

**Solicitation Announcement: Central San Joaquin Valley K-16 Partnership  
Project Proposal Application**

| **Collaborations:** | **Fresno-Madera K-16 Collaborative (FMK16C)**  **Tulare Kings College & Career Collaborative (TKCCC)** |
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| **Application Deadline:** | **Friday, October 14, 2022, 5:00 PM** |
| **Submit Application Via Email:** | [**samanthalambert@csufresno.edu**](mailto:samanthalambert@csufresno.edu) |
| **Grant Duration:** | **36 - 42 Months** |
| **Anticipated # of Awards:** | **15 - 25** |
| **Available Funding for FMK16C and TKCCC Institutions:** | **Up to $13,688,600** |
| **Anticipated Project Award Range:** | **$100,000 - $3,000,000** |
| **Letter of Intent:** | **Not Required** |
| **Matching Funds:** | **Not Required** |

1. **Executive Summary**

The Central San Joaquin Valley K-16 Partnership (Partnership) was created to strengthen our region’s education and socioeconomic equity, leadership, support and impact on the 300,000+ K-16 students and adult learners we serve. Our aim is to eliminate intersegmental silos and unite our partners to build relationship infrastructure for future work. By braiding our approaches and resources, we are confident there will be a significant increase in filling our LMI-supported job talent pipeline and ensuring that individuals personally thrive.

This grant program will support activities related to supporting the overarching goals of the Partnership:

1. Increase the number of graduates with postsecondary degrees and certifications in high growth, high wage disciplines that will meet the region’s economic and labor market needs.
2. Address race equity, diversity and inclusion of our most vulnerable populations by reducing economic disparities through improved socioeconomic mobility in degree and certification attainment and the labor market.
3. Increase educational attainment levels by improving graduation rates and shortening time to completion for certifications, associate degrees and bachelor’s degrees in pathways to employment.

On May 26, 2022, the California State University, Fresno Foundation on behalf of the Partnership was awarded $18.13 million by the California Regional K-16 Education Collaboratives Grants Program (K-16 Program). The K-16 Program, which is housed within the California Department of General Service (DGS) Office of Public School Construction (OPSC), is made possible by a $250 million appropriation to DGS in the Budget Act of 2021. The K-16 Program is part of a statewide strategy for strengthening education-to-workforce pathways and ensuring that education, vocational, and workforce programs work in partnership to address the income, racial, and gender inequalities in education and employment. The Partnership is one of six collaboratives to receive the maximum award and the grant funds have been awarded generally for purposes of supporting regional K-16 education collaboratives to create streamlined pathways from high school to postsecondary education and into the workforce. As a condition of receiving grant funds, the Partnership commits to the following:

| *OPSC Implementation Partnership Requirements and Commitments* | |
| --- | --- |
| By June 30, 2024:   * Implement six of the target Recovery with Equity report recommendations and support continued progress through the end of the grant period of performance. * Fully establish three occupational pathways (Business, Education and Engineering/Computing). * New participants (K-12, college, adult learners) across all four pathways collectively will exceed 3,600 (with an intermediary goal of 900 by June 30, 2023). * Increase the number of high quality, diversified educational faculty and administrative staff demonstrated by demographic, baseline and growth data, and participation in DEI professional development training. | |
| By June 30, 2026:   * Fully establish the fourth occupational pathway (Health). * New participants (K-12, college, adult learners) across all four pathways collectively will exceed 9,000 (with an intermediary goal of 7,000 by June 30, 2025). * Ensure an increased number of high quality, diversified educational faculty and administrative staff demonstrated by demographic, baseline and growth data, and participation in DEI professional development training. | |
| **See** [**Attachment A**](https://drive.google.com/file/d/1x0abDrqvSb_vUpuuqFhH_eKSmQ0RHKQK/view)**: California Regional K-16 Education Collaboratives Grant Program Work Plan for more details on the Partnership’s Requirements and Commitment.** | |

**B. Timeline for Use of Funds and Reporting**

The overall period of performance for the 4-year grant award is July 1, 2022 - June 30, 2026. Funded projects will have a period of performance of January 1, 2023 - June 30, 2026.

**Key Application Deadlines:**

* **First Week of August 2022**: Project proposal applications open.
* **October 14, 2022**: Project proposal applications due.
* **October 2022 - December 2022**: Project proposal applications are reviewed and awarded
* **January 2023**: Project contracting between grant awardee and the California State University, Fresno Foundation and project commencement.
* **June 30, 2026**: Period of performance for each grant award concludes.
* **July 20, 2026**: Final project reports due.

