles:

1. Barriers to college education include lack of information about opportunities and low achievement levels from schools that have low college participation rates.

2. The consortium-style approach to the program is highly effective for coordinating services and outreach among various education segments.

3. State funding is necessary for the sustainability of this program.

4. Anticipated growth in the student population points to an increased demand for program services.

5. Paying low-income college students to provide information/tutoring services to recipients of this program is a cost-effective mechanism by which to fund the program.

The chart below represents the current consortia that serve 15 geographic areas in California. The fiscal agents are listed for each consortium. While the role of fiscal agents is not addressed in current law, each Cal-SOAP consortium works with a fiscal agent through an agreement that is separate from the CSAC contract with each consortium.

Consortia	**Fiscal Agent**
Central Coast	Alan Hancock Community College
Central Valley	CSU Fresno
East Bay	East Bay Consortium
Solano	*Currently Operating with East Bay*
Long Beach	CSU Long Beach
Los Angeles	Families in Schools
Merced	Merced County Office of Education
Northcoast	Humboldt County Office of Education
Sacramento	Sacramento County Office of Education
San Diego/Imperial County	UC San Diego
San Francisco	Japanese Community Youth Council

San Jose	UC Santa Cruz
Santa Barbara	Community Action Commission
South County Gilroy	Gilroy Unified School District
Southern San Joaquin	Bakersfield Community College

Statutory Requirements

Cal-SOAP is guided by the following statutory requirements.

The Student Opportunity and Access Program is administered by the Student Aid Commission, Education Code Section 69561(a).

- The Student Aid Commission (Commission) may apportion funds on a progress payment schedule for the support of projects designed to increase the accessibility of postsecondary educational opportunities for any of the following elementary and secondary school pupils:

    1. Pupils who are from low-income families.
    2. Pupils who would be the first in their families to attend college.
    3. Pupils who are from schools or geographic regions with documented low-eligibility or college participation rates.
    4. Pupils who are homeless youth, as defined in subdivision (b) of Section 66025.9.

- CSAC, in awarding initial project grants, shall give priority to proposals developed by more than four eligible agencies. Projects shall be located throughout the State in order to provide access to program services in rural, urban, and suburban areas.

- The Governing Board of each project, comprising at least one representative from each entity in the consortium, shall establish management policy, provide direction to the project director, set priorities for budgetary decisions that reflect the specific needs of the project, and assume responsibility for maintaining the required level of matching funds, including solicitations from the private sector and corporate sources.

- Each project shall maintain within the project headquarters a comprehensive pupil-specific information system on pupils receiving services through the program in grades 11 and 12 at secondary schools within the participating districts. This information shall be maintained in a manner consistent with the law relating to pupil records.

- CSAC shall establish a 12-member project grant advisory committee to advise project directors and CSAC on the development and operation of the projects and consisting of the following (as specified in Section 69562).

- The initial grant for a proposed new project in an area that has demonstrated need for services provided by the Student Opportunity and Access Program may be utilized for planning and development. Full project grant funding shall be allocated when the consortium meets the criteria established in Section 69561.

PROGRAM DESCRIPTION

Grant Information

CSAC will provide one-time funding for a Cal-SOAP grant in the Inland Empire region for the period beginning in February 2020 through June 30, 2021. Funds are available based on the funding requested in the application and the proposed budget. The total grant budget available for this Request for Application (RFA) is $2,102,000. The intent of CSAC is that the majority of funds be used for Cal-SOAP appropriate services to students.

Beginning in the second year of the grant period, the grantee will be required to submit a consortium program plan for the school year. Guidance from CSAC will be provided on the format and contents of the annual plan. CSAC may require changes before approving the annual plan. CSAC will work collaboratively with the grantee to negotiate any changes to the annual plan.

Funding Levels

- The grant period is 2 years, beginning in February 2020, through June 30, 2021. Appropriation is budgeted annually, subject to funding from the annual State Budget Act.

- CSAC will fund successful grant applications at the level requested, if the program application is well-justified and the budget is realistic and well-supported. CSAC reserves the right to award multiple grants within the Inland Empire region.

- The successful grantee will provide services beginning no later than July 2020.

- CSAC also reserves the right to extend the grant period annually for a Cal-SOAP grantee after the initial 2 years of the grant to align with the next cycle of Cal-SOAP grant awards. The extension of the grant will be based on the cumulative performance of the grantee, the projected additional services to be provided to

disadvantaged youth, and the availability of funding match resources from the partner organizations.

Funding Distribution

- The grant funding will be distributed during the 2019-20, and 2020-21 academic years.

- The grant funds may be used during the first 3 months for planning and preparation to implement services.

- The first 50 percent for the first academic year will be disbursed no later than the month of March 2020. At fiscal year end, the remaining 50 percent for the initial 2019-20 academic year period will be disbursed.

- Funds will be disbursed semi-annually, 50 percent, pending achievement of required program outcomes for previous 6-month performance period.

- Approval for each 6-month period shall be based on the approved performance report submitted by the grantee. CSAC will evaluate the performance report compared to the consortium's program plan and demonstrated compliance with the rules and requirements set forth by CSAC, including matching funds and general program requirements.

- On-going funding is contingent upon allocation in the annual State Budget Act.

Eligibility Requirements

Applicants will apply as a regional Cal-SOAP consortium consisting of local K-12 educational agencies (LEAs), postsecondary educational agencies, CBOs, local government entities, foundations, businesses, and at least one nonprofit agency or accredited private vocational/technical school, formed to address the academic and college preparation of disadvantaged students within the Inland Empire region.

Applicants will be expected to describe who will serve as the fiscal agent for the Inland Empire Cal-SOAP consortium grant and how the Board will work collaboratively with the fiscal agent to ensure the grant funds are expended properly, and that all fiscal and data reports will be submitted on time and complete.

In addition to the Cal-SOAP consortium partnership requirement, applicants must meet the following requirements:

- Identify a fiscal agent. An applicant's fiscal agent can be a school district, a county office of education, a public or private non-profit university, community college, or CBO.

- The fiscal agent and consortium partners must set aside match funding within their own budget including funding commitments from program partners sufficient to support the ongoing costs of the program.

- Prepare the application in the name of the applicant agency/fiscal agent, not the partnership/consortium, unless the consortium is an established legal entity.

- Confirm that all partners meet the following requirements:

    a. Agree to participate as an active partner in the consortium committed to providing services and resources to support the Cal-SOAP project.

    b. Sign a partnership agreement that specifically outlines the responsibilities of the partners and the services each consortium member agrees to provide. The agreement should also indicate the period of time those services will be provided (submit signed partnership agreements as an attachment to the application).

- Confirm that the applicant agency/fiscal agent will:

    a. Receive and administer the grant funds and submit the reports required by CSAC to account for the use of grant funds.

    b. Be responsible for the performance of any services provided through funds awarded under this grant by the partners, consultants, or other organizations.

Eligible applicants must provide evidence in their application stating:

- The number of participating consortium agencies. The minimum number of partners specified Education Code 69561 is four agencies:

    - at least one secondary school district office
    - at least one 4-year college/university
    - at least one community college
    - at least one nonprofit agency or accredited private vocational/technical school

    Applications that include more than four eligible agency partners will receive priority in the scoring of the application.

- The establishment of a consortium Governing Board with at least one representative from each entity in the consortium. The Governing Board is responsible for:

- Establishing management policy.
- Selecting, appointing, and providing direction to the Inland Empire Cal-SOAP project director.
- Budget decisions.
- Maintaining the required level of matching funds (soliciting private/corporate funds).
- Establishing a goal for the number of students expected to be served in each year of the grant, and the services that the consortium will provide.

- The consortium member commits to contribute toward the minimum matching requirement of 1.5 of matching dollars to every state grant dollar requested.

- Strategies to avoid duplication of services to eligible youth and to maximize the use of the Cal-SOAP grant funding. Examples of other programs include that may serve these students; GEAR UP, AVID, College OPTIONS, COSMOS, EAOP, EOP, ETS, MESA, Upward Bound, and many others.

- At least half of the student population served must represent a diversity of traditionally underserved/underrepresented groups. The Inland Empire Cal-SOAP consortium shall reflect the diversity of the students in the region served by the consortium.

- Plans for serving disadvantaged youth including students who are:
  - From low-income families
  - First generation college going
  - From geographic areas with documented low numbers of students prepared academically for college and/or low college participation rates
  - Homeless
  - From schools with low FAFSA and/or CADAA completion rates
  - Eligible for the Federal Free and Reduced-Price Meals Program (FARPM), https://www.fns.usda.gov/school-meals/income-eligibility-guidelines

- The extent to which the consortium will provide services to:

  - Help community college students with transferring to 4-year colleges
  - Provide assistance to low-income 5th and 6th grade students and their parents to incentivize students to stay in school and complete college prep courses
  - Provide assistance to low-income middle and high school pupils and their parents in order to implement outreach efforts designed to use the future availability of financial assistance as a means of motivating pupils to stay in school by promoting career technical education public awareness.
  - Promote the value of career technical education, available career programs in public schools and postsecondary segments with sequenced courses beginning

in high school and continuing into postsecondary education, and the resulting career opportunities.

