

Frequently Asked Questions (FAQ) for the Rising Scholars Network Juvenile Justice Impacted Students Request for Application Competition due June 5, 2023.

This FAQ is divided into two sections and is a hyperlinked document. Section one lists 37 questions without the answers to enable faster navigation of the questions. Section two contains the question and the answer to the question. Each question in section one is hyperlinked to the question and its answer in section two. Click on the hyperlinked question and it will take you to the appropriate question and answer in section two.

Section One – Questions Only

1. [To receive the grant, is a college required to already have a fully running center that is fully staffed or is the first-year financial award meant to hire staff?](#)
2. [What if we do not have a justice program that is specifically for youth, but we have a program that provides services to formerly incarcerated individuals? Do we already need to have a program that focuses on youth?](#)
3. [Is a full-time lead for this youth justice program required?](#)
4. [We have a dedicated space for formerly incarcerated adults, but it is not dedicated solely to youth. Will this hurt our application?](#)
5. [If there are no county-run juvenile halls, juvenile camps, or secure youth treatment facilities in a college/district's boundaries, and the college/district has not received permission to teach outside of their district, can a college/district partner with a different type of facility that works with juvenile justice impacted students?](#)
6. [Does the Project Coordinator have to be an administrator under the grant?](#)
7. [For the requirement of a full-time staff member, are there any limitations on who we can designate for this position? By that, I mean that we are overstaffed in some areas. If we moved a current employee into this role, would that be fine, or must we hire a new person?](#)
8. [Can the program lead also be a faculty that is teaching in the program?](#)
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24. If we serve an alternative school where students wear ankle monitors, would this be considered “detained”?
25. If the county refers students to a community school because the students’ parents are incarcerated or are otherwise unable to provide a safe home, would that be considered “justice-impacted”?
26. Page 12 states, “Funded programs are required to partner with a youth detention facility.” If we don’t have a youth detention facility in our district, but we offer dual enrollment at a community court school for justice-impacted youth, will we be eligible for funding?
27. What is the expectation for the first year of the grant? Would we need to be offering classes within the facilities already, or can we lay the foundation for getting those started, perhaps in the second half of the first year or even in the second year? (It would be difficult to get classes in place for Fall 2023.) What would be the first semester we have to offer classes as defined, and what is the minimum number of classes we can start with?
28. Scored Survey Section - #42 Staffing – How many hours should be dedicated for a counselor? Can the counselor be the same one we use for students on-campus, or does the counselor need to be exclusive for juvenile justice program students? Can the full-time program lead also be a counselor and/or retention specialist? Can the retention specialist also be a counselor? What are the key responsibilities of the retention specialist?
29. Workplans for 2023-24, 2024 – 25, 2025 – 26, 2026 – 27, 2027 – 28 – What is the minimum number of objectives we should aim for each year?
30. For the NOVA application system, can multiple people from the same college be working on the grant application, or does it need to be one designated person who coordinates all content and submits?
31. Scoring Rubrics – Is the scoring all or nothing? Are applicants able to get partial points for sections? If able to receive partial points, what rubric do scorers use to determine partial points?
32. Can a college apply to serve a facility outside of their district?
33. Can two or more colleges in the same district apply to serve the same juvenile detention facility?
34. What guidance can you provide on how colleges should work together to serve a single institution, and are there elements about our collaboration we should include in our application?
35. If we received the grant, are we required to begin in-person classes in the fall this year, or do we have until spring 2024 to begin? As you know, our detained youth currently take classes online, but I am working toward getting a class started in the fall. However, our class schedule has been set for the fall and I am not 100% sure we will be able to add anything to it.
36. If say we offered English 1A but the students at JJC are far below that level, could we offer a support class with it for additional units? Or could we test the students to see where they are at and offer classes that are lower level than English 1A and have them work up to it?
37. How do students with disabilities or IEPs get their needed accommodations or supports while incarcerated? Has LD testing been done, or could offering LD testing while incarcerated benefit these students?

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Section Two – Questions and Answers

1. To receive the grant, is a college required to already have a fully running center that is fully staffed or is the first-year financial award meant to hire staff?

A college/district is not expected to have staffing or a program for youth justice students prior to applying for this grant. The college/district may use grant funds to staff and start a Youth Justice program.

2. What if we do not have a justice program that is specifically for youth, but we have a program that provides services to formerly incarcerated individuals? Do we already need to have a program that focuses on youth?

A college/district does not need to already have a program that focuses on youth to be eligible to apply. Colleges/districts with and without programs are encouraged to apply.

3. Is a full-time lead for this youth justice program required?

Yes. If funded, colleges/districts are expected to have a full-time program lead to run the youth justice program. Grantees may use grant funds to pay the salary of the full-time program lead.

4. We have a dedicated space for formerly incarcerated adults, but it is not dedicated solely to youth. Will this hurt our application?

No. Colleges/districts who already have dedicated space on-campus for Rising Scholars programs may use the same space for the youth justice program. Colleges/districts who do not yet have dedicated space must commit to dedicating space to the Rising Scholars youth justice program within six months of receiving the grant. If this timeline for dedicating space is not possible, please detail why in the application.