**Key Project Progress & Expenditures Reporting Deadlines:**

| *Project Quarterly Reporting*  *to the Partnership* | *Project Biannual Progress Reporting  to the Partnership* |
| --- | --- |
| In order for the Partnership to meet the OPSC Reporting deadlines, all partners with awarded projects will be required to submit quarterly progress updates 20 days immediately following the end of the quarters to inform the OPSC grant-required quarterly reporting on the cumulative collaborative expenditures to date along with a narrative describing progress toward project goals and milestones. If an institution is closed for a holiday on the due date, the reports must be submitted in advance; no late reports will be accepted. | Partners are expected to submit more detailed progress reports to the Partnership twice a year that will include project outcomes and data tracking (i.e., prior fall/spring enrollment and actual completers; prior winter/summer enrollment and actual completers; current spring/fall enrollment with projected completers; K-12 College and Career Readiness data; community college and university data dashboard elements). |
| * Q2 - January 20, 2023, 2024: 2025, 2026 * Q3 - April 20, 2023; 2024; 2025; 2026 * Q4 - July 20, 2023; 2024; 2025; 2026 * Q1 - September 20, 2023; 2024; 2025 | * January 20, 2023; 2024; 2025; 2026 * July 20, 2023, 2024: 2025, 2026 * **Final report**: July 20, 2026 **(no extensions)** |
| **Final report is July 20, 2026.** Awarded project proposals must commence activity no later than January 1, 2023 (subject to contract award and may be reviewed on a case-by-case basis). Changes or additions to reporting are subject to OPSC, the Partnership and/or California State University, Fresno Foundation requirements. | |

**C. Purpose, Process and Funding**

Funded proposals will be for the implementation of the four prioritized pathways and must include implementation of target Recovery With Equity recommendations along with the Partnership’s overarching goals, key elements, and design principles. To strengthen intersegmental collaboration, partners are encouraged to participate in multiple pathways; partner participation is unlimited.

No more than one pathway per proposal unless the project is instrumental and overarching over all pathways and not specific to a single pathway (i.e., math at grade level, DEI focus, Virtual Dual Enrollment Hub). Eligible educational partners may submit and receive funding for up to six intersegmental partnership proposals.

In the context of accomplishing our overarching goals, and the implementation of pathways and Recovery With Equity recommendations, **each proposal must address all of the following priorities**:

1. **Maximum of one of the four Pathways:**

* Business (open to FMK16C only)
* Education (open to FMK16C and TKCCC)
* Engineering/Computing (open to FMK16C only)
* Health (open to FMK16C and TKCCC)

1. **Minimum of four of the six Recovery With Equity Recommendations**
2. Improve faculty, staff and administrator diversity
3. Cultivate inclusive, engaging and equity-oriented learning environments
4. Retain students through inclusive support
5. Provide high-tech, high-touch advising
6. Support college preparation and early credit
7. Improve college affordability

**(3) Minimum of two of the three Overarching Goals of the Partnership**

1. Increase the number of graduates with postsecondary degrees and certifications in high growth, high wage disciplines that will meet the region’s economic and labor market needs.
2. Address race equity, diversity and inclusion of our most vulnerable populations by reducing economic disparities through improved socioeconomic mobility in degree and certification attainment and the labor market.
3. Increase educational attainment levels by improving graduation rates and shortening time to completion for certifications, associate degrees and bachelor’s degrees in pathways to employment.

**(4) Minimum of *Key Element - Equity and Outreach* and three additional Key Elements of the Partnership (four total)**

1. **Equity and Outreach** (race equity, diversity and inclusion; creating and leveraging intersegmental connectivity for all work)
2. **Early College Credit/Dual Enrollment** (equity and access, including high school teacher pipeline)
3. **Support Systems** (academic and social-emotional support for educators, students and community)
4. **Employer Partnerships** (work-based learning experiences)
5. **Integrated Data System** (e.g. CCGI, Cradle to Career Unique ID)
6. **Pathway/Curriculum Alignment** (accessible academic and work-based learning curriculum to ensure progress in degree-applicable coursework)
7. **Virtual Instruction and Experiences** (e.g., labs, Virtual Dual Enrollment Hub)
8. **Shared Assets** (physical and personnel)
9. **Year-Round Operations** (focus on summer and winter)

**(5) Intentional proposal development should intrinsically incorporate all of the nine Design Principles of the Partnership**

1. Be a bold K-16 **intersegmental collaboration** that leverages existing infrastructure in the region.
2. Be **student-centered**, ensuring success for all students throughout K-16, and addressing pain points and barriers for the most vulnerable populations.
3. Demonstrate significant strides to **close the equity gap**.
4. **Eliminate institutional and transitional barriers** in the delivery of K-16 education.
5. **Address capacity, expanding access** to higher education opportunities at the regional level leading to K-16 educational pathways
6. **Shorten time to completion and increase completion rates** for postsecondary degrees and certifications.
7. **Align with the region’s economic and labor market needs, promote a culture of innovation and include Work Based Learning**. (Pathway projects must have work-based learning (WBL) components; i.e. job shadowing, internships, workplace tours, clinical experience; see [FMK16C](https://drive.google.com/file/d/1OpRZX_Ib0ZEpAemQVuDirFijKncx2VVg/view?usp=sharing) and [TKCCC](https://drive.google.com/file/d/1F4zfqcLXs6FEO9pgB7HocHGf6hzw-saW/view?usp=sharing) WBL Continuums for more information).
8. Incentivize students to **enter and stay** in the regional labor market.
9. Develop a **program process that is replicable** in regions facing similar problems.