- Applicants must demonstrate how the Inland Empire Cal-SOAP will include direct involvement from the school staffs in daily operations, demonstrating effective integration of Cal-SOAP objectives and school district services. The collaboration within the consortium shall provide a regional infrastructure to sustain a college going culture.

- Demonstrate how 30 percent of the Cal-SOAP grant funds from CSAC are spent annually on peer advisers' and/or tutors' stipends who:

  - Will work directly with middle and high school students.
  - Are enrolled in college as undergraduate or graduate student.
  - Can demonstrate they have financial need.

- Host or partner to provide a minimum of two Cash for College workshops at each participating high school, one during the fall and one during the spring semester, or implement a program to complete the FAFSA or CADAA within the students' school day.

- Identify how the consortium will annually measure the impact of the Cal-SOAP activities including:

  - The frequency and level of student participation in consortium tutoring and other activities.
  - The increase in student achievement and college preparedness resulting from the tutoring and other activities, as measured by the rates of completion of the a-g course requirements, graduation, PSAT/ACT/SAT tests, Advanced Placement exams, and other relevant college readiness indicators.
  - The number of students completing the FAFSA or CADAA application.
  - The number of students applying, enrolling and persisting during their first year in a university, community college, or other postsecondary education and training.
  - Parent participation and satisfaction with the Cal-SOAP activities.
  - Other measures developed by the consortium to determine the effectiveness of the Cal-SOAP activities.

- A commitment from the Inland Empire Cal-SOAP applicant to work with CSAC and other Cal-SOAP consortia and to ensure coordination on student services, consistent administrative procedures, and effective project activities.

- Collect and submit data to CSAC:

  - Entry of student data into Cal-SOAP Database.
  - Demographic data including gender, ethnicity, grade level, and low-income eligibility (FARPM).
  - FAFSA and CADAA completion rates.
  - Race to Submit Campaign outcomes.
  - Other data as specified by CSAC, including but not limited to the program and student outcome data specified in this RFA on pages 21-23.

- A commitment to use the California Student Aid Commission's logo and branding on all Cal-SOAP related materials, in addition to the local consortium brand and logo.

- The number of students who received direct services and the number of students who received general services.

- Accommodate CSAC requests for participation in local events.

- The project director and consortium chair will attend up to two in-person CSAC meetings per year.

PROGRAMS, ACTIVITIES, AND SERVICES

Overview

Cal-SOAP is described in Education Code 69560 – 69564. The statute defines what programs, activities, and services Cal-SOAP consortia are required to offer. The legislation is also clear that consortia have the flexibility to offer additional services and activities designed to meet the needs of local students, schools and communities. Therefore, there are required activities and allowable activities in the education Code:

Cal-SOAP projects must:

- Increase the availability of information on college and work opportunities.

- Raise achievement levels to increase the total number of college ready and college-eligible high school graduates.

- Use a minimum of 30 percent of the annual grant funding for direct tutoring or peer advising.

Cal-SOAP projects may:

- Help community college students with transferring to 4-year colleges.

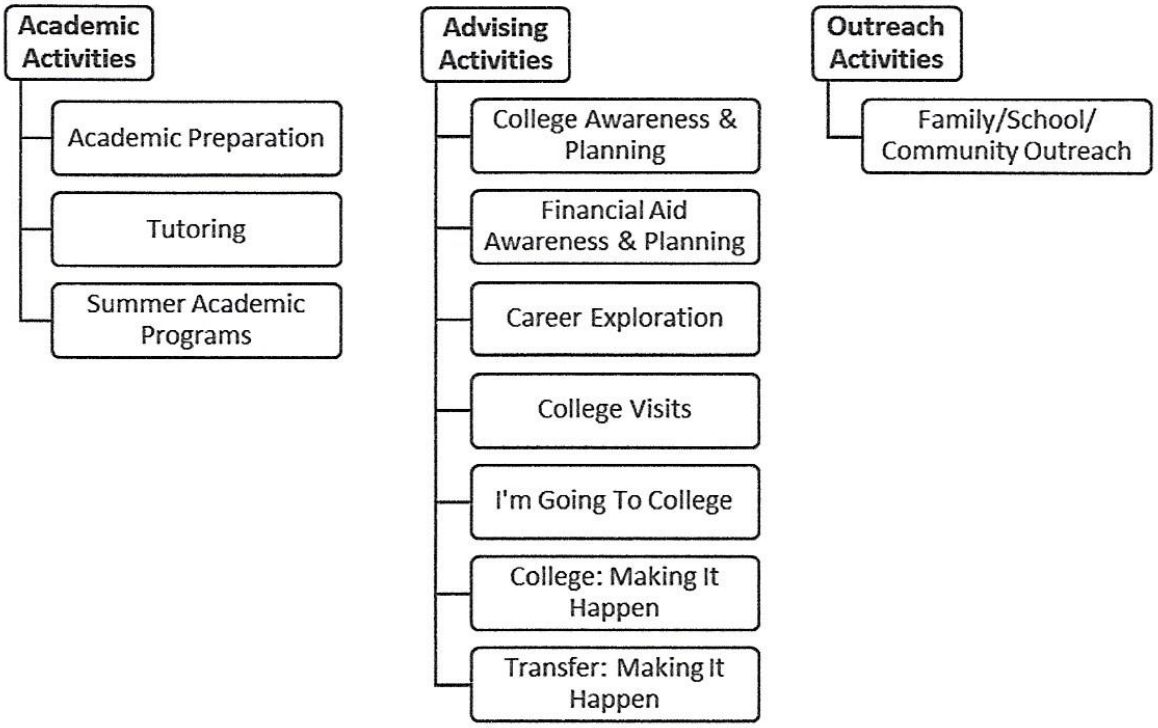
- Provide assistance to low-income 5th and 6th grade students and their parents to incentivize students to stay in school and complete college prep courses.

- Provide assistance to low-income middle/high school students and their parents to incentivize students to stay in school and pursue career technical education. Projects should promote career technical education and resulting career opportunities.

- Provide assistance and support services during the summer between graduation and the beginning of postsecondary education and training.

While the statute describes suggested allowable activities, Cal-SOAP consortia are free to innovate and design programs, activities, and services that meet the needs of the local communities. These components are described as three types of activities in the Cal-SOAP Policies and Requirements Manual (April 2016). In addition, specific examples of the types of the Activities offered by Cal-SOAP consortia are included in the Cal-SOAP Activities List. Both of those lists are included below:

Figure 3: Cal-SOAP Service Offerings



Cal-SOAP Activities

Activity Name	Category & Detailed Service Descriptions
ACADEMIC	
Academic Preparation	Study Skills Workshops / Classes / Presentations
	Academic Prep Courses
	College Entrance Exam Prep
	College Assessment Tests
	4 YR HS Plan/Education Plan/A-G
	Transcript Review
	Academic Mentoring
Tutoring	In Classroom Tutoring
	Pull-out Tutoring
	Before-School / Lunchtime / After-School Homework Help and Tutoring
Summer Academic Programs	Summer Academies
	Summer Bridge Programs
	Summer Residential Camps
ADVISEMENT	
College Awareness & Planning	College Workshops and/or Advisement
	College Fairs
	College Searches/Post-Secondary Options
	ACT/SAT Registration Drives
	College Admission Requirements
	College Application Completion Assistance
	Writing the UC Personal Essay
	Selecting a College Major

Financial Aid Awareness & Planning	Financial Aid and Scholarship Workshops and/or Advisement
	Financial Literacy / Loan Counseling / Financial Aid / Scholarships
	Cash for College
	FAFSA, CADAA and Chafee Grant Application Completion
	Cal-Grant and/or Middle-Class Scholarship Promotion
	Student Aid Report (SAR) / WebGrants
Career Exploration	Career Assessment Tools
	Career Planning/Developing Career Plans
	Career Presentations/Workshops/Camps/Fairs
College Visits	College Tours
	Conferences / Panel / Presentations on a College Campus
I'm Going to College	I'm Going to College Program (4th or 5th Grade)
College: Making It Happen	College: Making It Happen Program (Middle School)
Transfer: Making It Happen	Transfer: Making It Happen Program
OUTREACH	
Outreach	Program Orientation Meetings / Open Houses
	Year End Award / Recognition Ceremonies
	Newsletters / Publications / Mailings / Emails / Websites / Social Media
	Community Events / Workshops Serving Students and Parents
	Community Events Promoting Cal-SOAP and College / FA Awareness to the Greater Public
	ELAC/Migrant Parent Meetings/African American Outreach

It is the intent of CSAC that the Cal-SOAP services and activities offered by the consortia, whether provided through the grant or the required match funding, be integrated into a system or continuum of services, to optimally serve disadvantaged students. A systematic approach is designed to respond to a variety of student needs, and is developmental, helping students to build their skills and abilities progressively over time to increase their college and career readiness. A systematic approach also assumes that Cal-SOAP students will engage in academic and career planning, and will be supported by the Cal-SOAP staff using a case management approach.

A systematic approach is not a collection of one-time activities or short instances of tutoring. Rather, activities are part of a planned set of students' experiences to increase their knowledge, abilities, and self-confidence. Similarly, a systematic approach to tutoring requires that the tutor communicate with the student, parents and school staff to ensure that the tutoring sessions are targeted on specific skill development. A systematic approach also requires a commitment to developing an infrastructure to sustain a college-going culture, and help students develop a college-going mind-set.