5. If there are no county-run juvenile halls, juvenile camps, or secure youth treatment facilities in a college/district's boundaries, and the college/district has not received permission to teach outside of their district, can a college/district partner with a different type of facility that works with juvenile justice impacted students?

No. A college/district must partner with a juvenile detention facility and serve detained students to be eligible for this grant. A college/district who partners with a juvenile detention facility may additionally partner with another kind of facility that works with juvenile justice-impacted youth.

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6. Does the Project Coordinator have to be an administrator under the grant?

No.

7. For the requirement of a full-time staff member, are there any limitations on who we can designate for this position? By that, I mean that we are overstaffed in some areas. If we moved a current employee into this role, would that be fine, or must we hire a new person?

Employee staffing is a local decision.

8. Can the program lead also be a faculty that is teaching in the program?

A faculty member can be the lead, but the faculty member cannot be the lead and be teaching on regular assignment. They must serve in the program lead role on a full-time status and not be teaching any courses.

9. Can we use grant funds to cover the cost of a class in a juvenile detention facility?

Yes, but grant funds can be used to cover no more than 49% of the cost of a course. If grant funds are used to cover more than 49% of the cost of a course, the college/district may not collect apportionment for the course.

10. Is the Rising Scholars application a competitive grant application or a categorical fund?

It is a competitive grant application.

11. Should the objectives in our workplan align with the Vision for Success metrics or with the stated objectives on page 4 of the RFA?

Objectives should align with those outlined on page 4 but can also align with the objectives of the Vision for Success.

12. Will colleges/districts who maximize in-person instruction score higher than those who do not?

Yes. There is a higher value placed on in-person education under this grant.

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13. Will non-credit courses geared toward career training be eligible for the grant?

Yes, only if it is a career development and college preparation (CDCP) short-term vocational program which the district governing board has determined to have high employment potential or is a workforce preparation program in the basic skills of speaking, listening, reading, writing, mathematics, decision making, and problem-solving skills that are necessary to participate in job specific technical training. For any career field requiring licensure, applicants should demonstrate that they are able to appropriately advise students on employability.

14. Will students served inside juvenile detention facilities be eligible for the higher apportionment rate for serving incarcerated students?

Yes.

15. Can grant funds be used to pay for CTE equipment and non-textbook materials for students inside of juvenile hall?

A: Yes

16. What is the age range this grant can serve?

Youth may now be detained in juvenile detention facilities in California up to the age of 25. The college/district may serve any aged youth in a detention facility. Students who were formerly juvenile justice impacted (as defined as a student who has ever been arrested, detained, or referred to probation as a youth) may be served at any age on-campus.

17. Can you please define “justice-impacted”?

For this grant, a juvenile justice impacted youth is a person who was arrested, detained, or referred to probation as a youth.

18. Can you please define “Juvenile Detention Facility”?

A "juvenile detention facility" is a facility used for confinement (detention or commitment) of youth who are alleged or found to come within the delinquency jurisdiction of the juvenile court. This term does not include any foster care placement and therefore does not apply to any of the placements listed in Welfare and Institutions Code section 727(a)(4) such as foster homes, community care facilities and group homes.

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19. Can you please define the word “detained”?

A detained student, in this grant, is a student who is confined to a juvenile detention facility. See above for the definition of a juvenile detention facility.

20. Define Community school:

County community schools are public schools that are run by county offices of education. They educate students in kindergarten through grade twelve who are expelled from school or who are referred because of attendance or behavior problems. They also serve students who are homeless, on probation or parole, and who are not attending any school. Parents or guardians also may request that their child attend a county community school. ([Definition from the California Department of Education](#))

21. Define Alternative school:

Alternative schools of choice are designed to provide alternative means to reaching the same ends that traditional schools seek to reach. In the California Education Code, an alternative school is defined as a school or separate class group within a school which is operated in a manner designed to:

- (a) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
- (b) Recognize that the best learning takes place when the student learns because of his desire to learn.
- (c) Maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to follow his own interests. These interests may be conceived by him totally and independently or may result in whole or in part from a presentation by his teachers of choices of learning projects.
- (d) Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
- (e) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

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22. Define Juvenile Court Schools.

Juvenile court schools provide public education for juveniles who are incarcerated in facilities run by county probation departments. These schools are located in juvenile halls, juvenile homes, day centers, ranches, camps, and regional youth education facilities and are operated by the county board of education in the county in which the facility is located. ([Definition from the California Department of Education](#)).

23. What facilities count as “juvenile detention facilities?”

Under this grant, juvenile detention facilities that count are those that meet the following definition of a juvenile detention facility: A "juvenile detention facility" is a facility used for confinement (detention or commitment) of youth who are alleged or found to come within the delinquency jurisdiction of the juvenile court. This term does not include any foster care placement and therefore does not apply to any of the placements listed in Welfare and Institutions Code section 727(a)(4) such as foster homes, community care facilities and group homes.

24. If we serve an alternative school where students wear ankle monitors, would this be considered “detained”?

No.

25. If the county refers students to a community school because the students’ parents are incarcerated or are otherwise unable to provide a safe home, would that be considered “justice-impacted”?