**Requested funding is to be budgeted over four (4) academic years as follows:**

* **Year 1: 1/1/2023 - 6/30/2023**
* **Year 2: 7/1/2023 - 6/30/2024**
* **Year 3: 7/1/2024 - 6/30/2025**
* **Year 4: 7/1/2025 - 6/30/2026**

**Total available funding to Partnership-eligible institutions is $13,688,600**

Individual project applications do not have maximum award amounts, however, maximum award amounts per participating institution will be considered based on their total number of requests and other similar institution types as outlined below:

* Total funding requested by the University of California: Four Year+ Public Institutions Serving across CERF Region must not exceed $1,450,000 for all proposals submitted for this solicitation.
* Total funding requested by the California State University: Four Year+ Public Institutions Serving across CERF Region must not exceed $1,450,000 for all proposals submitted for this solicitation.
* Total funding requested by Four Year+ Private NFP Institutions Serving across CERF Region must not exceed $451,000 for all proposals submitted for this solicitation.
* Total funding requested by a FMK16C community college or K12 partner must not exceed $500,000 for all proposals submitted for this solicitation.
* Total funding requested by a TKCCC community college or K12 partner must not exceed $300,000 for all proposals submitted for this solicitation.

It is the responsibility of the participating organizations to coordinate and track their own collective funding requests in order to ensure significant, focused and meaningful work and to prevent an institution from requesting funds above the maximum amount. If there are unawarded and available funds following the award of projects, subsequent applications may be solicited and considered.

**D. Eligible Applicants**

The following within the Central San Joaquin Valley CERF Region (Fresno, Madera, Tulare, and Kings Counties) are eligible to apply to receive funding (subject to Government Code 11135-11139 and applicable Local, State and Federal laws):

* K-12 districts who are California College Guidance Initiative (CCGI) partners
* County Offices of Education
* California Community Colleges
* California State University and Foundation Programs
* University of California and Foundation Programs
* Private, non-profit universities

All proposals must include a partnership of a minimum of two (2) intersegmental eligible co-applicants. Project proposals are encouraged to have a partnership of multiple (4 - 6), intersegmental eligible co-applicants, as well as industry representatives and not-for-profit/exempt community-based organizations (CBOs).

Project proposals demonstrating collaboration with multiple intersegmental eligible applicants will receive bonus points in the scoring rubric (See [Attachment B](https://docs.google.com/spreadsheets/d/1UUXFI_Nrv7BXIlYs7jPFMjcpQt0IOzUV/copy?usp=sharing&ouid=105696414956106192092&rtpof=true&sd=true)).

**E. Evaluation and Award Process**

The Partnership will evaluate each application in a two-part process. First, applications will be screened to ensure that it meets the administrative requirements set forth in this RFA. Second, a review process involving a panel of volunteer reviewers will be used to independently evaluate applications that have met the administrative requirements using a scoring rubric found in [Attachment B](https://docs.google.com/spreadsheets/d/1UUXFI_Nrv7BXIlYs7jPFMjcpQt0IOzUV/copy?usp=sharing&ouid=105696414956106192092&rtpof=true&sd=true).

Project proposal applications receiving an **average score of 70% and above** will be considered for funding based on meeting the rigorous program and financial requirements as outlined in the RFA and scoring rubric. After the reviews have been completed, the responsible program staff of the Partnership will recommend to the respective governing bodies a list of projects to be either approved for award from currently available funds or declined.

The complete list of recommended awards will be presented to the respective collaborative governing bodies (e.g., Fresno and Madera Counties: Fresno-Madera K-16 Collaborative; Tulare and Kings Counties: Tulare Kings College & Career Collaborative) for their approval. The final list of awarded projects will be shared with the Central San Joaquin Valley K-16 Partnership Steering Committee. Approved projects will be contracted and monitored by the Fresno-Madera K-16 Collaborative via the California State University, Fresno Foundation.

Program staff and the California State University, Fresno Foundation on behalf of the Partnership and in collaboration with Tulare Kings College & Career Collaborative reserve the right to negotiate with the proposal applicants and/or the submitting organizations regarding project revisions (e.g., reductions in the scope of work, funding level, period, or method of support) prior to recommending any project for funding; to award in part, to reject all proposals, in its entirety or in part, and to waive technical defects, irregularities or omissions if, in its judgment, the best interest of the Partnership would be served. Applicants may also be requested to provide supplemental information based upon reviewer and program staff questions.