A systematic approach further requires a K to Postsecondary design. The Cal-SOAP statute emphasizes the concepts of communication and integration of services among the segments. Planning and working collaboratively not only maximizes the use of resources, it builds on the knowledge and expertise of the partners to increase the opportunities for success among the Cal-SOAP students. It is expected that the partners will identify the components that will be included in a K-16 system of services, but will also identify missing components or desired improvements that can be developed and implemented over the grant period and beyond.

Matching Fund Requirements

Matching funds are a required component of the Cal-SOAP program. Education Code 69564 requires a funding match with a ratio of 1.5 dollars of match to every 1 dollar of grant funding. Applicants who exceed the required match will receive higher priority in the scoring of the application.

- The funding provided by CSAC to a consortium for the operation of a Cal-SOAP project shall be matched by other sources of funds. No funding awarded by CSAC for other grants may be used as match for the Cal-SOAP grant.

- Matching funds are contributions either in cash or in-kind which are used to match the funds provided through the Cal-SOAP agreement. Matching contributions may come from federal, state, local, or private resources, members of the sponsoring consortium, or education related institutions. Funds provided by CSAC directly or indirectly may not be used as matching funds.

- The contributions used for matching shall:

  - Be directed to Cal-SOAP eligible students as defined by the Cal-SOAP law.
  - Be related to the goals and objectives of the Cal-SOAP project.

- Requirements for cash contributions used as matching:

  - Cash contributions are actual cash that is contributed towards general project operations or specific project activities that can be considered for the match.
  - Cash contributions are required to be deposited into the Cal-SOAP checking or fund account in order to be considered a cash contribution for the match.

- Requirements of in-kind contributions:

  - The value of services (such as facilities, equipment, etc.,) provided by an institution, a group of individuals, or an individual for which the consortium would otherwise be required to pay. The value of the contribution is the fair market value of the item or service on the date of the contribution. The fair market value is the price that an item would sell for or services would cost on the open market.
  - The value of a volunteer's time for providing services. The value of the contribution is to be based on the most recently reported National Value of Volunteer Time by the Independent Sector's Value of Volunteer Time at the time of service. The National Value of Volunteer time can be found at http://www.independentsector.org/volunteer_time.

- Funds considered for matching include:

  - Salaries and benefits for student employees to provide services through the Cal-SOAP project (i.e., guidance-aides working in schools or colleges under the auspices of the Cal-SOAP project).
  - Salaries and benefits for institutional employees who are assigned to the Cal-SOAP project.
  - Cost of supplies of Cal-SOAP related activities (i.e., duplication, printing, office supplies, etc. for utilization by the Cal-SOAP project).
  - Mileage for student and institutional employees to provide services through the Cal-SOAP project.
  - Cost of institutional space donated to the project for full-time, part-time, and/or one-time event use.
  - Cost of institutional furniture and equipment donated to the project for full-time, part-time, and/or one-time event use.

- Funds Not Considered Matching:

  - Salaries and fringe benefits for student employees to provide services which are institutional-specific (i.e., students who are recruiting for a specific institution).
  - Salaries for institutional employees to provide institutional-specific outreach activities (i.e., an outreach officer's time spent on recruiting students for his/her institution and participating in college fairs).
  - Costs of supplies which are institutional-specific (i.e., institutional recruitment materials).
  - Mileage for student and institutional employees for institutional-specific outreach activities.

Allowable Activities and Costs

Budgets for the use of Cal-SOAP grant funds from CSAC will be reviewed and scored as part of the application process. Items deemed non-allowable, excessive, or inappropriate will be eliminated and the budget adjusted accordingly. Budgets that include non-allowable, excessive, or inappropriate items will receive a lower score. Generally, all expenditures must contribute to student success in the Cal-SOAP program(s). Allowable expenditures may include, but are not limited to, the following:

- Providing tutoring or peer advising amounting to a minimum of 30 percent or more of the grant funding award.

- Planning and preparation during the first 6 months of the grant period, in addition to delivering services to students.

- Service contracts between members of the consortium or external service providers and technical assistance.

- Funding for career specialists or counselors to assist students in planning and preparing for careers.

- Purchase of supplies and equipment necessary to support the mission and services of the consortium.

- Professional development to prepare tutors and peer advisors to effectively support middle, high school, and community college students.

- Provide training and planning meetings between consortium personnel, including school administrators, counselors, teachers, parents, college representatives, and business leaders, to support student achievement, college preparation and career preparation, and to build awareness in the region on the opportunities and benefits related to Cal-SOAP.

- Provide promotional materials and advertising capacity to recruit students for the program.

- Funding for Cash for College, college visitations, and other college and career related activities.

- Develop and maintain a dynamic website for the Cal-SOAP Inland Empire Consortium and its services.

- Develop electronic networks to link Cal-SOAP students and staff within the region.

- Provide online conferencing capability to link students with tutors and peer advisors for providing services when distance, scheduling, or other factors inhibit face-to-face contact.

- Collect, analyze and report student and program data.

Non-allowable Activities and Costs

While matching funds and donations may be used, funds provided by CSAC under this grant may not be used to:

- Provide funding that duplicates activities already available on the K-12 or community college campuses.

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

- Provide sub-grants to members of the partnership or other agencies. This includes mini-grants, which are different than purchase service contracts.

- Acquire equipment for non-Cal-SOAP administrative or personal use.

- Purchase furniture (e.g., bookcases, chairs, desks, file cabinets, tables) unless it is necessary to provide reasonable accommodations for students with disabilities.

- Purchase food services/refreshments/snacks/banquets/meals. (These may be provided as a match from another funding source.)

- Purchase, lease, or remodel facilities.

- Purchase promotional favors, such as bumper stickers, pencils, pens, or T-shirts.

- Purchase subscriptions to journals, magazines, or other periodicals.

- Travel outside of California.

Administrative Indirect Cost Rate

The indirect cost rate is set at a maximum of 8 percent of the total grant funds expended.

ACCOUNTABILITY

To ensure the successful implementation of the Inland Empire Cal-SOAP project, grantees are required to submit expenditure and performance reports every 6 months for the grant period. At the end of the first year, the applicant will submit the expenditure and performance report, and a narrative describing the degree to which the consortium met its financial and performance goals. The narrative will also describe any changes to the projected activities and outcomes for the second year of the grant. A summative end-of-grant report describing the cumulative programmatic and student outcomes, as well as any required deliverables will be due on July 31, 2021. The fiscal agent/applicant for the partnership/consortium is responsible for submitting all data required by CSAC. Grantees are required to set aside budget funds to be used for data collection, data reporting, and data training activities for program staff.

Failure to submit required reports or evidence that deliverables have been met, or failure to show student progression could result in the loss and/or remittance of all awarded funds. Continued funding of a project is dependent upon the Cal-SOAP consortium employing a systematic approach designed to respond to a variety of student needs, that is developmental, and is focused on helping students build their skills and abilities progressively over time to increase their college and career readiness.

Outcome Measures

The long-term measures of success for the Inland Empire Cal-SOAP program is the number and rates of participating students who complete high school, complete the a-g course requirements, apply for college, complete and submit the FAFSA or CADAA, enroll and begin postsecondary education or training, and persist through the first year of their postsecondary education.

Program outcome data provides a context to understanding the student outcome data required of the recipient. A portion of the student and program data will be collected through a state-wide system implemented by CSAC to document progress in serving students. The remaining program data will be collected at each of the 6-month progress reports and year-end report. The Cal-SOAP consortium must present evidence that they are supporting the development of a regional infrastructure to create and sustain a college going culture.

The scoring rubric includes additional consideration for applications that identify the ability to compare Cal-SOAP students to other unserved Cal-SOAP eligible students.

The data provided for each of the program and student outcome measure is expected to support the goals stated in the application for the students proposed to be served under this grant.

Program Measures:

- Development of policies and articulation agreements developed by the consortium or its members to foster and sustain Cal-SOAP success, and maximize a college going culture.

- The number and type of the Inland Empire Cal-SOAP activities and services.

- The number and types of Cal-SOAP grant funded activities/services, and the number and types of activities/services provided through partner agency matching funds.

- Total student participation in Cal-SOAP activities and services.

- Number of Cal-SOAP students participating in Cal-SOAP related activities.

- Number of non-Cal-SOAP students participating in Cal-SOAP events.

- The number of hours staff participated in providing tutoring and peer assistance services.

- The change in the number of partners actively participating in the Cal-SOAP from the beginning to the end of the fiscal year.

- The Inland Empire Cal-SOAP consortium members are required to attend quarterly governance meetings.

- Numbers of parents participating. The term parent also includes custodial relatives, guardians, mentors, or adult advocates supporting the Cal-SOAP students.

- The rate of increases or decreases in resources committed to the success of the Cal-SOAP program.

Required Student Outcome Measures:

- Academic performance improvement as evidenced on the state Smarter Balanced Assessment Consortium (SBAC) indicators in English Language Arts, and

Mathematics, for students enrolled in the Cal-SOAP tutoring, peer assistance, or other academic assistance programs.

