



California Community Colleges

Request for Applications (RFA)

**Culturally Responsive Pedagogy & Practices
Innovative Best Practices Grants**

Institutional Effectiveness Division

Funding Years: 2023-2025

Release Date: November 28, 2022

Application Deadline: February 17, 2023

Funding Source: 2021 Budget Postsecondary Education
Trailer Bill (AB123)

Bidder's Conference: January 17, 2023, via Zoom Webinar

Questions Deadline: Written questions concerning the
specifications of this Request for
Applications must be submitted via email to
khenderson@cccco.edu by February 3,
2023.

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INTRODUCTION

The California Community Colleges is the largest system of higher education in the nation, composed of 73 districts and 116 colleges serving approximately 1.8 million students per year. California community colleges provide college and career education to all in achieving education and employment pathways through workforce training, certificates, and degrees; transfer to four-year universities; and basic skills education in English and Math. As the state's engine for social and economic mobility, the California Community Colleges support the Vision for Success, a strategic plan designed to improve student success outcomes, increase transfer rates, and eliminate achievement gaps.

INSTITUTIONAL EFFECTIVENESS

The Institutional Effectiveness Division of the California Community Colleges Chancellor's Office ("Chancellor's Office") is focused on ensuring that California community colleges are effectively serving their students. It does so largely by overseeing the Institutional Effectiveness Partnership Initiative, commonly referred to as IEPI. IEPI is a collaborative, statewide effort aimed at advancing the impact and practices of California community colleges and, in the process, significantly reducing the number of accreditation sanctions and state and federal audit issues.

Most importantly, IEPI seeks to enhance the ability of California community colleges to improve student success in measurable ways. An important focus of the Initiative is to draw upon the expertise and innovation that exists within the system to advance promising practices and avoid potential pitfalls (<https://www.cccco.edu/About-Us/Chancellors->

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[Office/Divisions/Institutional-Effectiveness/Institutional-Effectiveness-Partnership-Initiative/Professional-Development\).](#)

PROGRAM OVERVIEW

This section provides a summary of key program attributes and dates. Further detail and instruction will be provided in subsequent sections.

Funding Agency:	California Community Colleges Chancellor's Office
Sponsoring Division:	Institutional Effectiveness Division
Funding Opportunity Title:	Culturally Responsive Pedagogy & Practices; Innovative Best Practices Grants
Closing Date for Submission:	February 17, 2023
Funding Period:	June 15, 2023- June 30, 2025
Award Amount:	\$300,000
Total Funds Available:	\$14,200,000
Award Announcement Date:	April 17, 2023
Project Start Date:	June 15, 2023
Questions:	khenderson@cccco.edu

I. Funding Opportunity Description

BACKGROUND

Over the past two years, the Diversity, Equity, Inclusion and Accessibility (DEIA) Implementation Workgroup has developed the strategies within the Diversity, Equity, and Inclusion (DEI) Integration Plan. The DEI Integration Plan was adopted by the Board of Governors in September 2019 to advance implementation of system-level strategies to recruit, retain, and support faculty and staff diversity. A core focus of this work has been to create and provide students with an equity-centered, anti-racist learning environment where they can be successful.

Aligned with the Vision for Success goals and commitments, the integration of DEIA is critical to promoting racial/ethnic diversity in hiring, eliminating cultural bias in teaching and curriculum, and counteracting institutional racism. As such, the DEI Integration Plan identified the need to provide “professional development opportunities to successfully expand employee’s capacity to serve students.” Developing culturally responsive, equity-centered teaching and learning techniques provides faculty with additional tools to cultivate inclusive, engaging, and equity-oriented learning and working environments through a

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continuous cycle of growth and improvement. The system's efforts to provide culturally competent professional development opportunities also aligns with the Governor's Recovery with Equity Taskforce recommendation to create culturally affirming classrooms and curriculum and foster inclusive institutions by 2030. Further, Title 5 of the California Code of Regulations, section 55516 (Professional Development) provides that "each community college district shall develop and implement a program for providing professional development for the provision of Student Success and Support Program services." To date, the Chancellor's Office and the DEIA Implementation Workgroup have partnered to develop two DEIA modules on cultural competency and implicit bias that are available through the [Vision Resource Center](#).

