



**California Community Colleges Chancellor's Office  
Request for Applications 2023-2028  
RISING SCHOLARS NETWORK – JUVENILE JUSTICE PROGRAM**

<b>Funding Year:</b>	<b>FY 2023 through 2028 (5 years)</b>
<b>Release Date:</b>	<b>Monday April 3, 2023</b>
<b>Number of Awards:</b>	<b>Up to 45</b>
<b>Questions Deadline:</b>	<b>Written questions about the Request for Applications Juvenile Justice Program must be received by 5:00 pm on April 28, 2023 via email to Dean LeBaron Woodyard at <a href="mailto:LWoodyar@cccco.edu">LWoodyar@cccco.edu</a>, Kimberly McDaniel at <a href="mailto:kmcdaniel@cccco.edu">kmcdaniel@cccco.edu</a>, and Kellie Nadler at <a href="mailto:knadler@cccco.edu">knadler@cccco.edu</a> with the email subject line: [College name] Rising Scholars Application Question.</b>
<b>Bidders' Conference:</b>	<b>May 1, 2023 2:00–3:00pm PST</b>
<b>Application Deadline:</b>	<b>Applications must be received by 11:59 pm PST on June 5, 2023, via electronic submission in the Nova system. Applications must be submitted electronically via NOVA and the following link: <a href="https://nova.cccco.edu/sign-up/dbe72a73-5f75-4c97-b505-98256b18617b">https://nova.cccco.edu/sign-up/dbe72a73-5f75-4c97-b505-98256b18617b</a> by 11:59 pm. on June 3, 2023.</b>

**Administered by the  
California Community Colleges Chancellor's Office  
Educational Services and Support  
1102 Q Street, 6<sup>th</sup> Floor  
Sacramento, CA 95811**



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## **GENERAL INFORMATION AND BACKGROUND OF THE RISING SCHOLARS NETWORK:**

Serving incarcerated and formerly incarcerated students is core to the California Community Colleges' mission, critical to the Chancellor's DEI Call to Action, and closely aligns with the [Vision for Success](#) goal to reduce equity gaps among traditionally underrepresented student groups. The California Community Colleges' Rising Scholars Network programs now reach and serve almost 20,000 justice-involved students both on campus and in prisons, jails, and juvenile detention centers throughout the state. The Chancellor's Office has built a strong foundation to serve this student population by providing quality technical assistance.

In 2018, the State of California committed to serving incarcerated and formerly incarcerated students through one-time funding of \$5 million, resulting in 44 grants to California Community Colleges. In 2021, the State furthered its commitment to serving this population of students with a \$10 million ongoing allocation in the 2021 State Budget Act and the passage of [Assembly Bill 417](#) (McCarty, 2021), which established the Rising Scholars Network as a categorically funded program. This program now supports 80 grants in the California Community Colleges System.

### **A JUVENILE JUSTICE PROGRAM IN CALIFORNIA HIGHER EDUCATION**

Now is the moment to invest in higher education for youth impacted by the juvenile justice system. Momentum is growing in California to use higher education as a tool to combat the impacts of mass incarceration. Higher education reduces recidivism, changes lives, and builds stronger communities. Recently, California has deepened its commitment to providing higher education access to system-impacted students by expanding resources at community colleges. However, these investments have heavily focused on serving adult populations and a need remains for serving system-impacted young people.

With the closure of the Division of Juvenile Justice (DJJ), California must ensure that youth in the juvenile justice system have access to higher education and a well-orchestrated pathway from detainment to college and career opportunities.

The higher education needs of justice-impacted youth can be met most effectively by creating dedicated programming at local community colleges. Community colleges are critical partners in this work; they are the primary point of entry for most incarcerated and formerly incarcerated students in California. They are accustomed to addressing challenges faced by a variety of student populations and through this new category within the Rising Scholars Network expand their offerings to include strong programmatic support for system-impacted youth.

Youth have specific developmental needs and respond best to strategies tailored to their age and life stage. This grant competition will enable California community colleges to implement effective program models for serving system-impacted youth that can be spread to their surrounding communities in order to help youth throughout the state transition out of the justice system and into higher education.



## RISING SCHOLARS NETWORK PROGRAM OBJECTIVES

The Rising Scholars Network – Juvenile Justice Program is just one of many initiatives aligned with the *Vision for Success* goals. This program’s overarching objective is to expand the number of juvenile justice-involved students participating and succeeding in the community colleges. To accomplish this, successful grantees must focus relentlessly on the following *Vision* goals:

1. Increase the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
2. Increase the number of California Community College students transferring annually to a University of California (UC), the California State University (CSU) or four-year independent colleges/universities.
3. Decrease the average number of units accumulated by California Community College students earning associate degrees.
4. Reduce equity gaps across all the above measures through faster improvements among traditionally underrepresented student groups.