- The rate of Cal-SOAP students completing a college and career plan.
- The rate of Cal-SOAP students participating in tutoring and peer counseling.
- The rate of increase or decrease of high school Cal-SOAP students completing the a-g or career technical education course work and their Grade Point Averages (GPA) at the end of the year.
- The rate of Cal-SOAP students enrolling at a community college, technical school, or university.
- The rates of Cal-SOAP students who graduate and those who drop out from high school.
- The rate of Cal-SOAP students who take the PSAT, SAT, and/or ACT.
- The rate of students completing and submitting the FAFSA and CADAA applications.

Supplementary Student Outcome Measures:

- The rate of Cal-SOAP students participating in and completing dual enrollment or articulated courses.
- The rate of Cal-SOAP students who take and pass Advanced Placement (AP) or International Baccalaureate (IB) exams.
- The rate of Cal-SOAP community college students who complete a UC/CSU transfer program, Associate of Arts degree (AA) or Associate of Science (AS) degree, or vocational certification at the community college.
- The rate of Cal-SOAP students who successfully complete the first year of their postsecondary education.

Program Deliverables:

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

- Identify staff member responsible for data submission.
- Meet data collection requirements.
- Input student data into the CSAC data system.

- Track student progress and activities.
- Process student outcome data.
- Six Month and Year End Performance Reports.
- Six Month and Year End Expense Reports.
- Communicate with CSAC regarding any significant issues regarding the design or fiscal status of the consortium partnership.
- Produce end of grant report by July 31, 2021.

Reporting Requirements

Due Date	Item
February 2020	Grant Award Notification Signed by Grantees
July 2020	4-month Expenditure Report and Performance Report
January 31, 2021	6-month Expenditure Report and Progress Report
July 31, 2021	Final Expenditure and End of Project Report

Fiscal Year 2019-20	
Performance Period 1, February 2020	Performance Period 2, July 2020
• Cal-SOAP database entry • Expenditure Report and Performance Report Due July 2020	• Cal-SOAP database entry • Expenditure Report and Performance Report Due January 2021
Fiscal Year 2020-2021	
Performance Period 3 (December 2020)	Performance Period 4 (June 2021)
• Cal-SOAP database entry • Expenditure Report and Performance Report Due January 31, 2021	• Cal-SOAP database entry • Expenditure Report and Performance Report Due July 31, 2021

APPLICATION PROCEDURES AND PROCESSES

Program Timeline, Year 1

September 27, 2019	RFA release date
December 6, 2019	All applications must be RECEIVED at CSAC
December 9 – January 3, 2020	Application scoring process conducted
January 24, 2020	Proposed grantees announced
Friday, January 31, 2020	Appeals must be RECEIVED at CSAC
February 28, 2020	Grant award contracts signed
February 28, 2020	Project term begins
March 2020	First disbursement of 50% of 2019-20 funds
July 2020	Second disbursement of 50% of 2019-20 funds

Application Due Date

The Inland Empire Cal-SOAP application, required forms, and all supporting documents must be received at CSAC on or before **Friday, December 6, 2019,** by 3:00 p.m. PST.

Applicants are required to submit 5 printed copies to:

Steve Caldwell
California Student Aid Commission
11040 White Rock Road
Rancho Cordova, CA 95670

Applicants will also submit and an electronic copy of the grant application to: CalSOAPRFA@csac.ca.gov.

Faxed copies of the application will **not** be accepted.

Incomplete and Late Applications

Incomplete or late applications will not be considered.

Technical Assistance

CSAC staff will conduct an application workshop in Inland Empire:

Date: November 15, 2019
Time: TBD
Location: CSAC College Affordability Summit
Room TBD
Indian Wells, CA

Please refer to the Cal-SOAP Inland Empire RFA information page at the following link for the location, date and time of the on-line workshop:

http://www.csac.ca.gov/doc.asp?id=38

The Inland Empire and online workshop will provide an overview of the RFA and offer potential applicants an opportunity to ask clarifying questions. The online workshop will be recorded and available on the grant webpage referenced above.

Please note that technical assistance is also available from 8:30 a.m. to 4:30 p.m. daily during the application period. Questions can be directed by email to:

Steve Caldwell
California Student Aid Commission
11040 White Rock Road
Rancho Cordova, CA 95670
CalSOAPRFA@csac.ca.gov

All written questions must be submitted by Friday, October 25, 2019. This will allow time to develop and provide responses in advance of the grant submission deadline. All questions and responses will be posted at http://www.csac.ca.gov/doc.asp?id=38. Applicants are encouraged to regularly check the website, especially before sending a written question that may already have an answer posted. No technical assistance will be available after 5:00 p.m. Monday through Friday, or on the weekends and holidays.

Application Review

Each application will be read and scored. Application review will occur during December 9, 2019-January 3, 2020. Reviewers will be selected by CSAC to ensure they have the knowledge and background to make objective judgements in scoring the applications. The average score of the reviewers will become the final score for each application. Applicants meeting the qualified or highly qualified scoring threshold may also be required to participate in an evaluation interview prior to awards being made.

Evaluation Criteria

Applications will be evaluated using the Cal-SOAP Scoring Rubric (See Appendix A).

Appeals Process:

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

General Counsel
Cal-SOAP Grant Appeal
California Student Aid Commission
11040 White Rock Road
Rancho Cordova, CA 95670

CSAC must **receive** the letter of appeal, with an original signature by the authorized applicant, no later than the close of business January 31, 2020.

Appeals shall be limited to the grounds that CSAC 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. CSAC 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 Executive Director will make the final decision in writing within two weeks from the date that appeals are due to CSAC. That decision shall be the final administrative action afforded the appeal. All appeal decisions will be made prior to the issuance of the Grant Award Notification letters.

GRANT AWARDS

Grant awards for the Inland Empire Cal-SOAP project will be made to the highest scoring application(s) based on the amounts of funding requested by the applicants and the availability of grant funds. Total possible score is 130 points. Applicants scoring in the top 15 percent, above 110 points, will be considered highly qualified. Applications scoring in the top 40 percent, above 78 points, will be considered qualified. CSAC reserves the right to distribute additional grant funds to qualified and highly qualified applicants to establish additional Inland Empire area Cal-SOAP consortia, should additional state grant funds become available. Any additional distribution of funds will be made based on the availability of funds, highest ranking scores, geographic distribution of Cal-SOAP projects within the region, and the capacity to serve students in areas not served by existing Cal-SOAP consortia.

Grant Award Notification

Projects selected for funding will receive a CSAC Grant Award Notification form. Each grantee must sign and return the notification to CSAC before project work may begin and disbursement of funds can be made.

ASSURANCES, CERTIFICATIONS, TERMS, AND CONDITIONS

Assurances, certifications, terms, and conditions are requirements of the grantee as a condition of receiving funds. The signed grant application Form A submitted to CSAC by the applicant indicates a commitment from the consortium to comply with the assurances, certifications, terms, and conditions associated with the grant.

Assurances and Certifications

Applicants must read and understand the General Assurances 2019-2021 form (Appendix B). Applicants who sign Form A, the Inland Empire Cal-SOAP RFA Consortium Information, agree to fully abide by the assurances and certifications related to the grant.

Terms and Conditions

The grant award will be processed upon receipt of the signed Grant Award Notification form sent to the Cal-SOAP grant awardee. The Grant Award Notification form must be signed by the authorized agent and returned to CSAC within 10 working days.

All funds must be expended within the dates designated and for not more than the maximum amount indicated on the Grant Award Notification. Encumbrances may be made at any time after the beginning date of the grant stated on the Grant Award Notification. All first-year grant funds must be expended or legally obligated by June 30, 2020. For the second year, all funds must also be expended or legally obligated by June 30, 2021.

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

The budgets are required for the two years of the grant implementation showing how the grant will be used to develop, implement, and sustain the proposed Cal-SOAP programs and services. Proposed expenditures must demonstrate appropriate use of the state and matching funds.

APPLICATION SUBMISSION

Application Instructions

A complete application consists of the following components:

1. Form A: Consortium Information
2. Summary Overview, not to exceed 2 pages, double-spaced
3. Grant Narrative, not to exceed 24 pages, double-spaced
4. Form B: Partner Roles, Responsibilities and Match
5. Form C: Grant Budget Page, one for each year of the grant
6. Form D: Budget Narrative, no limit

Application Formatting Requirements

The Summary Overview and the Grant Narrative are to be completed in either **Times New Roman** or **Arial** 12-point fonts. All Margins shall be at least one inch.

Text in narrative format (outside of a table or figure) must be double-spaced. Paragraphs must begin with a 0.5” indentation. Appropriate headings and section titles must be used throughout the application.

A “Table of Contents” must be included. Page numbers must be included in the header or footer of every page.

The formatting of the tables is set to make it easy for the applicants to complete. Tables and figures must include a title. The font size in the tables should be a minimum of 10-point **Times New Roman** or **Arial** fonts. Text in tables can be single spaced.

Any data presented must include a source.

Application Narrative

Section 1: Background Information (10 points)

1.1 Provide a summary overview of the proposed Inland Empire Cal-SOAP project. Describe the geographic area to be served, the demographics of the area, the specific middle, high school, and community colleges where disadvantaged students will be served. Describe the major components of the proposed program, identifying the major activities and services that will be provided. Describe the major partners and other features of the proposal. The overview shall not exceed two pages, double-spaced.