No. Under this grant, students must have direct involvement with the juvenile justice system.

26. Page 12 states, “Funded programs are required to partner with a youth detention facility.” If we don’t have a youth detention facility in our district, but we offer dual enrollment at a community court school for justice-impacted youth, will we be eligible for funding?

No.

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27. What is the expectation for the first year of the grant? Would we need to be offering classes within the facilities already, or can we lay the foundation for getting those started, perhaps in the second half of the first year or even in the second year? (It would be difficult to get classes in place for Fall 2023.) What would be the first semester we have to offer classes as defined, and what is the minimum number of classes we can start with?

Colleges/districts do not need to already be offering courses within facilities to apply. Colleges/districts will be supported in creating implementation plans and putting those plans into action. Grantees will be expected to have courses running in a facility by Spring 2024 for college/districts on semester schedules and Winter 2024 for colleges/district on quarter systems. If a college/district cannot meet that timeline, please detail why and propose a different timeline in the application.

28. Scored Survey Section - #42 Staffing – How many hours should be dedicated for a counselor? Can the counselor be the same one we use for students on-campus, or does the counselor need to be exclusive for juvenile justice program students? Can the full-time program lead also be a counselor and/or retention specialist? Can the retention specialist also be a counselor? What are the key responsibilities of the retention specialist?

We are not telling colleges or districts how many hours they should dedicate to a counselor. This is a local decision based on the need of your program. You may buy time from a counselor who works with students on-campus and does not need to be exclusive to the juvenile justice program students. Hiring choices are local decisions. The full-time program lead cannot also be the program counselor. A retention specialist is one name for a student services staff person who is focused on retaining and sustaining students along their educational journey. Colleges and districts have different names for these roles, so check with your local district to see what specific title these employees hold. A Retention Specialist can perform a wide variety of duties within the scope of the classification. Check with your local district to see the job description and adjust the job details to fit the needs of youth justice students.

29. Workplans for 2023-24, 2024 – 25, 2025 – 26, 2026 – 27, 2027 – 28 – What is the minimum number of objectives we should aim for each year?

There is no minimum number of objectives. The applicant should identify a reasonable and appropriate number of objectives to accomplish their goals for the fiscal year of funding.

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30. For the NOVA application system, can multiple people from the same college be working on the grant application, or does it need to be one designated person who coordinates all content and submits?

Multiple people from the same college who have been designated by the college can work on the application. It does not have to be just one person unless that is what the college wants.

31. Scoring Rubrics – Is the scoring all or nothing? Are applicants able to get partial points for sections? If able to receive partial points, what rubric do scorers use to determine partial points?

Scoring is not all or nothing. Applicants can get partial points. Scoring rubrics will be used and we will make the scoring rubrics available ahead of the grant being due.

32. Can a college apply to serve a facility outside of their district?

Grants will not be awarded to serve students outside the district unless the applying college has received permission from the district in which the facility is located. In that case, please attach a letter to that effect.

33. Can two or more colleges in the same district apply to serve the same juvenile detention facility?

Where two colleges want to serve the same detention facility, we encourage those colleges to submit a collaborative application. However, if two colleges in the same district want to submit separate applications, they can. If they submit separate applications, they will be scored against one another in a first round of scoring where each juvenile detention facility will be paired with a college applicant who scores high enough to be awarded funding. If all facilities are matched with a successful applicant, the college that scored lowest in the first round will be considered in a second round for funding.

34. What guidance can you provide on how colleges should work together to serve a single institution, and are there elements about our collaboration we should include in our application?

See the answer above. If two colleges do apply to serve the same institution, coordinating efforts and course offerings is best practice. Details about which college will serve which security designations, how course offerings will stack and be complimentary, and how each college will support a student in transitioning to either campus post-release should be included.

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35. if we received the grant, are we required to begin in-person classes in the fall this fall, or do we have until spring 2024 to begin? As you know, our detained youth currently take classes online, but I am working toward getting a class started in the fall. However, our class schedule has been set for the fall and I am not 100% sure we will be able to add anything to it.

Grantees would be expected to begin offering courses in detention facilities in Spring 2024 for college/districts on semester schedules and Winter 2024 for colleges/districts on the quarter system. If this timeline is not reasonable, please detail why in your application and include your college/district's timeline.

36. If say we offered English 1A but the students at JJC are far below that level, could we offer a support class with it for additional units? Or could we test the students to see where they are at and offer classes that are lower level than English 1A and have them work up to it?

Colleges/districts must be compliant with AB705/AB1705, which allows offering additional support classes, learning assistance labs, and tutoring to students where needed to compliment courses like English 1A. Corequisite courses can be for credit or non-credit.

37. How do students with disabilities or IEPs get their needed accommodations or supports while incarcerated? Has LD testing been completed, or could offering Learning Disability (LD) testing while incarcerated benefit these students?

A college/district should work with the local County Office of Education, Juvenile Probation Department, and Student Accessibility Services/Disabled Students Programs and Services offices to ensure a collaborative plan for meeting the accommodation needs of students enrolled in college classes.