## JUVENILE JUSTICE PROGRAM OBJECTIVES

The Rising Scholars Network - Juvenile Justice Program is constructed around the following three broad principles:

1. On-site programming in juvenile facilities and at community and alternative schools
  - In person and online instruction supported by technology access
  - Comprehensive education program:
    - Courses for UC/CSU credit and college readiness workshops
    - Multiple pathways for degrees, transfer, and/or certificate attainment
    - Dual enrollment to complete HS diploma and gain college credit simultaneously
2. Supported transition to college campuses upon release
  - Direct transition support: high school transcripts, placement, and counseling
  - Campus tours and orientations
  - Comprehensive wrap-around student support services:
    - Dedicated counseling and financial aid support
    - Basic needs resources (food, transportation, housing stipends)
    - Stipends for textbooks, technology, and other college materials
3. College buy-in and commitment to program success
  - Dedicated college program staff: program coordinator, retention specialist, counselor, and faculty who receive specialized training
  - Dedicated on-campus space: office for students to meet with program staff, space for students to meet for social/peer and academic support
  - Committed community partners: local high school districts, County Offices of Education, probation departments, and community-based organizations.



## FUNDING

The Chancellor's Office will distribute the funds through a competitive application process.

Funding criteria are derived from the 2022-23 California State Budget Act AB 1624/SB840, the *Vision for Success*, and the Guiding Principles approved in 2020 by the Chancellor's Office Advisory Committee for the Rising Scholars Network.

The Chancellor's Office anticipates awarding up to 45 California Community Colleges with a year one budget 2023-24 must total \$288,888. Years two through five will be \$305,555 per year. The total five-year award is \$1,511,108. Colleges must expend all funds by August 31, 2028. At the conclusion of the five – year grant cycle, the Chancellor's Office will conduct a comprehensive review of the application criteria and outcomes and will open a new funding cycle. The next funding cycle may also base funding decisions, in whole or in part, on student demographic and outcome data collected from Chancellor's Office Management Information System (COMIS), including but not limited to, enrollment, persistence or retention, certificate and degree attainment, and completion or transfer.

## ELIGIBILITY REQUIREMENTS

All California Community Colleges are eligible to apply. One or more colleges within a district may choose to submit an application as a district. District applicants will be eligible for one grant just as if they were a single college applicant, but they will be able to respond to the questions in the application based on practices and data from any college in the collaboration or by combining practices and data from the colleges in the collaboration. Colleges may apply through their district or as an individual college applicant, but not both.

## APPLICATION DETAILS

The application must be submitted on or before **11:59pm on June 5, 2023**. Due to remote work related to the COVID-19 pandemic, mailed, emailed, or faxed copies of the application will not be accepted. Applications must be submitted electronically via NOVA and the following link: <https://nova.cccco.edu/sign-up/dbe72a73-5f75-4c97-b505-98256b18617b>. Applicants that do not have a NOVA account can request one from the "Request Access to NOVA" link here. It may take from 48 to 72 hours to create an account so this step should be completed well in advance of the application submission deadline. Once an account is established, applicants select 'Rising Scholars' in the 'Applications' item and then select "Create Application" button.

## PERFORMANCE PERIOD

The successfully awarded grantees will be awarded in 2023 annually for a total of five years. The actual start date is subject to change. The grant is contingent upon the availability of funds and acceptable performance. There will be no extensions to the performance period.



## CALENDAR OF KEY DATES

Date	Event
April 3 – June 5, 2023	Application submission window
May 1, 2023	Bidders’ Conference Webinar from 2:00– 3:00. Zoom information is located below on this page.
April 28, 2023	Questions Submission Deadline
11:59 PM June 5, 2023	Applications due via Nova
June 16, 2023	Preliminary award announced
July 3, 2023	Appeals due to CCCCCO
July 24, 2023	Final awards announced
September 1, 2023	Grant term begins

## TECHNICAL ASSISTANCE

**Bidders’ Conference Webinar.** The CCCCCO staff will host an informational Bidders’ Conference Webinar 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 Vision Resource Center website.

**Date and Time: May 1 from 2:00-3:00PM PST.**

[Join Zoom Meeting](#)

One tap mobile:

US: [+16699006833](tel:+16699006833), [81001623695#](tel:+181001623695) or

[+16694449171](tel:+16694449171), [81001623695#](tel:+181001623695)

Meeting URL:

<https://cccconfer.zoom.us/j/81001623695>

Meeting ID:

810 0162 3695

### Join by Telephone

For higher quality, dial a number based on your current location.

Dial:

+1 669 900 6833 US (San Jose)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 646 876 9923 US (New York)

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

+1 564 217 2000 US

Meeting ID:

810 0162 3695

[International numbers](#)

### Join from an H.323/SIP room system

H.323:

162.255.37.11 (US West)

162.255.36.11 (US East)

149.137.68.253 (Mexico)

Meeting ID:

810 0162 3695

SIP:

[81001623695@zoomcrc.com](mailto:81001623695@zoomcrc.com)



Please contact **Dean LeBaron Woodyard** at [LWoodyar@cccco.edu](mailto:LWoodyar@cccco.edu), **Kimberly McDaniel** at [kmcdaniel@cccco.edu](mailto:kmcdaniel@cccco.edu), and **Kellie Nadler** at [knadler@cccco.edu](mailto:knadler@cccco.edu) at least 24 hours prior to the meeting if there are questions related to the webinar or zoom related access requests.