Section 2: Governance (20 points)

2.1 Describe if this is a new Cal-SOAP consortium or an existing consortium. Discuss its composition and how the partners formally commit to become a participating member of the consortium. Attach copies of the signed consortium partnership agreements indicating each partner's commitment to participate and provide matching funds. Provide the overall amount of the match amount for years one and two of the grant and summarize the partners' commitment to support the Inland Empire Cal-SOAP consortium. (Attach Form B: Partnership Roles, Responsibilities and Match)

2.2 Describe how the consortium has the minimum number of partners specified in Education Code 69561:

- at least one secondary school district office,
- at least one 4-year college/university,
- at least one community college, and
- at least one nonprofit agency or accredited private vocational/technical school.

2.3 Describe the other partners in the consortium and how they will participate and contribute to the consortium. Partners can include K-12 educational agencies, public and non-profit universities, community colleges, CBOs, local government entities, foundations, and businesses.

2.4 Explain how the consortium's Governing Board is prepared to administer the consortium, and what institutional capacities and personnel can be used to support the success of the CAL-SOAP project. Describe the Board's capabilities and knowledge in conducting and administering state-funded projects, partnerships, and grants.

2.5 Describe who will serve as the fiscal agent for the Inland Empire Cal-SOAP consortium grant and how the Board will work collaboratively with the fiscal agent to ensure the grant funds are expended properly, and that all fiscal and data reports will be submitted on time and complete.

2.6 Describe who will serve on the Inland Empire Cal-SOAP Governing Board, the structure of the Board, their responsibilities, frequency of governance meetings, and an overview of the operational policies and procedures. Describe how the members represent and are committed to creating a college going culture through a regional infrastructure (Additional points will be awarded for consortia that go beyond the legal minimum size of a consortium to include additional partners that expand the service capacity and scope of the Inland Empire Cal-SOAP consortium).

Section 3: Program Activities and Services (35 points)

3.1 Describe the needs of students and schools within the region.

- What are the demographic and socio-economic characteristics of the students within the region?
- What current activities and services exist to assist disadvantaged students in the region to prepare for postsecondary education and training?
- What gaps exist within the region's educational infrastructure for preparing students to be ready and eligible for postsecondary education and training?

3.2 Describe the proposed system or continuum of services, that will be established to optimally serve disadvantaged students that is:

- Designed to respond to a variety of student needs.
- Reflective of the diversity of students within the region.
- Developmental, helping students to build their skills and abilities progressively over time to increase their college and career readiness.
- Engages the Cal-SOAP students in academic and career planning.
- Employs a case management approach to assist the Cal-SOAP students.
- Progresses sequentially from middle school, to high school, and then to postsecondary education.

3.3 Describe how the consortium plans to address the required activities specified in Education Code Section 69561.

- Increase the availability of information on college and work opportunities.

- Raise achievement levels to increase the total number of college-ready and college-eligible high school graduates.

- Use a minimum of 30 percent of the annual grant funding for direct tutoring or peer advising.

3.4 Describe the allowable activities and services to be provided through the consortium, including both grant funded and match funded activities and services. Activities and services incorporate the 3 domains of Academic, Advising, and Outreach (See pages 15-17). Explain how the consortium will leverage existing structures and resources from the consortium partners to provide allowable activities and services. Allowable activities and services include but are not limited to:

- Helping community college students with transferring to 4-year colleges.

- Providing assistance to low-income 5th and 6th grade students and their parents to encourage students to stay in school and complete college prep courses.

- Providing assistance to low-income middle/high school students and their parents to encourage students to stay in school and pursue career technical education and postsecondary opportunities.

- Providing at least two Cash for College events in the Fall and Spring semesters at each participating high school.

- Organizing FAFSA/CADAA completion programs and events, and/or completion of the FAFSA/CADAA application during the school day.

- Promoting career technical education and resulting career opportunities.

3.5 Outline how the consortium will use a systematic approach to providing tutoring and peer assistance.

- Explain the commitment to provide at least 30 percent of the grant for tutoring or peer advising.

- Describe how the consortium will determine the academic needs of the Cal-SOAP students.

- How will communication with the student, parents and school staff ensure that the tutoring sessions are targeted on specific skill development?

- Provide the target number of hours planned for tutoring at each school site and consortium-wide.

- Describe any electronic or web-based conferencing capacity, online courses, or materials that will be used to assist in tutoring and skill building.

3.6 Describe how the Cal-SOAP consortium will identify and recruit students to participate in the Cal-SOAP activities and services, who are:

- Low-income

- First generation college-going

- From geographic areas with documented low-eligibility or college participation rates

- Homeless

3.7 What future Cal-SOAP related activities and services will the consortium seek to add in the future that will not be offered during the 2018-19 school year? Future activities or services can be either grant funded or match funded.

3.8 Describe how the Inland Empire Cal-SOAP consortium will support the creation of a college going culture through a regional infrastructure in all aspects of the programs, activities and services offered through the grant or match funds.

Section 4: Consortium Operations (10 points)

4.1 Describe the location and main functions of the Inland Empire Cal-SOAP consortium headquarters. How does this location enhance the work of the consortium?

4.2 Describe the process for recruiting training and deploying tutors and peer advisors. The tutors and peer advisors who will work directly with middle and high school students must be enrolled in college as undergraduate or graduate student and demonstrate they have financial need.

- Describe the training of tutors and peer advisors.

- Explain the system for deploying tutors and peer advisors to meet the needs of students.

- Describe the system for supervising and tracking tutor and peer advisory work.

4.3 Describe other types of training the consortium plans to offer to strengthen the college going infrastructure of the Inland Empire Cal-SOAP delivery system. Describe how the proposal reflects the efficiency of the fiscal agent. While indirect cost recovery rates are capped at 8 percent, lower rates will be favorable.

4.4 Outline the strategies the Inland Empire Cal-SOAP consortium will use to avoid duplication of services to eligible youth and to maximize the use of the Cal-SOAP grant funding. At least half of the student population served must represent traditionally underserved/underrepresented groups.

4.5 Describe how the Inland Empire Cal-SOAP project includes direct involvement from the school staffs in daily operations, demonstrating effective integration of Cal-SOAP objectives and school district services.

4.6 Describe how the Cal-SOAP Inland Empire consortium will work with CSAC and other Cal-SOAP consortia and to ensure coordination on student services, consistent administrative procedures, and effective project activities.

4.7 Describe how the consortium will build and maintain a dynamic website and presence on appropriate social media.

4.8 Describe the consortium's plan for using any of the grant funding for the first 6-month period for consortium planning and preparation. How will services to students begin at the earliest date possible during the planning and preparation process?

Section 5: Outcome Measures (20 points)

5.1 Address required Student Outcomes and identify supplementary priority outcomes from the Student Outcomes section, on which the consortium will focus and be held accountable for during the 2020-21 program year. (Refer to Student Outcome Measures on pages 22-24).

5.2. Explain the decision-making process that determined the priority outcomes and how the consortium will continue to establish annual performance goals and priorities.

5.3 Describe the consortium's ability and commitment to collect, track, analyze student and program level data and report to CSAC by the established reporting deadlines.

5.4 Describe how the consortium will utilize statewide, regional, or multi-region systems for data collection and data exchange to determine the number of students who enroll in postsecondary education/training and persist through the first year.

Section 6: Cal-SOAP Sustainability (10 points)

6.1 Explain the consortium's long-term sustainability plan for continuing the Cal-SOAP activities and services. Include types of programs, partnerships, resources, and funding that will help sustain the Cal-SOAP program after the grant period has ended.

Section 7: Budget and Budget Narrative (25 points)

7.1 The Budget Page, Form C, is required for each academic year, 2019-20 and 2020-21, listing the planned amounts in each budget category. Matching amounts from the partners should also be displayed on the proposed budget forms.

7.2 For each Budget Page, please provide a narrative, Form D, that details the proposed expenditures in each budget line item. For example, under the budget line item, *Salaries*, the narrative should describe/list the positions that will be paid from the grant and from the matching funds. The budget narrative should explain how many tutors/peer counselors are planned to be employed, the average hourly pay of the tutors, and the total number of tutoring hours needed. Further, it is also beneficial to understand how those hours will be targeted to the various school sites within the consortium.

If matching funds are also providing tutoring or peer counseling, then those funding commitments should also be described on Form D. In every budget category, it is important to describe how the proposed costs are necessary and reasonable in terms of providing activities and services that benefit Cal-SOAP students.

While concise descriptions are appreciated on the budget narrative, there is no limit on the number of pages for the budget narrative.

Form A: Inland Empire Cal-SOAP RFA
Consortium Information

Grant Period: Fiscal Years 2019-21

Applicants for the Inland Empire Region Cal-SOAP RFA must complete the sections below and submit Form A as the cover sheet with their application.

Date Submitted:

Consortium Name			
Name of Lead Agency			
Mailing Address:			
City:		Zip Code:	
Primary Contact:		Title:	
Phone:		Fax:	
E-Mail Address:			
Secondary Contact:		Title:	
Phone:		Fax:	
E-Mail Address:			

Grant Funding Amount Requested	
Total Match from Partners	
Total Proposed Budget	

Applicant Signature _____ Date _____

The Inland Empire Cal-SOAP application, required forms, and all supporting documents must be received at CSAC on or before **Friday, December 6, 2019,** by 3:00 PM p.m. PST.