The 2021 Budget Postsecondary Education Trailer Bill (AB 132) appropriated \$20 million in onetime funding for allocation to community college districts to support a systemwide effort to provide culturally competent professional development, with an emphasis on improving learning outcomes. A total of \$5.8 million was provided to districts through apportionment during the 2021-2022 academic year First Principal Apportionment (P1). The remaining \$14.2 million is being made available to districts as Culturally Responsive Pedagogy & Practices; Innovative Best Practices Grants through this RFA.

GOAL, PURPOSE AND PRIORITIES

Goal

The core goal of the Culturally Responsive Pedagogy & Practices (CRPP); Innovative Best Practices Grants is to:

- develop DEIA-focused professional development opportunities to upskill faculty and successfully expand their capacities to serve students, improving students' experiences and outcomes.

Purpose

The CRPP Innovative Best Practices Grants are competitive, one-time grants to aid institutions that develop innovative Diversity, Equity, Inclusion, and Accessibility (DEIA)-

mindful and culturally competent professional development training for faculty. Trainings should focus specifically on nurturing the development of culturally responsive pedagogy and classroom practices for disproportionately impacted and underrepresented communities.

Sample Interventions

The following is a non-exhaustive list of innovative DEIA-focused interventions for culturally responsive pedagogy and practices of faculty. All interventions should be responsive to the unique needs of the institutions' students and faculty. They should directly address the student experience with clear commitment to diversity, equity, inclusion, and accessibility. Special attention will be given to applications that highlight and increase the capacity raise of local professional development change agents, groups, and/or committees.

- Semester-long syllabi reboot institute to provide faculty with tools and strategies to better adapt DEIA content into their syllabi
- Professional development to support faculty in creating liquid syllabi—public, accessible, mobile-friendly websites that include traditional syllabus ingredients along with humanizing elements that ensure students feel supported¹
- Curriculum institutes designed around specific DEIA topics most relevant to student populations
- Developing LGBTQ+ inclusive curriculum, pedagogical strategies, resources, and trainings
- Data coaching programs that seek to improve faculty/practitioner data usage to inform evidence-based, equity-conscious, and anti-racist pedagogical practices
- Innovative equity-conscious pedagogies and online learning to improve the outcomes of students
- Initiatives that integrate culturally competent and evidence-based pedagogical strategies and approaches in CTE programs to improve student outcomes of underrepresented students

¹ See article for more information: https://www.insidehighered.com/news/2022/11/11/frictionless-syllabus-access-some-bypass-college?utm_source=Inside+Higher+Ed&utm_campaign=31980b09d7-DNU_2021_COPY_02&utm_medium=email&utm_term=0_1fcbc04421-31980b09d7-237124753&mc_cid=31980b09d7&mc_eid=677d2e780c

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- Initiatives that support the development of anti-racist curriculum and integration of evidence-based pedagogical strategies that promote equitable placement and completion in transfer level Math and English courses
- Professional development and on-going peer to peer support to understand and make sense of data involving equitable placement practices and the impact on enrollment, support, and completion in the gateway courses

EXPECTED OUTCOMES

Proposed DEIA interventions should also be presented with reasonably attainable, yet bold, outcome measures. See below for sample outcome measures. Outlined outcome measures should align with your specific intervention's goals and activities.

- 3-7 faculty evaluation standards adopted that align with DEIA goals
- 25% of faculty participated in semester-long syllabi reboot
- 25% of faculty syllabi updated with DEIA inclusive practices and pedagogy
- 100 certificates of completion issued for DEIA-focused curriculum institutes
- Institution-wide, data-driven faculty professional development adopted
- DEIA-trained faculty-led courses resulted in 20% higher academic performance for underrepresented students in contrast to comparable courses

Applicants must provide current retention and completion data in application narrative.

II. General Award Information

FUNDING AND PERFORMANCE PERIOD

A total of \$14,200,000 is available for this grant opportunity. The maximum grant amount is up to \$300,000 per award.