The purpose of the Zoom conference is to:

1. Allow applicants to ask questions about the application requirements and/or instructions.
2. Share the answers to general questions and inquiries received before and during the virtual conference.

Verbal remarks provided in response to questions/inquiries are unofficial and are not binding on the CCCCO unless later confirmed in writing. Carefully review this RFA before the conference date to become familiar with the application request. Attendees are encouraged to have their copy of this application available for viewing during the Zoom conference.

## **RFA CLARIFICATION**

If any ambiguity, conflict, discrepancy, omission, or other error in this RFA is discovered, please immediately notify the CCCCO of the error and request a written modification or clarification of the document. A clarifying addendum will be given to all parties who have obtained the RFA without divulging the source of the request. Insofar as practical, the CCCCO will give such notice to other interested parties, but the CCCCO shall not be responsible for failure to do so.

Written questions concerning the specifications and instructions in this Request for Applications must be submitted via email to Dean LeBaron Woodyard at [LWoodyar@cccco.edu](mailto:LWoodyar@cccco.edu), Kimberly McDaniel at [kmcdaniel@cccco.edu](mailto:kmcdaniel@cccco.edu) and Kellie Nadler at [knadler@cccco.edu](mailto:knadler@cccco.edu) **no later than 5 pm PST on April 28, 2023**. No response will be provided to content questions submitted after that date.

Based on the timing of questions, responses will be provided at the Bidders' Conference Webinar and/or in a subsequent Frequently Asked Questions (FAQs) document shared on the Rising Scholars listserv. The CCCCO reserves the right to consolidate and/or paraphrase similar or related inquiries. Inquiries should be structured as follows:

1. Inquirer's name and college/district submitting the inquiry;
2. A description of the subject or issue in question or discrepancy found;
3. RFA section, page number or other information useful in identifying the specific problem or issue in question;
4. Remedy sought, if any.

Verbal inquiries are discouraged. The CCCCO reserves the right not to accept or respond to verbal inquiries. Verbal responses are unofficial and are not binding on the CCCCO unless later confirmed in writing.



Applicants that fail to report a known or suspected problem with the RFA or fail to seek clarification and/or correction of the RFA, shall submit a proposal at their own risk. In addition, if awarded the grant, the successful applicant shall not be entitled to additional compensation for any additional work caused by such problem, including any ambiguity, conflict, discrepancy, omission, or error.

## APPEALS PROCESS

Applicants who wish to appeal a grant award decision must submit a form via email to Dean LeBaron Woodyard at [LWoodyar@cccco.edu](mailto:LWoodyar@cccco.edu) and Kimberly McDaniel at [kmcdaniel@cccco.edu](mailto:kmcdaniel@cccco.edu). The form, with a signature by the authorized person, must be received no later than **5:00 pm PST on July 3, 2023**. Only e-mailed forms will be accepted. The final decision will be provided in writing within 30 days from the date that appeals are due. The CCCCO's decision shall be the final administrative action afforded the appeal.

Appeals shall be limited to the grounds that the Selection Committee failed to correctly follow the specified processes for reviewing the application. The appellant must file an appeal form, including the issue(s) in dispute, the legal authority or other basis for the appeal position, and the remedy sought. Incomplete or late appeals will not be considered. The appellant may not supply any new information that was not contained in the original application.

An appeal must:

- contact Dean LeBaron Woodyard at [LWoodyar@cccco.edu](mailto:LWoodyar@cccco.edu) and Kimberly McDaniel at [kmcdaniel@cccco.edu](mailto:kmcdaniel@cccco.edu) for the appeal form,
- be signed by the District Superintendent/Chancellor or authorized designee,
- be addressed to: Dr. Aisha Lowe, Vice Chancellor, Educational Services and Support, and
- be emailed to: [alowe@cccco.edu](mailto:alowe@cccco.edu), with email subject line: RSN.22-25: {college name} – Appeal.

The Vice Chancellor shall:

1. review all appeal submissions,
2. disqualify appeal submissions that did not follow submission procedures,
3. render a final decision, and
4. notify applier of final decision within thirty (30) calendar days of the date of appeal receipt.





# **RISING SCHOLARS NETWORK – JUVENILE JUSTICE PROGRAM 2023-2028 FUNDING APPLICATION**

## **Unscored Survey Section and Scored Response Section**

Please read all directions thoroughly before beginning.

The application is divided into two main sections: an unscored Survey Section and a scored Response Section. The unscored Survey Section is designed to gather important basic information regarding potential grantees and will be used to form the basis of a preliminary baseline for reporting and evaluation. All applicants are required to complete this section. If the requested data is not available place an N/A or the number zero in the requested field. The scored Response section totals 100 points and will be used to evaluate how effective the applicant will be able to fulfil the goals and objectives of the Request for Application. A minimum score of 70 points is required to receive funding.