Applicants are required to submit 5 printed copies to:

Steve Caldwell
California Student Aid Commission
11040 White Rock Road
Rancho Cordova, CA 95670

Applicants will also submit an electronic copy of the grant application to:
CalSOAPRFA@csac.ca.gov

Form B: Inland Empire Cal-SOAP RFA

Partner Roles, Responsibilities, and Match

List each Inland Empire Cal-SOAP consortium partner and describe their roles and responsibilities in supporting your grant application. Roles and responsibilities should be clearly defined in terms of specific tasks, services, and/or support they will provide to the Inland Empire Cal-SOAP consortium. Also list the amount of the proposed match that each partner has committed to the consortium.

Consortium Partner Name	Match Commitment 2019-20	Match Commitment 2020-21	Roles, Responsibilities, and Support

Form C: Inland Empire Cal-SOAP RFA
2019-20 Grant Budget Page

Each applicant must submit the Budget Page for each program year that lists all grant expenditures including matching fund amounts (cash or in-kind) from all consortium partners under each expenditure code.

Consortium Name:_____

Project Director:_____ Phone Number:_____

Fiscal Agent Contact:_____ Phone Number:_____

Amount Requested:_____

Expenditure Code	**Grant Funding**	**Match Funding**	**Total Cal-SOAP**
Administrative Staff Salaries and Benefits			
Student Staff Salaries and Benefits			
Student Mileage			
Operating Expenses			
Supplies			
Equipment Purchases			
Program Services			
Other (explain)			
Administrative Indirect Charges (8% maximum of total grant funding)			
Total			

Match Ratio:
Peer Advisors & Tutors:
Indirect Charges:

Applicant Signature Date

Form C: Inland Empire Cal-SOAP RFA
2020-21 Grant Budget Page

Each applicant must submit the Budget Page for each program year that lists all grant expenditures including matching fund amounts (cash or in-kind) from all consortium partners under each expenditure code.

Consortium Name:_____

Project Director:_____ Phone Number:_____

Fiscal Agent Contact:_____ Phone Number:_____

Amount Requested:_____

Expenditure Code	Grant Funding	Match Funding	Total Cal-SOAP
Administrative Staff Salaries and Benefits			
Student Staff Salaries and Benefits			
Student Mileage			
Operating Expenses			
Supplies			
Equipment Purchases			
Program Services			
Other (explain)			
Administrative Indirect Charges (8% maximum of total grant funding)			
Total			

Match Ratio:
Peer Advisors & Tutors:
Indirect Charges:

Applicant Signature Date

Form C: Inland Empire Cal-SOAP RFA
2019-20 Budget Narrative

Consortium Name:

Expenditure Code	**Total Budget (Grant & Match Funds)**	**Budget Narrative**
Administrative Staff Salaries and Benefits		
Student Staff Salaries and Benefits		
Student Mileage		
Operating Expenses		
Supplies		
Equipment Purchases		
Program Services		
Other		
Administrative Indirect Charges (8% maximum of total grant funding)		

Applicant Signature Date

Form C: Inland Empire Cal-SOAP RFA
2020-21 Budget Narrative

Consortium Name:

Expenditure Code	**Total Budget (Grant & Match Funds)**	**Budget Narrative**
Administrative Staff Salaries and Benefits		
Student Staff Salaries and Benefits		
Student Mileage		
Operating Expenses		
Supplies		
Equipment Purchases		
Program Services		
Other		
Administrative Indirect Charges (8% maximum of total grant funding)		

Applicant Signature Date

APPENDICES

Appendix A: Cal-SOAP
Scoring Rubric

Section I: Background Information

Rubric for 1.1 (10 points)

1.1 Provide a summary overview of the proposed Inland Empire Cal-SOAP project. Describe the geographic area to be served, the demographics of the area, the specific middle, high school, and community colleges where disadvantaged students will be served. Describe the major components of the proposed program, identifying the major activities and services that will be provided. Describe the major partners and other features of the proposal.

Excellent (10-8 points)	Strong (7-6 points)	Good (5-4 points)	Minimal (3–0 points)
Provides a thorough and compelling overview of the project that clearly summarizes the aims of the consortium. Accurately describes the area to be served, the demographics of the region, and the participating schools and colleges within the consortium's region. Partners are clearly identified and linked to the success of the project. Includes a clear overview of the system of activities and services that will be used to assist disadvantaged students.	Provides a strong overview of the project that summarizes and describes the area to be served, the demographics of the region, and the participating schools and colleges within the consortium's region. The partners are identified within the proposed project. Includes an overview of the activities and services that will be available to assist disadvantaged students.	Describes the proposed project. Reader has a vague picture of current outreach efforts other than Cal-SOAP that exist in the region. Provides some information on the area to be served, the demographics of the region, and the participating schools and colleges within the consortium's region. Some partners are identified as associated with proposed project. Lists some of the activities and services that will be available to assist disadvantaged students.	Minimally summarizes the proposed project. Is missing key information about the region, demographics or participating schools and colleges. Information on the partners is incomplete or missing. Minimally addresses the activities and services available to assist disadvantaged students.

2. Section 2: Governance (20 points)

Rubric for 2.1 – 2-6

2.1 Describe if this is a new Cal-SOAP consortium or an existing consortium. Discuss its composition and how the partners formally commit to become a participating member of the consortium. Attach copies of the signed consortium partnership agreements indicating each partner's commitment to participate and provide matching funds. Provide the overall amount of the match amount for years one and two of the grant, and summarize the partners commitment to support the Inland Empire Cal-SOAP consortium. **Attach Form B**: Partnership Roles, Responsibilities, and Match.

2.2 Describe how the consortium has the minimum number of partners specified in Education Code 69561.

2.3 Describe the other partners in the consortium and how they will participate and contribute to the consortium. Partners can include K-12 educational agencies, public and non-profit universities, community colleges, CBOs, local government entities, foundations, and businesses.

2.4 Explain how the consortium Board is prepared to administer the consortium, and what institutional capacities and personnel can be used to support the success of the CAL-SOAP project. Describe the Board's capabilities and knowledge in conducting and administering state-funded projects, partnerships, and grants.

2.5 Describe who will serve as the fiscal agent for the Inland Empire Cal-SOAP consortium grant and how the Board will work collaboratively with the fiscal agent to ensure the grant funds are expended properly, and that all fiscal and data reports will be submitted on time and complete.

2.6 Describe who will serve on the Inland Empire Cal-SOAP Governing Board, the structure of the Board, their responsibilities, frequency of governance meetings, and an overview of the operational policies and procedures. Describe how the members represent and are committed to creating a college going culture through a regional infrastructure.

Excellent (20-15 points)	Strong (14-10 points)	Good (9-5 points)	Minimal (4–0 points)
Indicates whether the consortium is existing or new. Clearly describes the membership of the consortium Board and the fiscal agent, providing details on the partners' specific roles and responsibilities. Demonstrates that the consortium has membership exceeding the minimum number of required partners, totaling 8 or more committed partners. Demonstrates the Board is committed to meeting quarterly, and clearly supports the process for developing operational policies and procedures that promotes a regional infrastructure of sustainable student support. The Board is committed to work collaboratively with the fiscal agent to ensure a seamless operation. Match amounts on Form B indicate strong buy-in from the partners.	Indicates whether the consortium is existing or new. Describes the membership of the consortium Board and the fiscal agent and gives a strong overview of the partners' roles and responsibilities. Describes that the consortium has membership exceeding the minimum number of required partners, totaling 5 or more committed partners. Indicates the Board is willing to meet quarterly. Has plans to discuss the process for developing operational policies and procedures that promotes a regional infrastructure of sustainable student support. The consortium Board indicates it will work with the fiscal agent as necessary to support operations. Match amounts on Form B indicates buy-in from the partners.	Indicates whether the consortium is existing or new. Describes the membership of the consortium Board and the fiscal agent, and provides some information on the partners' roles and responsibilities. Describes that the consortium has membership equal to the minimum number of 4 required partners. Indicates the Board's willingness to meet as needed. Has vague plans to discuss developing operational policies and procedures. The consortium Board acknowledges the need to work with the fiscal agent. Match amounts indicated from the partners on Form B leave questions as to the level of commitment.	Is not clear the consortium is existing or new. Describes the Board membership, but the description lack details on the roles and responsibilities. Does not mention the frequency of meetings, or the need to develop policies and procedures. The narrative lacks clarity of the consortium and its ability to govern effectively. There is a lack of information regarding the fiscal agent or confusion about the fiscal agent's role in the consortium operations. Match amounts are missing or not supported on Form B.

Section 3: Program Activities and Services (35 points)

Rubric for 3.1 (10 POINTS)

3.1 Describe the needs of students and schools within the region.

- The demographic and socio-economic characteristics of the students within the region.
- Current activities and services that exist to assist disadvantaged students in the region to prepare for postsecondary education and training.
- Identify gaps within the region's educational infrastructure for preparing students to be ready and eligible for postsecondary education and training.

