![California Community Colleges logo]

Request for Applications (RFA)

Equal Employment Opportunity (EEO)
Innovative Best Practices Grants

Institutional Effectiveness Division &
The Office the of General Counsel

Funding Years:	2023-2025
Release Date:	December 5, 2022
Application Deadline:	February 24, 2023
Funding Source:	2021 Budget Postsecondary Education Trailer Bill (AB123)
Bidder's Conference:	January 23, 2022, 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 24, 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 supports 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-Office/Divisions/Institutional-Effectiveness/Institutional-Effectiveness-Partnership-Initiative/Professional-Development).

Office of the General Counsel (Equal Employment Opportunity)
The Office of the General Counsel is responsible for ensuring compliance with Equal Employment Opportunity laws and regulations and assisting community college districts in providing equal employment opportunities to all applicants and employees. In fulfilling these responsibilities, it also provides or coordinates services such as policy development, technical assistance, training, monitoring, and compliance activities. Some specific areas include overseeing the CCC Registry; assisting districts in developing and monitoring their equal employment opportunity plans; and monitoring district expenditures of equal employment opportunity funds (https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/General-Counsel/Programs/EEO-Equal-Employment-Opportunity Equal Employment Opportunity Innovative Best Practices Grants).

The 2021 Budget Postsecondary Education Trailer Bill (AB 132) appropriated $20 million in one-time funding "for allocation to community college districts to support the implementation of best practices for success in promoting equal employment opportunity and faculty and staff diversity at California community colleges, using the Multiple-Methods model identified by the Chancellor of the California Community College's Equal Employment Opportunity and Diversity Advisory Committee." The Chancellor's Office, in support of this effort, is committed to "support[ing] the implementation of best practices for success in promoting equal employment opportunity and faculty and staff diversity at California community colleges, using the Multiple-Methods model identified by the Chancellor of the California Community College's Equal Employment Opportunity and Diversity Advisory Committee." The Institutional Effectiveness Division and the Office of the General Counsel have partnered to provide this funding opportunity.

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 & The Office of the General Counsel
Funding Opportunity Title:	EEO Innovative Best Practices Grants
Closing Date for Submission:	February 24, 2023
Funding Period:	June 1, 2023 - June 30, 2025
Award Amount:	Tier 1: $300,000, Tier 2: $200,000
Total Funds Available:	~$4,500,000
Notification of Intent to Award:	April 7, 2023
Project Start Date:	June 1, 2023
Questions:	khenderson@cccco.edu

I. FUNDING OPPORTUNITY DESCRIPTION

BACKGROUND

The 2021 Budget Postsecondary Education Trailer Bill (AB 132) appropriated $20 million in one-time funding "for allocation to community college districts to support the implementation of best practices for success in promoting equal employment opportunity and faculty and staff diversity at California community colleges, using the Multiple-Methods model identified by the Chancellor of the California Community College's Equal Employment

Opportunity and Diversity Advisory Committee." These funds were designated for the "EEO Best Practices Fund" of which approximately $15,500,000 was apportioned to eligible districts during the 2021-2022 academic year through the First Principal Apportionment (P1).

The remaining funds will be deployed to support districts employing particularly innovative best practices in equal employment opportunity and faculty and staff diversity at California community colleges. The budget language expressly mentioned the Multiple-Methods model for use as the criteria for the allocation of these one-time funds. Accordingly, only those districts that have a 2022 Multiple-Methods Certification form on file with the Chancellor's Office will be eligible for this funding opportunity.

GOALS, PURPOSE AND PRIORITIES

Goals

The goals of the EEO Innovative Best Practices Grants are twofold:

1. To incentivize local innovation and support the advancement of innovative Diversity, Equity, Inclusion, and Accessibility (DEIA)-minded practices in the EEO areas of pre-hiring, post-hiring, and diversity promising retention practices.
2. To act as a catalyst to both enhance and expand existing districts' EEO efforts relating to faculty and staff diversity.

Purpose

The EEO Innovative Best Practices Grants are competitive, one-time grants to aid institutions that pilot or create innovative DEIA-minded practices related to EEO in the *categories listed below*. Funding will also be allocated to enhance or expand existing EEO efforts that support faculty and staff diversity. Activities proposed must result in one or more of the following intervention efforts highlighted below.