The sections in the Program/Application Information part are not scored and are designed to provide an overview of the college's potential grant program. Complete as much as possible. If information is not available either place a N/A in the space or a Zero. There are sixteen unscored sections. They are listed below:

1. Title/short summary
2. Staffing for an existing juvenile justice impacted program.
3. Existing dedicated space for an existing juvenile justice impacted program.
4. Current courses and on campus support for an existing juvenile justice impacted program.
5. Dual enrollment for an existing juvenile justice impacted program.
6. Transferable courses for an existing juvenile justice impacted program.
7. Supports for an existing juvenile justice impacted program.
8. MOUs for an existing juvenile justice impacted program.
9. Transition services for an existing juvenile justice impacted program.
10. Outreach for an existing juvenile justice impacted program.
11. Current student count if applicable for an existing juvenile justice impacted program.
12. Current students taking courses if applicable for an existing juvenile justice impacted program.
13. Dual enrollment students, if applicable, for an existing juvenile justice impacted program.
14. Current FTES generated by detention students if applicable for an existing juvenile justice impacted program.
15. Current FTES generated for on campus programs if applicable for an existing juvenile justice impacted program.
16. Current dual enrollment FTES if applicable for an existing juvenile justice impacted program.



## Unscored Survey Section

### Application/Program Information

This portion of the unscored survey is a series of Yes/No responses. If the response is No, you will be asked a follow-up question asking if you will commit to the question within a specified time. That response is also a Yes/No response. There are eleven questions in this section.

1. Provide the application title and a short summary description of your proposal.

*Helper Text*

*List the application title and provide a short describe your proposal and what you want to accomplish with these funds. This should be a high level description of your program and will be used in the grant agreement if funded.*

2. Does the applicant have a full-time program lead overseeing an existing Youth Justice program?

*Helper Text*

*Staffing: Funded programs must be staffed with a full-time program lead who has experience working with system-impacted students and must also allocate dedicated hours to a counselor and retention specialist. System-impacted students are defined as students whose lives have been impacted by systems of mass incarceration. The full-time program lead must be dedicated only to the youth justice initiative and may not be a split role with a Rising Scholars program serving adults.*

3. Does the applicant have a dedicated space that meets the provided definition for Rising Scholars students?

*Helper Text*

*Dedicated Space: Funded programs must have a dedicated campus meeting space established within the first six months of receiving this grant. Under this grant, the definition of dedicated space is, "defined space large enough for Rising Scholars students to meet and congregate. The space must be exclusively for Rising Scholars students and the Rising Scholars program.*

4. Does the applicant offer courses in a juvenile detention facility and offer on-campus support specifically for juvenile justice-impacted youth?

*Helper Text*

*Program Offerings: Funded programs must offer courses inside a juvenile detention facility and offer support for juvenile justice-impacted students on campus. Juvenile justice-impacted students are any youth who has been arrested, detained, or referred to probation. A program is not eligible for funding unless both program offering criteria are met.*

5. Does the applicant offer Dual Enrollment courses to juvenile justice-impacted youth in a juvenile detention facility, community school, or alternative school?



*Helper Text*

*Dual Enrollment: Funded programs must offer Dual Enrollment to juvenile justice-impacted youth in a detention facility, community school, and/or an alternative school.*

6. Does the applicant offer UC and CSU transferable courses to detained youth each semester?

*Helper Text*

*Transferable Courses: : Funded programs must offer detained youth UC and CSU transferable courses. It is expected that funded programs will offer a range of courses for multiple pathways, but UC and CSU transferable courses must be included. The number of required UC and CSU transferable courses offered per semester is not a set number, but the expectation is that students have access to at least one of the Golden Four courses each semester and, more broadly, have access to all transferable courses needed to reach degree or certificate completion in a chosen pathway.*

7. Does the applicant make accessible the range of student supports, detailed below, to juvenile justice-impacted youth?

*Helper Text*

*Student Support Services: Funded programs must make accessible a range of student supports to address academic and nonacademic needs, including wraparound student support services that are guaranteed for participating students. These guaranteed supports include financial assistance to address basic needs such as books and supplies, tuition, fees, stipends, food, and transportation. Programs may explore offering housing assistance as well.*

8. Does the applicant have an MOU with any of the key stakeholders listed below?

*Helper Text*

*External Partnerships: Funded programs must formalize partnerships with an MOU. This means developing a formal partnership with relevant key stakeholders including, but not limited to, the local County Office of Education (COE), probation department, local high school districts, and community-based organizations.*

9. Does the applicant offer comprehensive support, as described below, to assist detained students with the transition to on-campus higher education?

*Helper Text*

*Transitional Support: Funded programs must offer comprehensive support to assist detained students with the transition to on-campus higher education. One element of the comprehensive support must be a transition plan prepared one to three months ahead of the student's release. Other elements include campus visits, plans for students released mid-semester, and collaboration with staff at the detention facilities to ensure college continuation is integrated into student's overall transitions and release plans.*

10. Does the applicant provide the supports, described below, to juvenile justice-impacted youth in a detention facility and on-campus?