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Grants will be awarded for a period of two academic years, 2023-2024 and 2024-2025. All performance under this allocation shall be completed by June 30, 2025. Extensions will not be granted for these awards.

Awards shall be based on the merit and reasonable cost for the anticipated outcomes and performance of the project. The Chancellor's Office reserves the right to adjust awards based upon the availability of funds, or fund applications at a lesser amount if it determines, at its sole discretion, that the application can be implemented with less funding, or if funding is not sufficient to fully fund awards.

NOTIFICATION OF AWARDS

Award notifications will be made via official intent to Award Memos. All award notifications will be posted on the [Chancellor's Office IEPI website](#). Selection of an applicant as a recipient does not constitute approval of the grant application as submitted. Before the actual grant is awarded, the Chancellor's Office may request adjustment or modifications to the application and/or budget. The Chancellor's Office reserves the right to not fund any application submitted in response to this RFA.

ELIGIBILITY

All 116 community colleges within the California Community College system are eligible to apply. Only one application per college will be accepted.

APPLICATION DUE DATE

The application is due on or before February 17, 2023, by 5:00PM PST. The application including any required forms and supporting documentation must be submitted via the Chancellor's Office NOVA system on or before February 17, 2023, by 5:00PM PST, at which time the application system will close. No other forms of submission will be accepted.

INCOMPLETE AND LATE APPLICATIONS

Incomplete or late applications will not be considered. The Chancellor's Office reserves the right to waive any immaterial defect in any application and/or to reject any and all applications received prior to scoring should any of the following occur:

- i. The application is not submitted through the NOVA system.
- ii. The budget exceeds the maximum amount as specified in the Application instructions.
- iii. The application is incomplete and/or missing any required documents.

III. Application Criteria

APPLICATION NARRATIVE (25 POINTS) *Not to exceed 5 pages.*

Describe your proposed project goal, purpose, and scope. Specifically, clearly explain the following:

Please note: Special attention will be given to applications that highlight and raise up the efforts of local professional development change agents, groups, and/or committees.

- I. Describe the problem or issue regarding retention and completion for diverse students at your institution. Describe the classroom experiences and curricular areas to be addressed, including supporting data and evidence of need.
- II. Describe the innovative DEIA intervention that you wish to pilot or expand/improve.
 - a. Describe your proposed project goal, purpose, and scope. How might the proposed interventions improve the outlined DEIA issues? Include supporting data and evidence, and justification for proposed intervention.
 - b. Explain how the proposed intervention addresses the diverse identities of the students in your classrooms.
- III. Describe your program model and methodology, and evidence that supports your proposed DEIA approach will result in achieving outlined outcomes.

WORKPLAN: OBJECTIVES, ACTIVITIES & OUTCOMES (35 POINTS) *Not to exceed 10 pages.*

The workplan is the most important document in the application. The workplan provides detailed description of the annual activities, timeline and expected measurable outcomes, deliverables and responsible individuals for the tasks or activities for the proposed project. The workplan serves as the major foundation for linking the various pieces of the application together, to show how work will be conducted to achieve what is laid out in the application.

Describe the activities and strategies that will be implemented to address the Problem Statement and to achieve the Project Goals. In building the workplan, which is, essentially a project implementation roadmap, the following must be clearly explained:

- **Project Goals** –What are the major goals to be achieved to reach the expected DEIA outcomes for the project? For example, since the overall goal is to upskill faculty to provide more inclusive learning environments for diverse students, then one project goal may be to address the curriculum.
- **Activities** – Describe the activities that will need to be undertaken to achieve the stated goal. Using the example goal above, describe the DEIA activities that would need to be carried out to address the curriculum. An example of an activity could be a semester long program to revamp syllabi. Explain what strategies will be used to ensure participation in the proposed activities/interventions.
- **Measurable Outcomes and Deliverables** – Describe measurements that will be used to show if activities are producing the intended results. Using the activity example above, a deliverable would be the number of faculty who participated or the number of syllabi that have been overhauled to center equity, inclusion, diversity, and accessibility in course work and/or classroom policies and practices. Describe the assessment/evaluation plan and how it will inform ongoing development of DEIA interventions.
- **Timeline** – Describe how much time it will take to complete each activity, and estimated start and end date of the activity.
- **Responsible Persons** – Indicate who will be responsible for overseeing and completing each activity listed.