If a proposal is selected for funding, Fresno-Madera K-16 Collaborative lead staff on behalf of the Partnership and in collaboration with Tulare Kings College & Career Collaborative will initiate a grant award letter.

After the review process has been completed and upon request, copies of reviews, *not* including the identity of reviewers, and a summary (if applicable) of the reviewer comments will be made available to the Project Lead(s).

***Conflicts of interest***. Extreme care will be taken to prevent any actual or perceived conflicts of interest that may influence the review or evaluation of proposals.

**F. Reporting, Data Collection and Professional Learning**

A funded applicant must comply with all reporting requirements including but not limited to invoicing and quarterly/biannual reporting that describes project activities, accomplishments, and outcomes. Reporting requirements must be fulfilled by the end of year one in order to receive subsequent year funding. The primary purposes of the reports are to: (a) demonstrate that substantial progress has been made toward meeting the objectives of the project as outlined in the grant application; and (b) collect data that address the performance indicators and metrics of the projects. More details about the reports, data collection and performance outcomes will be provided at a later date.

An institutional representative from each funded project must participate in related Pathway Working Groups/Communities of Practice and grantee meetings, as applicable.



**Project Proposal Application - Please Fill Out Completely!**

Partners are encouraged to participate in multiple projects and pathways (Business, Education, Engineering/Computing and Health). However, it is the responsibility of each partner to ensure their involvement is impactful and meaningful to the objectives the grant in each project participated. It is recommended that no institution be the lead in more than six proposals. Applications not following the Project Proposal Application form and/or failing to address each item will be returned as incomplete.

1. **APPLICANT SUMMARY (this section needs to be completed by each intersegmental partner participating in this project and requesting funding; duplicate this section for each institutional co-lead; add additional lines, needed).**

| **1.** | Lead Institution Name:  Project Pathway:  Project Title:  Project Co-Lead Point of Contact:  Name:  Title:  Mailing address:  Email:  Phone number:  Accounts Payable (Invoicing) Point of Contact:  Name:  Title:  Mailing address:  Email:  Phone number:  Funding Requested: | **2.** | Co-Lead Institution Name:  Project Pathway:  Project Title:  Project Co-Lead Point of Contact:  Name:  Title:  Mailing address:  Email:  Phone number:  Accounts Payable (Invoicing) Point of Contact:  Name:  Title:  Mailing address:  Email:  Phone number:  Funding Requested: |
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| **3.** | Co-Lead Institution Name:  Project Pathway:  Project Title:  Project Co-Lead Point of Contact:  Name:  Title:  Mailing address:  Email:  Phone number:  Accounts Payable (Invoicing) Point of Contact:  Name:  Title:  Mailing address:  Email:  Phone number:  Funding Requested: | **4.** | Co-Lead Institution Name:  Project Pathway:  Project Title:  Project Co-Lead Point of Contact:  Name:  Title:  Mailing address:  Email:  Phone number:  Accounts Payable (Invoicing) Point of Contact:  Name:  Title:  Mailing address:  Email:  Phone number:  Funding Requested: |
| **5.** | Co-Lead Institution Name:  Project Pathway:  Project Title:  Project Co-Lead Point of Contact:  Name:  Title:  Mailing address:  Email:  Phone number:  Accounts Payable (Invoicing) Point of Contact:  Name:  Title:  Mailing address:  Email:  Phone number:  Funding Requested: | **6.** | Co-Lead Institution Name:  Project Pathway:  Project Title:  Project Co-Lead Point of Contact:  Name:  Title:  Mailing address:  Email:  Phone number:  Accounts Payable (Invoicing) Point of Contact:  Name:  Title:  Mailing address:  Email:  Phone number:  Funding Requested: |

* + Total Project Funding Requested Over Four Academic Years (Year 1: 1/1/2023 - 6/30/2023; Year 2: 7/1/2023 - 6/30/2024; Year 3: 7/1/2024 - 6/30/2025; Year 4: 7/1/2025 - 6/30/2026): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **PARTNERS SUMMARY**
   * Each Intersegmental Partner Co-Lead seeking funding under this proposal from the Central San Joaquin Valley K-16 Partnership must complete the information required in the Applicant Summary above.
   * List additional Central San Joaquin Valley K-16 Partnership partners not receiving direct funding under this proposal below.
     + List all high school, college, employer, or others from the Partnership, including their respective point(s) of contact and a brief indication of their role in implementing the pathway, Recovery with Equity recommendations, and/or Partnership overarching goals, key elements, design principles, etc.
     + Add additional lines, if needed.

| **Name** | **Email** | **Project Role** |
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1. **PROJECT SUMMARY- PROPOSED SCOPE OF WORK**

Description of Project [10 pages maximum]

* + Provide a summary description of your proposed project including the rationale, what need(s) would be met, how and when (timeline).
  + Clearly delineate and include each partners’ intended scope of work (i.e., separate paragraph(s) for each Partner Co-Lead).