*Helper Text*

*Enrollment and Retention: Funded programs must work with various departments at the college to help juvenile justice-impacted students apply, matriculate, and persist to graduation by offering support including, but not limited to, in-person or synchronous online tutoring support, off ice hours, counseling, mentorship, and access to campus services such as financial aid, and admissions and records. These services may already be available to students on-campus, but under this grant they must also be made available to detained students.*

11. Does the applicant conduct outreach, as described below, to prospective students at juvenile detention facilities and prospective juvenile justice- involved students in the surrounding community?

*Helper Text*

*Outreach: Funded programs must conduct outreach to prospective students at juvenile detention facilities and prospective juvenile justice-involved students in the surrounding community. Outreach must include college representatives, including program leads and current or former students, speaking with prospective students inside facilities and collaborating with alternative or community schools to provide presentations on the program.*

**Existing student counts (If applicable)**

This unscored section collects information on existing student counts if applicable. If there are no students place a zero in the field. Do not leave it blank. There are six questions in this section.

12. Indicate the current number of unduplicated juvenile-justice impacted youth receiving services on-campus.

*Helper Text*

*If known, please provide the following numbers. If no counts exist, please enter "0".*

13. Indicate the current number of unduplicated students taking classes in a juvenile detention facility.

*Helper Text*

*If known, please provide the following numbers. If no counts exist, please enter "0".*

14. Indicate the current number of unduplicated dual enrollment juvenile-justice impacted youth.

*Helper Text*

*If known, please provide the following numbers. If no counts exist, please enter "0".*

15. State the current number of FTEs generated within juvenile detention facilities.

*Helper Text*

*If known, please provide the following numbers. If no counts exist, please enter "0".*

16. State the current number of FTEs generated by juvenile-justice impacted youth receiving services on-campus.



*Helper Text*

*If known, please provide the following numbers. If no counts exist, please enter "0".*

17. State the current number of FTEs generated by dual enrollment juvenile-justice impacted youth.

*Helper Text*

*If known, please provide the following numbers. If no counts exist, please enter "0".*

**Projected estimates of potential students to be served.**

This section collects information about the potential number of students the program may serve in a specific category. If there are no projected number of students please place a zero in the field. Do not leave it blank. There are six questions in this section.

18. Estimate the number of unduplicated students who will enroll in at least one college class per semester in juvenile detention facilities.

*Helper Text*

*Estimate the number of juvenile justice-impacted youth the applicant anticipates serving:*

19. Estimate the number of unduplicated students who will receive on-campus supports from the Youth Justice Initiative Rising Scholars program.

*Helper Text*

*Estimate the number of juvenile justice-impacted youth the applicant anticipates serving:*

20. Estimate the number of unduplicated dual enrollment juvenile-justice impacted students.

*Helper Text*

*Estimate the number of juvenile justice-impacted youth the applicant anticipates serving.*

21. Estimate the number of FTES generated within juvenile detention facilities.

*Helper Text*

*Estimate the number of juvenile justice-impacted youth the applicant anticipates serving.*

22. Estimate the number of FTES generated by juvenile-justice impacted youth receiving services on-campus.

*Helper Text*

*Estimate the number of juvenile justice-impacted youth the applicant anticipates serving.*

23. Estimate the number of FTES generated by dual enrolled juvenile-justice impacted youth.

*Helper Text*

*Estimate the number of juvenile justice-impacted youth the applicant anticipates serving.*



### Projected Service Area Information

This unscored section gathers information on the projected service area the applicant will serve. There are 10 questions in this section.

24. List the county or counties the applicant will serve under this grant:

*Helper Text*

*list the names of the counties you will serve. If there are less than 5 counties put N/A in the blank space.*

County Count	County Name
County 1	
County 2	
County 3	
County 4	
County 5	

25. Is there a juvenile Hall within the applicant's district?

*If yes, does the Juvenile Hall have a Secure Track Facility?*

26. List all juvenile detention facilities, community schools, and alternative schools within the applicant's district.

*Helper Text*

*If there are less than 10 facilities, place a N/A in the blank spaces. If there are more than facilities you will be asked to upload them in the next question.*

	Facility Name	Facility Type
Facility 1		
Facility 2		
Facility 3		
Facility 4		
Facility 5		
Facility 6		
Facility 7		
Facility 8		
Facility 9		
Facility 10		

27. If there are more than 10 facilities, please upload a Word document table listing the facilities and the type of facility.

28. Does the applicant have permission to serve a juvenile detention facility, community school, or alternative school outside of the applicant's district?

*If yes, please list the name of the facility and/or school names.*



*Helper Text*

List up to five facilities. If there are less than five place a N/A in the blank spaces.

	<b>Facility Name</b>	<b>Facility Type</b>
Facility 1		
Facility 2		
Facility 3		
Facility 4		
Facility 5		

29. Identify if this is a district, single college, or lead college with other colleges from outside of your district application.