PROJECT MANAGEMENT/INSTITUTIONAL COMMITMENT (15 POINTS)

- I. Describe the team of staff and individuals who will be responsible for this project working on the day-to-day activities, including but not limited to designing and executing the activities, outreach, and recruitment, providing interventions as

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needed, coordinating with partners, and monitoring and tracking program participants and submitting required reports and data to the Chancellor's Office.

- II. Describe what existing institution capacity and resources will be effectively utilized and integrated with this project to ensure project success.
- III. Describe who will be the executive/administration level sponsor for the project, college resources, and personnel that will be available to support the project and ensure success.
- IV. Describe the integrated role of Institutional Effectiveness in providing support for data collection and evaluation to support DEIA integration and institutionalization in teaching and learning. Explain how student outcomes are incorporated into the project evaluation of the workplan.
- V. Describe the college's plan to sustain successful DEIA interventions upon completion of the grant funded activities.

BUDGET AND BUDGET NARRATIVE (15 POINTS)

Applicants must submit a budget for each year of the two-year project (one for the 2023-2024 year, and one for the 2024-2025 academic year) of funding by object code (1000 to 6000) and provide clear narrative of each expenditure line item. The budget narrative must include purpose of any services, materials, salaries, etc. included in the budget.

Budgets and budget narratives for the use of grant funds will be reviewed and scored as part of the application process. Budgets without sufficient details or descriptions and/or that include items deemed non-allowable, excessive, or inappropriate will receive a lower score. Program funds are for direct services to the project only and are intended to supplement, not supplant, existing allocations.

OVERALL PROJECT FEASIBILITY (10 POINTS)

The following factors will be considered in review of an application:

I. Significance

- a. The extent to which the proposed project utilizes evidence based DEIA strategies and methods or involves the development or demonstration of promising new DEIA strategies that build on, or are alternatives to, existing strategies in addressing problem.
- b. The likelihood that the proposed project will produce observable changes in practice, process, and policy, resulting in improvement of DEIA outcomes, at the local level

II. Quality of the Workplan

- a. The extent to which proposed goals are reasonable and would result in achieving overall DEIA project outcomes.
- b. The evaluation of the soundness of activities proposed to support the program goal.
- c. The extent to which measurable outcomes and deliverables are clearly identified for each activity and realistic based on the proposed activities.

III. Project Design and Management Plan

- a. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
- b. The methodology and approach for the project is based on data and evidence that it is likely to achieve the expected DEIA outcomes.
- c. The capability of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.
- d. The sustainability of project purposes, activities, or benefits of the planned work of the applicant beyond the end of the grant.

IV. Adequacy of Resources

In determining the adequacy of resources for the proposed project, the Chancellor's Office considers:

- a. the extent to which the budget is adequate to support the proposed project; and
- b. the relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

In reviewing applications responding to this RFA, the Chancellor's Office may consider the past performance of the applicant in carrying out previous grants, including, but not limited to, the applicant's use of funds, achievement of project objectives, compliance with grant

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conditions, whether the applicant failed to submit a timely performance report or submitted a report of unacceptable quality.

The Chancellor's Office also requires assurances applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from the Department of Education (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23) prior to making awards.

RUBRIC AREAS AND SELECTION CRITERIA

Applications will be scored by an evaluation committee convened by the Chancellor's Office across five rubric areas, with scores ranging from "Exemplary" to "Section not included in application or is conspicuously incomplete." Either a score of '0' or 'no submission' of any of the components of the application will result in a disqualification of the application. In addition, the Chancellor's Office will take into consideration for award selection an application's alignment with the DEI Integration Plan and the Governor's Recovery with Equity Taskforce's recommendations.

The program narrative is limited to 5 pages and the workplan is limited to 10 pages. There are no page limits for the project budget or support documents. However, applicants are encouraged to describe the proposed costs and submit only materials relevant to reviewer consideration accurately and concisely.

