Request for Applications (RFA)

California Community Colleges Chancellor's Office
RISING SCHOLARS NETWORK

EDUCATIONAL SERVICES AND SUPPORT DIVISION
Equitable Student Learning, Experience and Impact Office

Funding Years	**Fiscal Year 2025 through 2028 (3 years)**
Release Date	Monday, Nov. 25, 2024
Number of Awards	Up to 65
Questions Deadline	Written questions about the Request for Applications must be received by 5 p.m. PST on Monday, Dec. 16, 2024, via email to LeBaron Woodyard at LWoodyard@CCCCO.edu and Lisa Gallardo and LGallardo@CCCCO.edu with the email subject line: [College name] Rising Scholars Application Question.
Bidders' Conference	Monday, Dec. 9, 2024, 1 p.m. - 2:30 p.m. PST
Application Deadline	Applications must be received by 11:59 p.m. PST on Friday, Feb. 28, 2025, via electronic submission in the Nova system: Rising Scholars Network Link to the NOVA Application Portal. Applicants that do not have a NOVA account can request one from the "Request Access to NOVA" link.

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

GENERAL INFORMATION AND BACKGROUND OF RISING SCHOLARS NETWORK

Serving incarcerated and formerly incarcerated students is central to the mission of the California Community Colleges and is a key component of the Chancellor's Diversity Equity and Inclusion (DEI) Call to Action. It directly supports the Vision 2030 goals of eliminating equity gaps among historically underrepresented student groups. Through the Rising Scholars programs, 20,000 justice-impacted students are reached and supported across campuses, prisons, jails, and juvenile detention centers statewide. The Chancellor's Office has laid a solid foundation for this work by offering high-quality technical assistance to ensure these students thrive.

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.

VISION 2030 GOALS

The Rising Scholars Network is one of several key initiatives aligned with the Vision 2030 goals. The program's primary objective is to increase the participation and success of justice-impacted students in California community colleges. To achieve this, successful grantees must commit to focus on the following Vision 2030 goals:

Equity in Success

1. Increase the number of California community college students earning associate degrees, credentials, certificates, or specific skill sets that lead to in-demand jobs.
2. Expand baccalaureate attainment by increasing the number of students annually who receive a bachelor's degree from a California community college or transfer to the University of California (UC), California State University (CSU), or four-year independent colleges and universities.
3. Provide students with in-demand skills through reskilling and upskilling, focusing on Career Technical Education pathways to increase enrollment and employment in high-demand, high-wage jobs, particularly for formerly incarcerated students.

Equity in Access

1. Increase with equity, participation/enrollments for justice involved individuals.

Equity in Support

1. Decrease the average number of units accumulated by students earning associate degrees.
2. Increase the number of Pell grant recipients and CCPG recipients.

FUNDING

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

Funding criteria are derived from AB 417, Vision 2030, 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 65 California community colleges with a minimum of $100,000 per year for three years, contingent upon State of California budget allocations. Projects may receive additional funding based on several factors including narrative responses to specific prompts and questions contained in this Request for Application (RFA), Special Population FTES for SG04 and SG15, and a performance index derived from student data extracted from the Chancellor's Office Management Information System (COMIS). This index may include metrics such as enrollment, persistence or retention, certificate and degree attainment, and completion or transfer rates.

Applicants must submit workplans that include objectives, activities, and outcomes with budget allocations corresponding to their requested budget. Based on performance modeling at the time of the release of this RFA, funded grants may range from $158,118 to $304,255 per year for three years. This range is offered as a guide; the actual funding range may change based on actual RFA performance scores. If a successful applicant receives and accepts an offer that is more, or less than their requested amount, they will be required to submit an amended workplan and budget reflecting the offered funding amount.

In year three, the Chancellor's Office will conduct a comprehensive review of the application criteria and outcomes and will open a new funding cycle. Future funding decisions will be based, in whole or in part, on student demographic and outcome data collected from the COMIS. This includes, but is not limited to, data on enrollment, persistence or retention, certificate and degree attainment, and completion or transfer to a baccalaureate pathway.

ELIGIBILITY REQUIREMENTS

All California community Colleges are eligible to apply. All applications recommended for approval shall have or obtain approval from the applicant's Board of Trustees. In the event the application timeline does not allow for Board approval, a signed letter from the district/college President is an acceptable substitute.

One or more colleges within a district may choose to apply 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 **Friday, Feb. 28, 2025 by 11:59 p.m. PST.** Only applications submitted via the Nova system with a time stamp of 11:59 p.m. PST or earlier will be accepted.

This application is divided into three categories:

1. Programs that serve students in prison and/or jail
2. Programs that serve students on campus
3. Programs that serve students on campus and in prison and/or jail

Applicants must choose only one category.

PERFORMANCE PERIOD

Successful grantees will receive funding starting in fiscal year 2025, beginning on July 1, 2025, and continuing annually for three years, ending on July 31, 2028. The actual start date may change. The grant is contingent on the availability of funds and satisfactory performance. There will be no extensions to the performance period.

CALENDAR OF KEY DATES

DATE	EVENT
Nov. 25, 2024 – Feb. 28, 2025	Application submission window
Dec. 9, 2024	Bidders' Conference from 1 p.m. - 2:30 p.m. Zoom information: https://cccco.zoom.us/j/84534327510
Dec. 16, 2024	Questions Submission Deadline
Feb. 28, 2025	Applications due via NOVA
March 24, 2025	Preliminary award announced
April 7, 2025	Appeals due to the Chancellor's Office
May 20, 2025	Final awards announced
July 1, 2025	Grant term begins

TECHNICAL ASSISTANCE

Bidders' Conference. The Chancellor's Office staff will host an informational Bidders' Conference on Monday, Dec. 9, 2024, from 1 - 2:30 p.m. PST 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.