Intervention Efforts
Special attention will be given to applications that focus on localized and granular needs such as academic program/department hiring practices/supports to maximize impact and institutionalization.

1. **Pre-Hiring Interventions:** Strategies that support an equitable and inclusive environment that helps to attract and retain candidates from underrepresented groups and other nontraditional candidates. See below for possible interventions.

a. Internship Programs – On-the-job experiences with faculty and staff allowing for immersion in being part of the college culture where relationships and professional networks can develop organically.

b. Mentorship Programs – Formal and informal mentoring programs focused on building and reinforcing DEIA-focused skills and engagement, designed specifically to serve Black, Indigenous, and People of Color, LGBTQIA+, underrepresented individuals with disabilities and communities subjected to discrimination and marginalization in conventional employment policies and practices.

    i.   Informal mentorship program should be facilitated by district staff and supported by district resources, led by participant interest and voluntary mentor-mentee relationships.

    ii. Formal mentorship programs should foster mentorship relationships and include DEI-related activities and outcomes (E.g. cultivating DEI as an opportunity for career growth and increasing the diversity pipeline; employing mentorship programs as a tool to recruit, hire, train, and retain faculty and staff from minoritized groups; adopting culturally responsive practices that embrace the diversity and lived experiences of students and employees; embedding DEI competencies to upskill employees to work, teach, and lead; cross-cultural mentor/mentee pairings; intercultural mentor/mentee pairings; engaging in equity and inclusion discussions in various work contexts such as committee participation and meetings, etc.)Types of mentorship programs include but are not limited to: one-on-one, cohort communities, fellowships, etc.

c. Diverse Hiring Committees – A diverse committee with various perspectives and differences in thought to support faculty and staff diversity in hiring.

d. Interview Question Training- Trainings to facilitate designing interview questions that encourage candidates to demonstrate explicit impact on student success in past initiatives and programs.

e. EEO Representatives – Maintain a diverse pool of individuals training in and eligible to serve as EEO representatives on hiring committees.

2. **Post- Hiring Interventions:** Strategies that promote development of diverse and qualified candidate pools and/or eliminate bias in hiring decisions. See below for possible interventions.

a. On-boarding – Providing a welcoming experience to new hires and sufficient training.
b. Campus Climate Surveys – Conduct Campus Climate surveys and develop interventions based on data.
c. Professional Development – Ongoing professional development offered to faculty, classified staff, and administrators to enhance skills and promote internal career development/enhancement.
d. Leadership Development – Ongoing leadership development offered to faculty, classified staff, and administrators to promote nontraditional career pathways (i.e., Classified staff to President).
e. Employee Resource Groups (ERGs) – ERGs, also known as affinity groups, typically are constructed around similarities that employees share such as race, ethnicity, religion, gender, sexual orientation amongst other protected groups. However, there must be a conscious effort not to alienate certain populations that necessarily may not qualify as this may be deemed discriminatory. ERGs can partake in efforts of mentorship, commencement, graduation, professional development, and other activities that impact campus climate.
f. Diversity Awards and Recognition – A robust public-facing recognition program which involves the entire community and highlights the value of DEIA.

I. **Diversity Promising Interventions:** Strategies that gather and utilize hiring and workforce data, support new employees, or manage and respond to EEO complaints. See below for possible interventions.
a. Student Participation in Hiring – A program emphasizing the professional career development of students by participating in a hiring committee and allows for flexibility to commit to only segments of the hiring committee process that have the greatest value that is palpable for the student.
b. Cluster Hiring – Hiring in groups or on a cohort-based model upon specific qualifications needed for specific programs. initiatives and/or disproportionally impacted students.
c. Availability Data Analysis – Traditional availability analyses focus on identifying the race and gender demographics of individuals that meet the minimum qualifications for a group of similar jobs within a defined geographic region. In the community college context, availability analyses can be enhanced by incorporating measures of our student population, local community demographics, and a variety of geographic areas where we are likely to draw

applicants for our positions. Visit the [Vision Resource Center](#) for more newly developed training modules on Availability Data Analysis.