Grant applications are competitively scored, based on a 100-point scale, as indicated in the table provided. A minimum average score of 75 must be obtained during the review process in order to be considered for funding; however, receipt of this minimum score does not guarantee funding.

Application Component	Maximum points
Application Narrative with clear problem statement	25
Workplan	35
Project Management/ Institutional Commitment	15
Budget and Budget Narrative	15
Overall Project Feasibility	10
Total	100

IV. Application Submission

SUBMITTING THE APPLICATION IN NOVA

To submit the application, please login using your existing NOVA account at <https://nova.cccco.edu/>.

- If you are new to NOVA and would like to have an account created for you, please use the Access Request Wizard (<https://nova.cccco.edu/request-access>) wizard to provide your contact information and details for the access you need.
- If you already have a NOVA account and require a modification to your access permissions, please submit a NOVA Support Request through the support portal.
- For additional support and technical assistance, please visit: <https://nova.cccco.edu/help> to submit a NOVA Support Request ticket.

After logging into NOVA:

- Go to the sidebar menu; select “Programs” then “CRPP IBP” and “Applications.”
- Click “Create Application” button to begin. You will be directed to choose your region and institution in order to create the application.

REJECTION OF APPLICATION

The Chancellor’s Office reserves the right to waive any immaterial defect in any application and/or to reject any and all applications received. A grant application shall be rejected prior to scoring if:

- It is received at the Chancellor’s Office via electronic submittal in NOVA later than February 17, 2023 or is incorrectly submitted.
- The proposed budget amount exceeds \$300,000.
- Any of the required components of the application are incomplete or not submitted.

PROGRAM USE OF FUNDS

Funds must be used to support proposed activities and allowable activities stated in the application such as:

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- Fees for consultants, release time for faculty, materials, and resources in alignment with proposed activities.

NON-ALLOWABLE ACTIVITIES AND COSTS

I. Out-of-state Travel

Out-of-state travel costs are not permissible under this grant program.

II. In-state Travel

In-state travel costs are allowable as long as the expenses for transportation, lodging, subsistence, and related items are only incurred by district employees on official business relevant to accomplishing the goals and outcomes of this project. For Travel (Object 5000), District travel and reimbursement policies apply.

ADMINISTRATIVE DIRECT COST RATE

Grantee institution may take a maximum of 5% administrative indirect costs of the total grant awarded.

SUBMISSION DATE AND TIMES

The application for the Culturally Responsive Pedagogy & Practices: Innovative Best Practices Grants, the required forms, and all supporting documentation must be submitted and certified via the NOVA reporting system on or before February 17, 2023, at 5:00pm PST, at which time the application system will close. Only applications submitted via the NOVA reporting system will be accepted. No other forms of submission will be accepted.

Calendar of Key Dates

RFA Released and NOVA Application November 28, 2022

Portal Opens:

Bidders' Conference: January 17, 2023

NOVA Walk-Through January 20, 2023

Deadline for Submitting Questions: February 3, 2023

Application Deadline: February 17, 2023

Notification of Intent to Award: April 17, 2023

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Protest of Award Deadline: May 1, 2023
Board of Governors Meeting: May 22, 2023
Grant Commencement: June 15, 2023
Grant Period End: June 30, 2025

BIDDERS' CONFERENCE WEBINAR

The Chancellor's Office staff will host an informational Bidders' Conference Webinar on January 17, 2023, from 12:00PM to 1:00PM PST. The Webinar will provide an overview of the project submission process and offer potential applicants an opportunity to ask additional clarifying questions for the Culturally Responsive Pedagogies & Practices: Innovative Best Practices Grants. Failure to attend the webinar will not preclude the submission of an application. The webinar will be recorded for posting on the Chancellor's office IEPI website.

- Date and Time: January 17, 2023, from 12:00PM to 1:00PM PST
- Webinar Registration:
https://cccconfer.zoom.us/webinar/register/WN_adjZKazAQhiT5b9iS_9lOg

After registering, you will receive a confirmation email containing information about joining the webinar.