*Helper Text*

Colleges may choose to apply as a district or as an individual college applicant, or as a lead college with other colleges from outside of your district but not more than one.

District application

If this is a district Application list the colleges in the district that are involved in the project.

*Helper Text*

This is for a district application involving multiple colleges in the district. Regardless of the number of colleges the funding amount for a district application is the same as for a single college application. The district will determine how funds are distributed among its member colleges.

You may list up to nine colleges. If there are less than nine colleges place a N/A in the blank spaces.

	<b>District/College Name</b>
District	
College 1	
College 2	
College 3	
College 4	
College 5	
College 6	
College 7	
College 8	
College 9	

30. Single college application

*Helper Text*

This is for a single college.



31. Lead college with other colleges from outside of your district

*Provide the name of the lead college and its district and partner colleges and their district names.*

*Helper Text*

*Funding will be provided to the lead college which will determine how funds are allocated to its partner colleges outside of the district. You may list up to five colleges including the lead college. If less than five colleges place a N/A in the blank spaces.*

	<b>College Name</b>
Lead College	
College 1	
College 2	
College 3	
College 4	
College 5	

32. Did the applicant receive a Rising Scholars Network 1.0 or 2.0 Grant from the Chancellor’s Office? If this is a district application, answer “yes” if any college in the collaboration received a 1.0 or 2.0 grant:

*If yes, indicate which one.*

*We received a 1.0 grant.*

*We received a 2.0 grant.*

33. Does the applicant commit to using relevant MIS data codes to demonstrate the number of students served under this grant?

*Helper Text*

*Participants in this grant program are required to use the Chancellor's Office Management Information System (COMIS) Special Population Data Element to identify Juvenile Justice involved students.*

**Document Upload Section (Repeat this section as needed)**

This is the document upload section. If there are more than one letter of commitment, MOU, or CCAP agreement click the allow additional responses button at the end of this section to recreate this group of questions. There are five questions in this section.

34. Please upload your letter of commitment from the County Office of Education and Juvenile Probation Department.

**Helper Text**

*Please submit a letter of commitment signed by a lead representative from the County Office of Education and Juvenile Probation Department outlining the agreed upon partnership. This letter should include the following:*

- *An acknowledgement that all parties have read the applicant’s application answers and agree to the commitments made by the applicant.*





- *Include the total number of youth detained in the juvenile hall(s) and/or camp(s) and the percentage of this total number of youths who are eligible for college programming. Eligible students can be high school graduates and those ready and eligible for dual enrollment.*
  - *An acknowledgement that Probation and the County Office of Education understand the space, staffing, and materials required to run the program outlined by the applicant in their application.*
35. If the applicant has an MOU agreement with Juvenile Probation, the County Office of Education, or another relevant stakeholder, the MOU agreement should be uploaded here.

*Helper Text*

*Submit any existing relevant MOUs between the applicant and a County Office of Education, Juvenile Probation Department, local high school district, or other entity demonstrating a formal partnership to serve juvenile justice-impacted youth.*

36. If the applicant has a CCAP agreement with Juvenile Probation, the County Office of Education the CCAP agreement should be loaded here.

*Helper Text*

*Submit any existing CCAP agreements with County Office of Education, Community Schools, or Alternative Schools.*

37. College contact sheet.

*Helper Text*

*Download the college contact sheet from the assurances section, complete it and upload it here.*

38. Organization Chart showing the role and relationship of the Juvenile Justice program within the college.

*Helper Text*

*Upload the program's organization chart here.*

## Scored Application Sections

This is the scored section of the competitive Request for Application. This section will determine the qualifying scores. The applications will be rated and ranked in descending order from the highest to the lowest. Applications will be funded until all funds are awarded. There are 11 questions in this section for a total of 100 points. The minimum number of points to qualify for funding is 70 points.

39. Please provide a detailed description of your grant application's Scope of Work (SOW) 5 Points

*Helper Text*

*This description should include the services and/or goods the Grantee will provide under this Grant Agreement, consistent with the authorizing statute (Education Code) and relevant budget acts. The scope of work should be clear and written in plain language so that someone unfamiliar with the subject matter could understand. The scope of work should be stated in terms that are measurable when possible (including reporting obligations) so that the Grantee's*



*progress can be tracked throughout the term of the grant and to ensure that the program goals have been satisfied at grant end. It should include all anticipated years of work and should not require yearly “renewals.” The term of the Grant Agreement specified on the face sheet should be calculated to provide sufficient time to complete work, finalize all reporting, including final reports, and provide a reasonable buffer for delays.*

40. Detention Facility Logistics (10 points)

*Address the components identified in the Helper Text below.*

*Helper Text*

*Funded programs are required to partner with a youth detention facility. There is no expectation that all detention facilities will offer the same opportunities.*

- Which facility or facilities has the applicant received approval to offer classes in?
- Approximately how many students are eligible for traditional enrollment in the facility or facilities?
- Approximately how many students in each facility have not yet completed high school? Please detail how many of these students would be eligible for dual enrollment.
- How will the applicant work with Juvenile Probation and the County Office of Education to recruit students into the college program? Does the detention facility have reliable and consistent internet access?
- How will the applicant work with the detention facility to ensure students have access to in-person/synchronous online tutoring support and office hours with college faculty and staff?
- How will the applicant ensure detained students have adequate time for studying?