d. Pay Equity Analysis – Periodic review of salaries to analyze pay equity by gender and race is a practice that addresses the income disparity that is prevalent in the U.S. workforce.

e. Review, edit, and overhaul of faculty evaluation standards to better align with anti-racist, and DEIA goals in order to address historic and systemic trends (related to workplace conditions).

f. Professional Development- Professional development designed to support teaching and pedagogical practices to center student need/experience and support DEIA outcomes

For more information and sample innovative strategies, please refer to the [2022 Equal Employment Opportunity (EEO)/Diversity Best Practices Handbook](#) and [the 2021-2022 Multiple Methods Cross Reference Chart.](#)

EXPECTED OUTCOMES

Proposed 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.

- 20% increase for underrepresented groups in hiring and/or promotions
- 20% of new hires participated in institutions mentorship or internship program
- 15% of management-level positions offered to internal candidates who participated in DEIA professional development training
- 50% of participants in XYZ fellowship program received an offer of employment at a community college
- # Of professional development services rendered in alignment with outlined impact measures
- 25% of staff participated in newly updated EEO training
- 35% of classified professionals participated in leadership development programs

Applicants are required to provide current local employment, advancement, and attrition data in application narrative.

II. GENERAL AWARD INFORMATION

FUNDING AND PERFORMANCE PERIOD

Approximately $4,500,000 is available for this grant opportunity. There are two funding levels available. Please review the following criteria in order to determine what tier your institution falls under. You will be required to submit documentation to provide justification for your selection.

Tier 1

If your college had an annual credit and non-credit FTES of 9,200 or higher in the 2021-2022 academic year, you are eligible to apply for Tier 1. The maximum award amount for Tier 1 is up to $300,000.

Tier 2

If your college had an annual credit and non-credit FTES of 9,199 or lower in the 2021-2022 academic year, you are eligible to apply for Tier 2 funds. The maximum award amount for Tier 2 is up to $200,000.

Grants will be awarded in two installments, 50% of funds will be awarded in Round 1 prior to the 2023-2024 academic year. Round 2 funding is contingent upon successful performance toward outlined outcome measures and institutionalization of proposed interventions into the new EEO plan and will be issued prior to the 2024-2025 academic year. The total funding period is two academic years (2023-2025). 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 EEO 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 to this RFA.

ELIGIBILITY

Only those districts that have a 2022 Multiple-Methods Certification form on file with the Chancellor's Office will be eligible to receive an EEO Innovative Best Practices grant award. Only one application per district will be accepted.

APPLICATION DUE DATE

The application is due on or before February 24, 2023, by 5:00 PM PST. The application including any required forms and supporting documentation must be submitted via the Chancellor's Office NOVA system on or before February 24, 2023, by 5:00pm PM 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:

   I.   Describe the problem or issue regarding the EEO programs and practices at your institution. Describe the demographics and institutional culture to be addressed, including supporting data and evidence of need.
   II. Describe the innovative intervention that you wish to pilot.
        a. Describe your proposed project goal, purpose, and scope. How might the proposed interventions improve the outlined issues? Include supporting data and evidence, and justification for proposed intervention.
        b. Explain how the proposed intervention addresses the EEO faculty and staff diversity needs of your institution.
                                    OR
   III. Describe in detail the current innovative EEO practice(s) that you wish to enhance.

      a. Describe your proposed project goal, purpose, and scope. What are the current challenges and how might proposed interventions improve them? Include supporting data and evidence, and why this program is selected.

      b. Explain how the proposed intervention addresses the EEO faculty and staff diversity needs of your institution.

IV.   Describe your program model and methodology, and evidence that supports your proposed 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 outcomes for the project? For example, if the overall goal is increase diversity of faculty, one project goal may be to develop a diverse candidate pool.

- **Activities** – Describe the activities that will need to be undertaken to achieve the stated goal. Using the example goal above, describe the activities that would need to be carried out to increase develop a diverse candidate pool. An example of an activity could be a mentorship program that provides on-the-job training and networking opportunities, to develop/foster qualified candidates. Explain what strategies will be used to ensure participation in the proposed activities/interventions.