Excellent (10–9 points)	Strong (8–6 points)	Good (5–3 points)	Minimal (2–0 points)
Provides a detailed analysis of the demographic and socio-economic characteristics of the students in the region and provides data on trends and anticipated changes in the region. Thoroughly articulates what activities and services are available through the schools and other partners who serve disadvantaged youth. Identifies the gaps in the regional infrastructure and student needs that the Cal-SOAP funding and match funding will be used to address.	Provides a strong analysis of the demographic and socio-economic characteristics of the students in the region and provides data on current and future needs. Articulates what activities and services are available through the schools and other partners who serve disadvantaged youth. Identifies gaps in the regional infrastructure that the Cal-SOAP funding and match funding can be used to address.	Provides data on the demographic and socio-economic characteristics of the students in the region. Articulates examples of activities and services available for disadvantaged youth. Identifies gaps in the services offered by the partners that the Cal-SOAP funding and match funding may address.	Provides minimal data on the demographic and socio-economic characteristics of the students in the region. Fails to articulate what activities and services are available through the schools and other partners who serve disadvantaged youth. Is vague regarding the gaps in services within the region and the needs of students.

Rubric for 3.2 – 3.5 (15 Points)

3.2 Describe the proposed system or continuum of services, that will be established to optimally serve disadvantaged students.

3.3 Describe how the consortium plans to address the required activities specified in Education Code Section 69561.

3.4 Describe the allowable activities and services to be provided through the consortium, including both grant funded and match funded activities and services. Activities and services incorporate the 3 domains of Academic, Advising, and Outreach. Explain how the consortium will leverage existing structures and resources from the consortium partners to provide allowable activities and services.

3.5 Outline how the consortium will use a systematic approach to providing tutoring and peer assistance.

Excellent (15–13 points)	Strong (12–9 points)	Good (8–3 points)	Minimal (2–0 points)
Thoroughly describes the system of services that will be provided by the consortium to address student needs and prepare students to be college ready and eligible. Provides details on the activities and services that are offered in each of the 3 domains, Academic, Advising, and Outreach, and how the services are matched to student needs. Provides a thorough explanation of the case management approach to ensure student achievement is supported. All students served by the consortium are provided information, receive	Describes the system of services that will be provided by the consortium to address student needs and prepare students to be college ready and eligible. Provides details of the types of activities and services that may be offered in the 3 domains, Academic, Advising, and Outreach, and how the services can meet student needs. Provides a strong explanation of the case management approach to boost student achievement. A majority of the students served by the consortium are provided information, receive counseling or coaching	Describes the system of services that the consortium will offer to address student needs and prepare students to be college ready and eligible. Provides an overview of the types of activities and services that can be offered in the 3 domains, Academic, Advising, and Outreach, and how the services can meet student needs. Provides an overview of the case management approach. Cal-SOAP students served by the consortium are provided information, receive counseling or coaching support, and produce a college- career plan. Provides	Does not adequately describe a system of services. Is lacking on specifics regarding how the program will prepare students to be college ready and eligible. There is a lack of a coherent support system of counseling or coaching support and a demonstrated lack of case information/knowledge on using a case management system. College and career plans are done as determined by the individuals school and staff. College and FAFSA-CADAA events are not adequately described.

counseling/coaching support, and produce a college career plan. Provides a thorough description of tutoring services, and how they are designed to foster student skill development. At least 10 Cash for College and FAFSA-CADAA events are sponsored to ensure all students in the region have an opportunity for college support funding.	support, and produce a college- career plan. Provides a description of tutoring services, and how they are designed to promote student skill development. At least 6 Cash for College and FAFSA-CADAA events are sponsored to ensure students in the region have access to college support funding.	a description of tutoring services. At least 4 Cash for College and FAFSA-CADAA events are sponsored in the fall and spring to ensure students in selected schools have access to college support funding.	

Rubric for 3.6 – 3.8 (10 Points)

3.6 Describe how the Cal-SOAP consortium will identify and recruit students to participate in the Cal-SOAP activities and Services.

3.7 What Cal-SOAP related activities and services will the consortium seek to add in the future that will not be offered during the 2020-21 school year? Future activities or services can be either grant funded or match funded.

3.8 Describe how the Inland Empire Cal-SOAP consortium will support the creation of a college going culture through a regional infrastructure in all aspects of the programs, activities and services offered through the grant or in-kind match.

Excellent (10-9 points)	Strong (8-6 points)	Good (5-3 points)	Minimal (2–0 points)
Thoroughly and convincingly describes a systematic approach for identifying, recruiting and retaining students. The consortium has identified specific activities and services that will be added in the future based on the gaps in the needs assessment. Future activities and services are designed to maximize the use of grant and match funding and prepare the consortium to sustain the program into the future. Provides convincing understanding and outline of the components of a regional infrastructure for systematically providing effective services.	Strongly describes a systematic approach for identifying, recruiting and retaining students. The consortium has identified activities and services that will be added in the future based on the gaps in the needs assessment. Future activities and services are designed to increase the use of match funding and prepare the consortium to sustain the program into the future. Provides understanding and outline of the components of a regional infrastructure for systematically providing effective services.	Describes a systematic approach for identifying, recruiting and retaining students. The consortium has identified examples of activities and services that will be added in the future based on the gaps in the needs assessment. Future activities and services will be considered for future match commitments to sustain the program into the future. Provides some understanding of the components of a regional infrastructure for systematically providing effective services.	Lacks a description of a systematic approach for identifying, recruiting and retaining students. The consortium has no firm plans for sustaining the program. Lacks depth in the understanding of the components of a regional infrastructure for systematically providing effective services.

Section 4: Consortium Operations (10 points)

Rubric for 4.1-4.8 (10 points)

4.1 Describe the location and main functions of the Inland Empire Cal-SOAP consortium headquarters. How does this location enhance the work of the consortium?

4.2 Describe the process for recruiting, training, and deploying tutors and peer advisors. The tutors and peer advisors who will work directly with middle and high school students must be enrolled in college as undergraduate or graduate students and demonstrate they have financial need.

4.3 Describe other types of training the consortium plans to offer to strengthen the college going infrastructure of the Inland Empire Cal-SOAP delivery system.

4.4 Outline the strategies the Inland Empire Cal-SOAP consortium will use to avoid duplication of services to eligible youth and to maximize the use of the Cal-SOAP grant funding with the least indirect cost rate. At least half of the student population served must represent traditionally underserved/underrepresented groups.

4.5 Describe how the Inland Empire Cal-SOAP project includes direct involvement from the school staffs in daily operations, demonstrating effective integration of Cal-SOAP objectives and school district services.

4.6 Describe how the Inland Empire Cal-SOAP consortium will work with CSAC and other Cal-SOAP consortia and to ensure coordination on student services, consistent administrative procedures, and effective project activities.

4.7 Describe how the consortium will build and maintain a dynamic website and presence on appropriate social media.

4.8 Describe the consortium’s plan for using any of the grant funding for the first 6-month period for consortium planning and preparation. How will services to students begin at the earliest date possible during the planning and preparation process?

Excellent (10–9 points)	Strong (8–6 points)	Good (5–3 points)	Minimal (2–0 points)
Provides thorough and convincing evidence that the operations of the consortium are designed to efficiently support the mission and vision of the consortium with the least indirect cost rate. Compelling evidence is presented on how the location of the Inland Empire Cal-SOAP consortium enhances the work of the consortium. A thorough description is provided on the recruitment and training of tutors and other staff to support the students in the consortium. Further compelling explanations are given on the direct involvement from the school staffs in daily operations and efforts to avoid duplication of services to eligible youth. A convincing rationale is presented to support the need for consortium planning and preparation during the first 6 months of operation, while maintaining a base of services for Cal-SOAP students. A thorough description of plans	Provides strong explanation of the consortium operations designed to support the goals and mission of the consortium with the least indirect cost rate. A strong rationale is presented on how the location of the Inland Empire Cal-SOAP consortium supports the work of the consortium. A strong description is provided on the recruitment and training of tutors and other staff to support the students in the consortium. Evidence is provided on the direct involvement from the school staffs in daily operations and efforts to avoid duplication of services to eligible youth. A strong explanation is presented to support the need for consortium planning and preparation during the first 6 months of operation, while maintaining a base of services for Cal-SOAP students. A description of plans to coordinate services with CSAC and other Cal-SOAP consortia is provided, as well as explaining efforts to build	Provides a description of the consortium operations designed to support the consortium with the least indirect cost rate. An explanation is provided on the location of the Inland Empire Cal-SOAP. A description is provided on the recruitment and training of tutors and other staff to support the students in the consortium. An explanation is provided on the involvement of the school staffs in consortium operations and efforts to avoid duplication of services to eligible youth. A limited explanation is presented to support the need for consortium planning and preparation during the first 6 months of operation, while maintaining some services for Cal-SOAP students. A description of plans to coordinate services with CSAC and other Cal-SOAP consortia is addressed. Plans are described for building and maintaining a consortium website.	The explanation of the consortium operations lacks detail or is vague. A weak rationale is provided on the location of the Inland Empire Cal-SOAP. The training or tutors and other staff lacks detail and coherence. Coordination with school staffs in daily operations is not explained or vague. Little consideration is given to avoiding duplication of services to eligible youth. Consortium planning and preparation during the first 6 months is not provided in detail, nor is providing a base of services to Cal-SOAP students during that time period. Service coordination with CSAC and other consortia are vague or not included, as well not explaining efforts to build and maintain an effective consortium website or presence on appropriate social media.

to coordinate services with CSAC and other Cal-SOAP consortia is outlined, as well as effective strategies to build and maintain a dynamic website and presence on appropriate social media.	and maintain an effective consortium website and presence on appropriate social media.		