41. Detention Facility Offerings (15 Points)

*Address the components identified in the Helper Text below.*

*Helper Text*

- *Funded programs are expected to offer a wide range of courses for multiple pathways through a combination of in-person and online course offerings. At least one in-person course per semester is required under this grant, and applicants who maximize in-person instruction will be scored higher.*
- *How will the applicant offer a wide range of courses for multiple pathways?*
- *Will the juvenile detention facility or facilities mix students from different security designations in classes?*
- *What access to technology do/will students have inside the facilities?*
- *How will the applicant ensure students have access to the Golden Four courses?*
- *What modality will classes be offered through?*
- *Will students be offered counseling courses or other opportunities for career and academic exploration?*
- *How will the applicant ensure students have access to counseling and advising appointments, for both academic and career pathways?*



- *How will the applicant promote cultural competency within the program/course offerings?*

#### 42. Staffing (10 Points)

*Address the components identified in the Helper Text below.*

##### *Helper Text*

- *Describe the qualities and experiences the applicant will look for, or has, in the full-time program lead dedicated to working with Rising Scholars youth?*
- *How many facilities and/or community or alternative schools will the full-time program lead work with?*
- *How many hours per week will be dedicated by a counselor and retention specialist? Explain why this number of hours was chosen and how their time will be spent.*
- *Will the applicant's program employ or compensate formerly incarcerated students or graduates?*
- *If so, in what positions? Detail which positions will be employees of the college, and which positions will be compensated through stipends.*
- *What professional development opportunities will be available to the Youth Justice Initiative faculty and staff?*

#### 43. Dual Enrollment (10 Points)

*Address the components identified in the Helper Text below.*

##### *Helper Text*

- *Which juvenile detention facility, community school, or alternative school will the applicant partner with to offer Dual Enrollment course offerings? List all facility and school names and indicate the type of facility or school.*
- *Will the applicant work with community or alternative schools to build dual enrollment programs for juvenile justice-impacted youth? Describe these existing or proposed partnerships.*
- *Detail whether the applicant has or will pursue a CCAP agreement with the County Office of Education, a local high school district, or another entity.*
- *How many students does the applicant anticipate serving through Dual Enrollment? (Either CCAP or non-CCAP agreement)*
- *How many Dual Enrollment courses does the applicant anticipate offering each semester?*

#### 44. From detainment to campus (10 Points)

*Address the components identified in the Helper Text below.*

##### *Helper Text*

*Funded programs must offer comprehensive support to assist detained students with the transition to on-campus higher education. This includes, but is not limited to, preparing a transition plan months ahead of the students release and collaborating on this plan with staff at the detention facilities.*



- *How will the applicant prepare a student nearing release to continue their education on-campus?*
- *Will Juvenile Probation partner with the applicant to allow students nearing release to attend on-campus events and college preparatory appointments, such as counseling and financial aid consultations?*
- *How will the applicant ensure transition opportunities are in place if a student needs to complete a semester outside of the facility?*

45. On campus and community support program (10 points)

*Address the components identified in the Helper Text below.*

*Helper Text*

- *What wrap-around on-campus supports will the program offer?*
- *How will the applicant foster peer-to-peer support in the on-campus program?*
- *How will the applicant create student leadership and student employment opportunities?*
- *How will the applicant aid students in accessing campus resources including, but not limited to, in-person or synchronous online tutoring support, admissions support, financial aid resources, student services, SAS/DSPS, career counseling and placement services?*
- *How will the applicant partner with external organizations to ensure students have access to record clearance programs?*
- *What external organizations does or will the applicant partner with to support juvenile justice-impacted students?*
- *How will the applicant connect students to basic needs centers?*

46. Student voice (5 points)

*Address the components identified in the Helper Text below.*

*Helper Text*

- *How will the applicant amplify student voice in program decision-making?*
- *How will the applicant include student feedback in creating and growing the program?*
- *How will the applicant include student feedback in determining course selection?*

47. Foster youth crossover (5 points)

*Address the components identified in the Helper Text below.*

*Helper Text*

- *How will the applicant connect eligible students to resources for foster youth, both within facilities and on campus?*
- *Describe connections the applicant has or will make to programs like Guardian Scholars, NextUp, and Financial Aid resources through CHAFEE?*

48. Progressive program model (10 points)



*Address the components identified in the Helper Text below.*

*Helper Text*

*This grant program aims to promote evidence-based practices that suggest lengthy stays in juvenile detention facilities do not lead to positive outcomes for young people. Grantees will engage in a multi-year process to explore and implement progressive program models such as using college as an alternative to detainment, step-down programs where youth are rewarded for participation in college programming, and opportunities for youth to temporarily leave detainment to attend courses on-campus.*