1. **RECOVERY WITH EQUITY RECOMMENDATIONS**

Recovery With Equity Recommendations

* + How will this project address the Recovery with Equity recommendations?
  + At minimum, every project must address four (4) of these recommendations:
    - Improve faculty, staff and administrator diversity
    - Cultivate inclusive, engaging and equity-oriented learning environments
    - Retain students through inclusive support
    - Provide high-tech, high-touch advising
    - Support college preparation and early credit
    - Improve college affordability

1. **OVERARCHING GOALS OF THE PARTNERSHIP**
   * How will this project address the overarching goals of the Partnership?
   * At minimum, every project must address at least two (2) of these goals:
     + Increase the number of graduates with postsecondary degrees and certifications in high growth, high wage disciplines that will meet the region’s economic and labor market needs.
     + Address race equity, diversity and inclusion of our most vulnerable populations by reducing economic disparities through improved socioeconomic mobility in degree and certification attainment and the labor market.
     + Increase educational attainment levels by improving graduation rates and shortening time to completion for certifications, associate degrees and bachelor’s degrees in pathways to employment.
2. **KEY ELEMENTS OF THE PARTNERSHIP**
   * How will this project address the key elements of the Partnership?
   * At minimum, every project must address four (4) key elements that include Equity and Outreach and at least three (3) other key elements (Early College/Dual Enrollment; Support Systems; Employer Partnerships; Integrated Data System; Pathway/Curriculum Alignment;Virtual Instruction and Experiences; Shared Assets; or Year-Round Operations).
3. **DESIGN PRINCIPLES OF THE PARTNERSHIP**

How are the design principles of the Partnership being incorporated into this project? Please briefly address each of the following:

* + How will this project contribute as a bold K-16 intersegmental collaboration that leverages existing infrastructure in the region?
  + How is this project student-centered, ensuring success for all students throughout K-16, and addressing pain points and barriers for the most vulnerable populations?
  + How will this project demonstrate significant strides to close the equity gap?
  + How will this project eliminate institutional and transitional barriers in the delivery of K-16 education?
  + How will this project address capacity to expand access to higher education opportunities at the regional level leading to K-16 educational pathways?
  + How will this project shorten time to completion and increase completion rates for postsecondary degrees and certifications?
  + How does this project align with the region’s economic and labor market needs and promote a culture of innovation?
  + How will this project incentivize students to enter and stay in the regional labor market?
  + How would this project be replicable in regions facing similar problems?

1. **SUSTAINABILITY**

How does this project fit into your institution’s master plan? What are your plans for institutionalization post funding?

1. **ANTICIPATED OUTCOMES**

The K-16 Collaborative Grant requirements are very data- and outcome-driven. The Partnership is required to submit quarterly reports to OPSC demonstrating positive progress. These application requirements for baseline data and anticipated quantitative and qualitative outcomes, which will continue to be tracked over time, help to fulfill the data requirements of the grant.

* + **Baseline Data**
    - What is the baseline for this project in relation to the selected pathway (Business, Education, Engineering/Computing, or Health)?
      1. If this is an entirely new project or initiative, state so and expand on the rationale for pursuing this path based on quantitative or qualitative data already obtained.
      2. If this builds upon an existing project or initiative, be specific about existing successes and challenges that will allow measurement of growth, including new participants, as required by this grant.
    - **In addition to the specific baseline for this proposed project in relation to the selected pathway, please also be sure to provide the following baseline data within your proposal as applicable to each of the intersegmental Co-Lead institutions as indicated in the respective table per institution type (K-12, Community College and/or 4-Year University) AND selected Recovery With Equity (RWE) recommendations.** 
      1. Institution type tables are shown with blue headings and the Recovery With Equity recommendation table has an orange heading.
      2. If more than one partner is from the same institution type, each is expected to have their own table with distinct data provided. You may copy and/or delete tables with blue headings as needed based on your involved partner type(s).
      3. You may delete row(s) as needed in the Recovery With Equity recommendations table with the orange heading provided the minimum four (4) are addressed. Each partner is expected to have their own RWE table with distinct data provided.