Section 5: Outcome Measures (20 points)

Rubric for 5.1 to 5.4 (20 points)

5.1 Address required and identify supplementary priority outcomes from the Student Outcomes section, on which the consortium will focus and be held accountable for during the 2020-21 program year (refer to Student Outcome Measures on pages 23-24). Applicants who provide not only data on Cal-SOAP students served, but who also provide data on comparable populations that remain unserved to demonstrate the value of Cal-SOAP programs and services will receive additional consideration.

5.2. Explain the decision-making process that determined the priority outcomes and how the consortium will continue to establish annual performance goals and priorities.

5.3 Describe the consortium's ability and commitment to collect, track, analyze student and program level data and report to CSAC by the established reporting deadlines.

5.4 Describe how the consortium will utilize statewide, regional, or multi-region systems for data collection and data exchange to determine the number of students who enroll in postsecondary education/training and persist through the first year.

Excellent (20-15 points)	Strong (14–10 points)	Good (9–5 points)	Minimal (4–0 points)
Provides a compelling rationale for addressing the required and all 4 of the supplementary student priority outcomes the consortium will focus on during the first year of operation. A convincing explanation is provided on how these priority outcomes serve to shape and support the work of the Cal-SOAP	Provides a strong rationale for addressing the required and at least 3 supplementary student outcomes the consortium will focus on during the first year of operation. An explanation is provided on how these priority outcomes serve to shape and support the work of the Cal-SOAP project and school staffs to improve student	Provides a rationale for addressing the required and at least 2 supplementary outcomes for the first year of operation. An overview is provided on how these priority outcomes will improve student college and career readiness. The consortium describes their anticipated system of collecting, monitoring and	A weak explanation is provided on how the RFA will address the required student outcomes. It is not clear how the priority outcomes will affect student outcomes or the operation of the Cal-SOAP consortium. The consortium has limited capability to collect and report the required data. The narrative lacks an

project and school staffs to improve student college and career readiness. The consortium describes a robust system of collecting, monitoring and using data to assist individual student's academic and career development, and to improve the consortium's system of services and activities. The consortium has signed agreements among the partners to share data to track student progress from middle to high school, and then through the first year of college/training. Consortium has clear systems in place to ensure all data reporting to CSAC is completed thoroughly and on time. Demonstrates the ability to provide not only data on Cal-SOAP students served, but who also provide data on comparable populations that remain unserved to demonstrate the value of Cal-SOAP programs and services.	college and career readiness. The consortium describes their planned system of collecting, monitoring and using data to assist individual student's academic and career development and to improve the consortium's system of services and activities. The consortium has signed agreements among some partners to share data to track student progress from middle to high school, and then through the first year of college/training. Further, the consortium is developing systems to complete required data reporting to CSAC. Demonstrates the ability to provide not only data on Cal-SOAP students served, but who also provide data on comparable populations that remain unserved to demonstrate the value of Cal-SOAP programs and services.	using data to support students' academic and career development and to improve the consortium's services and activities. The consortium is developing signed agreements among partners to allow the sharing of data to track student progress from form secondary to postsecondary education/training. Further, the consortium is developing systems to complete required data reporting to CSAC.	understanding on how to effectively use data to improve services or track students between the educational segments.

Section 6: Cal-SOAP Sustainability (10 points)

Rubric for 6.1 (10 points)

6.1 Explain the consortium's long-term sustainability plan for continuing the Cal-SOAP activities and services. Include types of programs, partnerships, resources, and funding that will help sustain the Cal-SOAP program after the grant period has ended.

Excellent (10–9 points)	Strong (8–6 points)	Good (5–3 points)	Minimal (2–0 points)
The consortium partners and fiscal agent have collaboratively developed comprehensive strategies for sustaining the Cal-SOAP project following the end of the grant. The partners have designated funding streams and staff to continue assisting and supporting disadvantaged youth. Written plans and budgets have been developed outlining commitments for 2 years following the end of the grant from July 2021 to June 2023. Consortium policies and agreements have been developed to facilitate long term commitments to continue to support a system of integrated services.	The consortium partners and fiscal agent outlined strong steps for developing strategies to sustain the Cal-SOAP project following the end of the grant. The partners have identified potential funding streams and staff to support and assist disadvantaged youth. Written plans and budgets will be developed outlining commitments following the end of the grant. Consortium policies and agreements will be discussed and developed to continue to support integrated Cal-SOAP services.	The consortium partners have discussed steps for how to sustain the Cal-SOAP project following the end of the grant. The partners are aware of the need to identify potential funding streams and staff to support and assist disadvantaged youth. Written plans and budgets for future years will be discussed over the initial 2 years of the grant. Consortium policies and agreements will be developed as necessary to sustain support for the Cal-SOAP services.	There is little or no evidence that the consortium partners have considered sustaining the grant following the two-year grant period. Further, little discussion has occurred for developing a sustainability plan. The consortium partners and staff have not developed potential plans or strategies that could influence on-going support for the Cal-SOAP project.

Section 7: Budget and Budget Narrative (25 points)

An annual budget is required for the 2019-20 and 2020-21 academic years listing the program expenses that will be identified using grant funds in the school year. Matching amounts from partners should also be displayed in the proposed budgets. Provide a detailed budget narrative for each academic year justifying each line item cost contained in the Grant Budget Page. The narrative should include how the proposed costs are necessary and reasonable in terms of benefits to students within the Cal-SOAP program. Attach Forms C and D.

Rubric for 7.1 and 7.2 (25 points)

7.1 The Budget Page, Form C, is required for each program year listing the planned amounts in each budget category. Matching amounts from the partners should also be displayed on the proposed budget forms.

7.2 For each Budget Page, please provide a narrative, Form D, that details the proposed expenditures in each budget line item.

Excellent (25-21 points)	Strong (20-16 points)	Good (15-6 points)	Minimal (5-0 points)
Grant Budget Pages: Program expenses for the Inland Empire Cal-SOAP grant for the 2019-20 and 2020-21 academic years are indicated and complete.	Grant Budget Pages: Program expenses for the Inland Empire Cal-SOAP grant for the 2019-20 and 2020-21 academic years are indicated and complete.	Grant Budget Pages: Program expenses for the Inland Empire Cal-SOAP grant for the 2019-20 and 2020-21 academic years are indicated and complete.	Grant Budget Pages: Program expenses for the Inland Empire Cal-SOAP grant for the 2019-20 and 2020-21 academic years are indicated and incomplete.

Grant Budget Narrative: Includes convincing evidence of matching funds or in-kind contributions of more than 1.5:1. The budget narrative clearly identifies program expenses for each year of the grant period. Budget narrative also describes the need for such expense and clearly shows the benefits to students. Expenditures clearly align to the activities and services described in the application narrative.	Grant Budget Narrative: Includes evidence of matching funds or in-kind contributions of more than 1.5:1. The budget narrative identifies program expenses for each year of the grant period. Budget narrative also describes the need for such expense and implies the benefits to students. Expenditures align to the activities and services described in the application narrative.	Grant Budget Narrative: Includes some evidence of matching funds or in-kind contributions. The budget narrative identifies program expenses for each year of the grant period. Mentions the benefits to students. Some alignment between the expenditures for activities and services described in the application narrative.	Grant Budget Narrative: Contains little or no evidence of matching funds or in-kind contributions. The budget narrative minimally identifies program expenses for each year of the grant period. Does not discuss benefits to students. Lacks alignment between the expenditures and the activities and services described in the application narrative.

Appendix B:

General Assurances 2019-2021

General Assurances and Certifications required for grants supported by state funds in 2019-2021

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1. Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code §11135; and Chapter 1, Subchapter 4 (commencing with §30) of Division I of Title 5, California Code of Regulations (5 CCR)
2. Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972. Each program or activity conducted by the local educational agency (LEA) will be conducted in compliance with the provisions of Chapter 2, (commencing with §200), Prohibition of Discrimination on the Basis of Sex, of Part 1 of Division 1 of Title I of the California Education Code (EC), as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.
3. Programs and services are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.
4. Programs and services are and will be in compliance with the Age Discrimination Act of 1975.
5. Programs and services for individuals with disabilities are in compliance with the Americans with Disability Act of 1990.
6. All state and federal statutes, regulations, program plans, and applications appropriate to each program under which funds are made available through this application will be met by the applicant agency in its administration of each program.
7. The fiscal agent will use fiscal control and fund accounting procedures that will ensure proper disbursement for state funds paid to that agency under each program. (5 CCR, §4202)
8. The Consortium through its project director and/or fiscal agent will make reports to the California Student Aid Commission as may reasonably be necessary to enable the California Student Aid Commission to perform its duties and will maintain such records and provide access to those records as CSAC deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used.
9. The local governing board has adopted written procedures to ensure prompt response to complaints within 60 days, and has disseminated these procedures to students, employees, parents or guardians, district/school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR, §4600 et seq.)
10. Programs and services are and will be in compliance with Section 8355 of the California Government Code and the Drug-Free Workplace Act of 1988, and implemented at CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110.
11. The California Student Aid Commission and its authorized representatives shall be granted the right to audit, to examine, and to make copies of or extracts from the disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. Such records shall include, but not be limited to, accounting records, written policies and procedures, subcontract or employment files, and documents supporting outcome measures as identified in the RFA.