*Is the applicant currently offering any of the progressive program models listed above?*

- *Will the applicant partner with Juvenile Justice judges, legal counsel, and Juvenile Probation to promote these program models?*
- *Will the juvenile detention facility allow some students to be transported by Probation from the facility to campus to take classes?*
- *Does the applicant envision using the Youth Justice Initiative program to reduce the county's reliance on detaining youth? Please detail the vision here.*

49. Partnerships with universities (10 points)

*Address the components identified in the Helper Text below.*

*Helper Text*

*CSU and UC campuses have Project Rebound and Underground Scholars programs for formerly detained and incarcerated students.*

- *Which CSU and UC campuses are nearest to the applicant's campus and facilities the applicant is or will be serving?*
- *How will the applicant partner with Project Rebound and/or Underground Scholars programs to provide mentorship for juvenile justice-impacted youth and pathways to four-year universities?*
- *Will this be a formal or informal partnership? If a partnership exists or is being built, please detail the components of the partnership.*
- *If there are no four-year universities with Project Rebound or Underground Scholars programs within the applicant or juvenile detention facilities service areas, how will the applicant ensure interested students have access to four-year pathways?*

**Work Plans for 2023-24; 2024-25; 2025-26; 2026-27; 2027-28**

Complete the Workplans for all five years of the grant cycle.



*Helper Text*

*The 2023-24; 2024-25; 2025-26; 2026-27; and 2027-28 Work Plans. Use the following table which repeats five times relative to the operational/fiscal year. List the workplan's objectives, timelines, success metrics, and the budget for the objective. List up to ten objectives.*

	<b>Objective Name</b>	<b>Objective Timeline</b>	<b>Objective Success Metric</b>	<b>Objective Budget</b>
Objective 1				
Objective 2				
Objective 3				
Objective 4				
Objective 5				
Objective 6				
Objective 7				
Objective 8				
Objective 9				
Objective 10				

**Budget Guidance Section**

This is a five-year program. Prepare a budget for the following years:

2023-24; 2024-25; 2025-26; 2026-27; and 2027-28.

Grantees are to report their annual budget proposal for the funding years listed above. Provide annual budget information for categories 1000 - 7000. If a category will not be used simply leave it blank. Colleges should plan to expend the full allocation each year and only roll over funds from the prior year if absolutely required. Provide the Project Monitor with as much advance notice as possible preferably six months.

The year one budget 2023-24 must total \$288,888. Years two through five must be \$305,555 per year. The total five-year award is \$1,511,108. Colleges should expend all funds by July 31, 2028. Colleges are allowed to allocate up to 4% of their annual budget for indirect cost. Please round off numbers and do not use cents. It is acceptable to indicate less than 4% for Indirect Cost but it is not allowable to claim more than 4% Indirect Cost.

Per the Budget Act language funds may be used for comprehensive support to assist students with the transition to on-campus higher education, including: (I) wraparound student support services that address basic needs such as books and supplies, tuition, fees, stipends, housing, food, and transportation; and (II) educational transition plans for students, outlining their multiyear framework from high school through college completion. Funds cannot be used for Capital Outlay construction costs.

**Reporting Requirements**

Applicants selected to receive a Rising Scholars Network – Juvenile Justice Program grant will be required to report on the outcomes below semi-annually, by March and September of each year. The



first report will be due March 31, 2024 for the Fall 2023 term. The Chancellor's Office will confirm the data below in Chancellor's Office Management Information System (COMIS). At the time of reporting, Applicant's data in COMIS for SG24 for Juvenile Justice students must be accurate.

### **Scoring Rubric**

The following rubric outlines the parameters and point values that will be used as a basis for determining which proposed Rising Scholars Network programs will be recommended to the Board of Governors for funding.

There are Ten (10) scored sections of the application for a total of 100 Points. The scored sections and their related points are listed below:

- STAFFING (10 points)
- DETENTION FACILITY LOGISTICS (10 points)
- DETENTION FACILITY OFFERINGS (15 points)
- DUAL ENROLLMENT (10 points)
- FROM DETAINMENT TO CAMPUS (10 points)
- ON-CAMPUS AND COMMUNITY SUPPORT PROGRAM (10 points)
- STUDENT VOICE (10 points)
- FOSTER YOUTH CROSSOVER (5 points)
- PROGRESSIVE PROGRAM MODELS (10 points)
- PARTNERSHIPS WITH UNIVERSITIES (10 points)

Applicants that receive less than 70 points will not be funded.

Applicants with the highest number of points will be funded. Up to 45 grants will be awarded.

Once scoring is complete, proposals are ranked by the Chancellor's Office and categorized as:

1. Funded (contingent on Board of Governor's approval);
2. Eligible but not funded (minimum 70 pts but insufficient rank);
3. Not eligible (below 70 pts); and,
4. Not scored (rejected during preliminary review).