- **Measurable Outcomes and Assessment Plan**– Describe measurements that will be used to show if activities are producing the intended results. Using the activity example above, a deliverable would be a semester-long mentorship program where a candidate is paired with a faculty mentor and several opportunities to guest lecture in the faculty courses, that results in a certificate of completion upon its conclusion. Describe your assessment/evaluation plan and how it will inform ongoing development of interventions.

- **Timeline** – Describe how much time it will take to complete each activity, and estimated start and end date of the activity, not to go beyond the grant end date of June 30, 2025.

- **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 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, and college resources and personnel that will be available to support the project and ensure success.

IV. Describe the role of the Human Resources and Institutional Effectiveness offices in providing support for data collection and evaluation. Explain how performance measures are incorporated into the project evaluation of the workplan.

V. Describe the college's plan to sustain successful 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 strategies and methods or involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies in addressing problem.
    b. The likelihood that the proposed project will result in system change or improvement.

II. Quality of the Workplan
    a. The extent to which proposed goals are reasonable and would result in achieving overall DEIA EEO 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 EEO 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

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.

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 (including the agency's most recent report to the Board of Trustees or a comparable report outlining disaggregated demographic data of all employee classifications [i.e., adjunct faculty, tenure-track faculty, classified staff, etc.] which you are required to upload). 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 "EEO 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 24, 2023, or is incorrectly submitted.
- The proposed budget amount exceeds $300,000 for tier 1 or $200,000 for tier 2.
- 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:
- 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 Indirect 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 Equal Employment Opportunity (EEO) Innovative Best Practices Grant, the required forms, and all supporting documentation must be submitted and certified via the NOVA reporting system on or before February 24, 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 Portal Opens:	December 5, 2022
Bidders' Conference:	January 23, 2023
Nova Walk-Through	January 30, 2023
Deadline for Submitting Questions:	February 10, 2023
Application Deadline:	**February 24, 2023**
Notification of Intent to Award:	April 7, 2023
Protest of Award Deadline:	April 21, 2023
Board of Governors Meeting:	May 22, 2023
Grant Commencement:	June 1, 2023
Grant Period End:	June 30, 2025

BIDDERS' CONFERENCE WEBINAR

The Chancellor's Office staff will host an informational Bidders' Conference Webinar on January 23, 2023, from 12:00PM to 1:00PM PT to provide an overview of the project submission process and offer potential applicants an opportunity to ask additional 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 website](#).

- Date and Time: January 23, 2023, from 12:00PM to 1:00PM PT

- Webinar Registration:
  https://cccconfer.zoom.us/webinar/register/WN_yDT52Ec1QcWvaIWI6y3Kvw

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 website. Applicants are responsible for checking the Chancellor's Office 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 RFA website at: Chancellor's Office website.

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 protest 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@cccco.edu.

V. 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.

REPORTING

I.   Reporting: Expenditure and Progress Reports

Grantees will be required to report on performance metrics and expenditures. The Chancellor's Office may, at its discretion, institute additional reporting requirements or frequency as needed for the improvement of the grant.

Preliminary Report

In year one, a preliminary report will be due on April 30, 2024, outlining expenditures through March 31, 2024, projected expenditures through June 30, 2024, and a status report (not to exceed 10 pages) on progress made toward outcomes as of March 31, 2024. The status report shall also include the institution's plan, or key adjustments needed to ensure achievement of all outlined outcomes.

If deemed necessary, the Grant monitor and/or key team members will invite grant recipients for a technical assistance meeting, where the report will be reviewed and any potential challenges to achieving outlined goals will be addressed and triaged through CCCCO Vision for Success and/or institution-specific resources.

Final Report

The final report must include a project evaluation and a thorough description of the progress made toward each outcome measure. The final report must also include a detailed account of all expenditures for the program period. Data shall be disaggregated by key demographics such as race, gender, etc. in both reports. Further detail regarding contents of the final report will be provided at a later date.

Reporting dates are as follows.

Expenditure End Date	Reporting Due Date	Annual Expenditure and Reports
March 31, 2024	April 30, 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.