| **Required Baseline Data for K-12 Partner**  **Partner: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\*Use the most recent year available and indicate here: \_\_\_\_\_\_\_** | |
| --- | --- |
| **Early College Credit** | |
| * Number and percentage of K-12 students who earn early college credit in the selected pathway while enrolled in a high school institution; include demographic data. |  |
| * Number of teachers, overall and per site, eligible/certified to teach dual enrollment per subject/course in selected pathway. |  |
| * Number of dual enrollment courses offered (overall, in selected pathway, and per school site). |  |
| * Number of A-G dual enrollment courses offered (overall, in selected pathway, and per school site). |  |
| * Number of AP classes offered (overall, in selected pathway, and per school site). |  |
| * Average time to completion for Certifications (overall, in selected pathway, and per school site), if applicable. |  |
| * Average time to completion for Associate Degrees (overall, in selected pathway, and per school site), if applicable. |  |
| **Pathways** | |
| * Graduation rates (overall and in pathway); include demographic data. |  |
| * Retention and persistence rates of participants in the Business, Education, Engineering/Computing or Health Pathway; include demographic data. |  |
| * Number and percentage of K-12 pathway completers in the Business, Education, Engineering/Computing or Health Pathway; include demographic data. |  |
| * Number and percentage of A-G eligible completers (overall and in pathway); include demographic data. |  |
| * Number and percentage of students A-G eligible and moving into higher education (overall and in pathway); include demographic data. |  |
| * Number and percentage of K-12 students who complete an industry recognized certificate or licensure by industry sector before or upon graduating from a high school institution in a Business, Education, Engineering/ Computing or Health Pathway; include demographic data. |  |

| **Required Baseline Data for Community College Partner**  **Partner: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\*Use the most recent year available and indicate here: \_\_\_\_\_\_\_** | |
| --- | --- |
| * Number of students enrolled in a related Business, Education, Engineering/Computing or Health degree program; include demographic data. |  |
| * Retention and persistence rates of participants in the Business, Education, Engineering/Computing or Health Pathway; include demographic data. |  |
| * Average time to completion for Certifications in selected pathway (overall and for priority populations). |  |
| * Average time to completion for Associate Degrees in selected pathway (overall and for priority populations). |  |
| * Number and percentage of students who complete an industry recognized certificate or licensure in a Business, Education, Engineering/Computing or Health Pathway; include demographic data as well as comparison to overall institution’s graduation rate. |  |
| * Number and percentage of students who complete an Associate Degree in a related Business, Education, Engineering/ Computing or Health Pathway; include demographic data as well as comparison to overall institution’s graduation rate. |  |
| * Number and percentage of students who complete an Associate Degree - Transfer in a related Business, Education, Engineering/ Computing or Health Pathway; include demographic data as well as comparison to overall institution’s graduation rate. |  |
| * College course retention and success rates (% of students who pass; specify what qualifies as passing such as grade of C or better, etc.) from relevant departments and colleges in the selected pathway; include demographic data. |  |
| * Number of Adult Learner dual enrollment course completers (specify what qualifies as completers, such as minimum grade earned, attendance, etc.); include demographic data. |  |

| **Required Baseline Data for 4-Year University (Public or Private) Partner**  **Partner: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\*Use the most recent year available and indicate here: \_\_\_\_\_\_\_** | |
| --- | --- |
| * Number and percentage of CERF region transfer students accepted/enrolled overall; include demographic data. |  |
| * Number and percentage of CERF region transfer students accepted/enrolled in a related Business, Education, Engineering/ Computing or Health degree program; include demographic data. |  |
| * Number and percentage of first-time CERF region students accepted/enrolled overall; include demographic data. |  |
| * Number and percentage of first-time CERF region students accepted/enrolled in a related Business, Education, Engineering/ Computing or Health degree program; include demographic data. |  |
| * Retention and persistence rates of participants in the Business, Education, Engineering/Computing or Health Pathway; include demographic data. |  |
| * Number and percentage of students who complete a bachelor’s degree in a Business, Education, Engineering/Computing or Health degree program; include demographic data as well as comparison to overall institution’s graduation rate. |  |
| * Average time to completion for Certifications in selected pathway (overall and for priority populations), if applicable. |  |
| * Average time to completion for Bachelor’s Degrees in selected pathway (overall and for priority populations). |  |
| * College course retention and success rates (% of students who pass; specify what qualifies as passing such as grade of C or better, etc.) from relevant departments and colleges in the selected pathway; include demographic data. |  |