RFA Clarification

If any ambiguity, conflict, discrepancy, omission, or other error in this RFA is discovered, immediately notify the Chancellor's Office, and request a written clarification. Any addendum to the RFA will be posted on the Chancellor's Office IEPI website. Applicants are responsible for checking the Chancellor's Office IEPI website for any updates to the RFA or FAQ. Applicants will not be notified via any other manner.

Written questions concerning the specifications and instructions in this RFA must be submitted by email to khenderson@cccco.edu.

Frequently Asked Questions (FAQs) document will be posted on the Chancellor's office IEPI website at: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Institutional-Effectiveness/Institutional-Effectiveness-Partnership-Initiative>.

NOVA WALK-THROUGH WEBINAR

The Chancellor's Office staff will host a detailed Nova Walk-Through Webinar on January 20, 2023, from 12:00PM to 1:00PM PST. This Webinar will provide a guided tour of the NOVA Culturally Responsive Pedagogy & Practices: Innovative Best Practices Grants application submission system and offer potential applicants an opportunity to ask clarifying questions. Failure to attend the webinar will not preclude the submission of an application. The webinar will be recorded for posting on the Chancellor's office IEPI website.

- Date and Time: January 20, 2023, from 12:00PM to 1:00PM PST
- Webinar Registration: https://cccconfer.zoom.us/webinar/register/WN_2RCvxQ-uS12K0ZnVHosGmw

PROTEST OF GRANT AWARD

Applicants who wish to protest a grant award decision must submit a letter of appeal to the Chancellor's office. The Chancellor's Office must receive the letter of protest, with a signature by the authorized person, no later than ten (10) days after the publication of the awardees. The final decision will be provided in writing within two weeks from the date that protests are due. The Chancellor's Office decision shall be the final administrative action afforded the protest.

Protests shall be limited to the grounds that the Review Committee failed to correctly follow the specified processes for reviewing the application. The applicant must file a full and complete written protest, including the process(s) in dispute. Incomplete or late protests will not be considered. The applicant may not supply any new information that was not contained in the original application. Protests should be submitted to the Chancellor's Office at the following email address: khenderson@cccoco.edu.

VI. Award Administration

GENERAL

All funds granted by the Chancellor's Office under this RFA may be used only for the purpose for which they are granted in accordance with the approved application and budget, regulations, terms and conditions of the award, applicable cost principles, Chancellor's Office assistance regulations, and other relevant provisions.

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REPORTING

I. Reporting: Expenditure and Progress Reports

Grantees will be required to report on performance metrics and expenditures on an annual basis in NOVA. The Chancellor's Office may, at its discretion, institute additional reporting requirements or frequency as needed for the improvement of the grant. The final report must include a project evaluation and a thorough description of the progress made toward each outcome measure. Data shall be disaggregated by key demographics such as race, gender, etc. Reporting dates are as follows.

Expenditure End Date	Reporting Due Date	Annual Expenditure and Reports
June 30, 2024	August 31, 2024	1st Annual Expenditure (Year 1) and Progress Report due
June 30, 2025	August 31, 2025	Final Expenditure (Years 1-2) and Final Report including overall Project Evaluation

ACCESS AND EQUITY

The recipient will comply with all federal and state laws and regulations relating to nondiscrimination. These include, but are not limited to, Title VI of the Civil Rights Act of 1964 [P.L. 88-352]; Title IX of the Education Amendments of 1972, as amended [20 U.S.C. §§ 1681-1683 and 1685-1686]; Section 504 of the Rehabilitation Act of 1973, as amended [29 U.S.C. § 794]; the Age Discrimination Act of 1975, as amended [42 U.S.C. §§ 6101-6107]; Title II of the Genetic Information Nondiscrimination Act (GINA) of 2008 [P.L. 110-233], 29 CFR § 635.10 (c)(1); California Government Code sections 11135-11139.8; the Fair Employment and Housing Act [Cal. Gov. Code §§ 12900-12996]; the Equity in Higher Education Act [Cal. Educ. Code §§ 66250-66292.4]; and Title 5, California Code of Regulations, sections 59300-59362.