| **Required Baseline Data for Recovery With Equity (RWE) Recommendation Goals**  **Partner: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\*Use the most recent year available and indicate here: \_\_\_\_\_\_\_** | | |
| --- | --- | --- |
| **RWE Goals** | **Metrics** | **Data** |
| Improve faculty, staff and administrator diversity | OPSC Required Metrics   * Employee type (overall and in relation to pathway) by race/ethnicity. * Employee rank (overall and in relation to pathway) by race/ethnicity. * Number of tenured/tenure-track faculty (overall and in relation to pathway) by race/ethnicity. * Number of courses taught by adjunct faculty, non-tenure track faculty, or teaching staff (overall and in relation to pathway) by race/ethnicity.   Example Additional Metrics   * Investments and/or participation in professional development. |  |
| Cultivate inclusive, engaging, and equity-oriented learning environments | OPSC Required Metrics   * Grade distribution disaggregated by student ethnicity before and after course redesign. * Campus climate survey results.   Example Additional Metrics   * Student course evaluations (including questions about if the course is aligned with principles of diversity, equity, and inclusion). * Results from student focus groups. |  |
| Retain students through inclusive supports | OPSC Required Metrics   * Campus climate survey results (particularly questions related to sense of belonging). * Participation in student supports. * Impacts on retention.   Example Additional Metrics   * Participation in student support programs. * Campus climate survey results (particularly related to student experiences with discrimination and harassment and/or perceptions of how institution promotes diversity across race, gender, sexual orientation, ability, socioeconomic status, and other aspects of identity). |  |
| Provide high-tech, high-touch advising | OPSC Required Metrics   * Number of students utilizing advising tools. * Percent of students with a registered CaliforniaColleges.edu account. * Average number of advising meetings / workshops per student.   Example Additional Metrics   * Number of 12th graders that have completed CaliforniaColleges.edu financial aid module (12th grade lesson one). * Number of students participating in advising meetings. * Number of students completing a career assessment. * Student / parent survey results on helpfulness of advising tools and chatbots. |  |
| Support college preparation and early credit opportunities | OPSC Required Metrics   * Number of students completing A-G requirements (with area completion rates). * Number of students participating in dual enrollment / AP courses. * Number of dual enrollment / AP courses taught in pathway. * Average dual enrollment / AP pass rates. * Average number of transferable units earned.   Example Additional Metrics   * Number of early credit instructors meeting minimum qualifications. * Number of dual enrollment students who enroll at 2-year and/or 4-year colleges. |  |
| Improve college affordability | OPSC Required Metrics   * Number of students completing FAFSA (Free Application for Federal Student Aid) / CADAA (California Dream Act Application). * Number of students participating in Financial Aid programs.   Example Additional Metrics   * Number of students participating in paid internships and other Work Based Learning (WBL) opportunities. |  |

* + **Quantitative Outcomes**
    - What are your anticipated quantitative outcomes?
    - At a minimum, participant demographic data is required to be collected including:
      1. Overall count per pathway as well as individual events/activities, if relevant
      2. Racial/ethnic identity (American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latinx, Native Hawaiian or Other Pacific Islander, etc.)
      3. Gender identity (male-identifying, female-identifying, non-binary, etc.)
      4. Socioeconomic status (particularly whether participants are socioeconomically underserved)
      5. English Language learners
      6. Student grade or classification (high school dual enrollment student in 9th, 10th, 11th, or 12th grade; community college student seeking to transfer; adult learner; high school teacher upskilling in credential program, etc.)
      7. Other special populations relevant to the project and aims of the Partnership, such as veterans, LGBTQ+, students with (dis)ability and/or receiving special education services, students with lived experiences in foster care and/or with homelessness, etc.
    - See [Attachment A](https://drive.google.com/file/d/1x0abDrqvSb_vUpuuqFhH_eKSmQ0RHKQK/view): California Regional K-16 Education Collaboratives Grant Program Work Plan for pathway-specific outcomes and evaluation measures in addition to the [Partnership 2021-2022 Data Sets](https://drive.google.com/file/d/1xJg2YRcKfYhSldUcNSIRvAnbgY6ikoaA/view) to determine best fit for demonstrating the impact of your project.
    - Be sure to articulate the methods by which these quantitative outcomes will be systematically measured (pre- and post-tests, surveys, student records and/or system dashboards for data, etc.).
  + **Qualitative Outcomes**
    - What are your anticipated qualitative outcomes?
    - Be sure to articulate the methods by which these quantitative outcomes will be systematically assessed (open-ended feedback on surveys, interviews, focus groups, etc.).

| **NOTE: All Anticipated Outcomes from this section are expected to be continually tracked and reported throughout the grant period to measure impact and growth.**  **This includes all metrics within A. Baseline Data (pathway, institution type, and Recovery With Equity recommendations), B. Quantitative Outcomes and C. Qualitative Outcomes.** |
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1. **BUDGET**

* **Project Budget Template Instructions and Budget Guidance** 
  + Complete the Budget Template in [Attachment C](https://docs.google.com/spreadsheets/d/1eaqmj154a5sj5Fl2em3N0T_fuw_MshC8/copy?usp=sharing&ouid=106964474553818937618&rtpof=true&sd=true).
  + Each applicant must submit a separate budget for each project co-leading institution; multiple partners within a single application must each submit a separate budget.
  + Fill in the project title and name of the co-lead applicant as it appears in your application.
  + In the template, expenses will automatically be rounded to whole dollars. Do not include cents.
  + Cells highlighted in gray will auto calculate. These cells are not locked to allow you to add rows as needed. When you add rows, be sure to update formulas so the totals calculate correctly. Please do NOT clear out the formulas in the gray cells.
* **Direct Expenses**
  + In the template, expense category line items listed are samples. Add, leave blank, or remove categories as appropriate.
  + In the "Budget Narrative" column, include details to justify expenses requested from the Regional K-16 Education Collaboratives Grant Program. For example, if requesting funds to cover staffing, list the FTE percentage and over how many months. If requesting travel funds, explain the type of travel, number of people, purpose, etc. Limit responses to 50 words per line item. A detailed budget narrative should be included in the project proposal to explain the estimated costs and purpose.
* **This is not intended to be a capital improvement project.** Your investments must be diversified and well-rounded to meet the objectives and outcomes of the grant**.**
* **Project expenditures will only be considered eligible if:**
  + The expenditures are within the scope of the approved work plan (see [Attachment A](https://drive.google.com/file/d/1x0abDrqvSb_vUpuuqFhH_eKSmQ0RHKQK/view)) that was submitted as part of the response to the original application.
  + The expenditures must be aligned with the budget.
  + The expenditures are substantiated with contracts, time sheets or other such measures, invoices, incremental and final billings, and verification of payment.
  + The expenditures are encumbered by June 30, 2026.
  + Grantee shall comply with all local, state, and federal laws in the performance of this Agreement. This shall include all relevant federal and state executive orders, in particular the Governor’s recent order, Executive Order N-6-22.
  + The Grantee may seek written clarification from the Partnership/OPSC for items not included in the lists of eligible and ineligible project expenditures. Ineligible expenditures will neither be funded nor reimbursed. The Grantee shall provide the pro-rate methodology used if the invoices or contracts include projects that do not align with the goals of the project.
* **Eligible Expenditures.** The following information is intended to provide an advisory list of common, but not exhaustive, eligible project expenditures:
  + Additional or new staffing costs directly associated with the tasks outlined in scope of work for the grant including salaries and benefits.
    - For positions that will partially support the grant program but have other tasks, the grantee shall provide the pro-rate methodology used. The pro-rate methodology shall be subject to review and approval by the State. Alternatively, the grantee may provide actual timesheet records documenting the time allocated to this project.
  + Materials costs.
  + Advertising and marketing costs (i.e., design, print, publication, advertising costs).
  + Costs associated with establishment or updating of a website to promote the grant program (costs for updating an existing website shall be limited to changes resulting from the grant program, normal maintenance costs fall under indirect costs which are not allowed by subrecipients).
  + Non-student travel expenses directly associated with the tasks outlined in the scope of work (i.e., lodging, airfare, car rental, meal reimbursement). Travel expenses shall be limited to the reimbursement rates used by the State of California and published on the California Human Resources website.
  + Activities of an academic or cultural nature, such as field trips, special lectures, and symposiums, that are aligned with the grant’s objectives.
  + Costs associated with events for the purposes of professional development or training.
  + Training materials, software, and curriculum.
* **Ineligible Expenditures.** The following information is intended to provide an advisory list of common, but not exhaustive, ineligible project expenditures:
  + Long-term and on-going operating costs (i.e. salaries, website hosting fees, software licensing, etc.) incurred by the grantee that continue beyond June 30, 2026.
  + Grantee shall not use any of the funds from this grant to carry on propaganda, or otherwise attempting, to influence legislation, influencing the outcome of any specific public election, carrying on, directly or indirectly, any voter registration drive, inducing or encouraging violations of law or public policy, or causing any private inurement or improper private benefit to occur.
  + Food and drink, except for meal reimbursement that is part of eligible travel costs as noted above.
  + Funds are intended to supplement, not supplant.
  + For any cost or item that cannot be classified in one of the above categories, the Grantee is advised to consult with the Partnership/OPSC prior to incurring the cost to determine eligibility. Costs not associated with the approved budget will be considered ineligible.
* **Indirect Costs**
  + Indirect charges are not allowed.

**ATTACHMENT A:** [**CALIFORNIA REGIONAL K-16 EDUCATION COLLABORATIVES GRANT WORK PLAN**](https://drive.google.com/file/d/1x0abDrqvSb_vUpuuqFhH_eKSmQ0RHKQK/view?usp=sharing)

**ATTACHMENT B:** [**SCORING RUBRIC**](https://docs.google.com/spreadsheets/d/1UUXFI_Nrv7BXIlYs7jPFMjcpQt0IOzUV/copy?usp=sharing&ouid=105696414956106192092&rtpof=true&sd=true)

**ATTACHMENT C:** [**BUDGET TEMPLATE**](https://docs.google.com/spreadsheets/d/1eaqmj154a5sj5Fl2em3N0T_fuw_MshC8/copy?usp=sharing&ouid=106964474553818937618&rtpof=true&sd=true)

**ATTACHMENT D:** [**PROJECT PROPOSAL APPLICATION FREQUENTLY ASKED QUESTIONS (FAQs), 8/3/22**](https://docs.google.com/document/d/1DQgK5BC0G7KYK-O1e6gDLJ4ne4YWgEeJ/edit?usp=sharing&ouid=106964474553818937618&rtpof=true&sd=true)