The purpose of the **Bidders' 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.

Date and Time: Dec. 9, 2024, 1 - 2:30 p.m.
Zoom information: https://cccco.zoom.us/j/84534327510
One tap mobile: +1 669 444 9171 US, +1 669 900 6833 US (San Jose)
Meeting ID: 845 3432 7510

Please contact **LeBaron Woodyard at LWoodyard@CCCCO.edu and Lisa Gallardo at LGallardo@CCCCO.edu** at least 24 hours prior to the meeting if there are questions related to the webinar or zoom related access requests.

Verbal remarks provided in response to questions/inquiries are unofficial and are not binding on the Chancellor's Office 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 Chancellor's Office 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 Chancellor's Office will give such notice to other interested parties, but the Chancellor's Office 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 LeBaron Woodyard at LWoodyard@CCCCO.edu and Lisa Gallardo at LGallardo@CCCCO.edu **no later than Monday, Dec. 16, 2024 by 5 p.m. PST.** 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 Chancellor's Office reserves the right to consolidate and/or paraphrase similar or related inquiries. Inquiries should be structured as follows:

Inquirer's name and college/district submitting the inquiry:

1. A description of the subject or issue in question or discrepancy found;
2. RFA section, page number or other information useful in identifying the specific problem or issue in question;
3. Remedy sought, if any.

Verbal inquiries are discouraged. The Chancellor's Office reserves the right not to accept or respond to verbal inquiries. Verbal responses are unofficial and are not binding on the Chancellor's Office 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 LeBaron Woodyard at LWoodyard@CCCCO.edu and Lisa Gallardo at LGallardo@CCCCO.edu. The form, with a signature by the authorized person, must be received no later than **5 p.m. PST on Tuesday, April 7, 2025.** Only emailed forms will be accepted. The final decision will be made in writing within 30 days of the date that appeals are due. The Chancellor's Office'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 LeBaron Woodyard at LWoodyard@CCCCO.edu and Lisa Gallardo at LGallardo@CCCCO.edu for the appeal form
- Be signed by the district Superintendent/Chancellor or authorized designee
- Be addressed to: John Stanskas, Vice Chancellor, Educational Services and Support
- Be emailed to JStanskas@CCCCO.edu, with email subject line: RSN.25-28: {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 appealer of final decision within thirty (30) calendar days of the date of appeal receipt.

RISING SCHOLARS NETWORK 2025-2028 FUNDING APPLICATION

General Standards

Please read all directions thoroughly before beginning.

Applicants must choose one of the following three categories:

1. Programs serving students in prisons (state and federal) and/or jails
2. Programs serving students on campus
3. Programs serving students both on campus and in prisons and/or jails

General Information

Colleges may choose to apply as a district or as an individual college applicant, but not both.

1. Is this a district application or single college application? Select one option below:

   - District application
   - Single college application

2. District college applicant: please provide (1) district name and (2) all names of all colleges within district applying to participate in the Rising Scholars Network grant:

   _____
   _____
   _____
   _____

3. Single college applicant: please provide the name of the district and Community College:

   _____
   _____
   _____
   _____

4. Please identify all prisons and jails (including federal and state prisons, county jails, fire camps) within applicant's district:

   _____
   _____
   _____
   _____

SCORED EVALUATION CRITERIA AND APPLICATION REQUIREMENTS

This section outlines the scoring criteria for the RFA. The scoring is divided into three main sections:

- Section A: Performance-Based Evaluation Metrics (50 points)
- Section B: Narrative Questions (35 points)
- Section C: Workplan (15 points)

Section A: Performance-Based Evaluation Metrics

There are 50 points assigned to this section. In this section, the Chancellor's Office will automatically pull data to evaluate applicants based on specific performance metrics. Applicants are not required to submit any additional information for this section. The data included in the weighted performance index will be collected from the Fall 2022, Spring 2023, Fall 2023, and Spring 2024 terms for Special Populations SG04 and SG15. The categories included in a weighted performance index are units, persistence and performance, degrees and awards, access and uptake, and course availability. More detailed information about the performance-based metrics is provided in the following Section A, Performance-Based Evaluation Metrics.

Section B: Narrative Questions

There are 35 points assigned to this section. This section requires applicants to respond to narrative questions. Section B is divided into three categories: B1, B2, and B3. Applicants must complete one of these categories, even if their program serves multiple populations. Despite the division into three categories, all applications will be reviewed together in a single applicant pool. The categories are as follows:

- B1: Programs that serve students in prison and/or jail
- B2: Programs that serve students on campus
- B3: Programs that serve students on campus and in prison and/or jail

Applicants should ensure they provide comprehensive responses to the narrative questions in the category that best fits their program.

Section C: Workplan

There are 15 points assigned to this section. This section requires applicants to complete a comprehensive workplan for funding years 2025-26, 2026-27, and 2027-28 in NOVA. Applicants must outline steps for achieving objectives that align with California Code of Regulations, title 5, Rising Scholars Network Elements, Section 56810 (b). The workplan

must include objectives, tasks, timelines, resources, responsibilities and an evaluative plan to monitor progress and measure success.

SECTION A: PERFORMANCE-BASED EVALUATION METRICS

This section outlines the key data metrics that will be used to evaluate program performance and determine awarding and funding for the Rising Scholars Network. The Chancellor's Office will use a performance-based approach, analyzing data from the COMIS to assess how effectively programs serve justice-impacted students.

These metrics measure critical areas such as student access, academic progression, persistence, and degree completion. Programs will be evaluated on their demonstrated outcomes in these areas, with an emphasis on continuous improvement and innovative practices that enhance student success. Awards and funding will be determined based on how well programs meet or exceed these performance metrics over time.

The following data points will guide the award and funding decisions for this RFA:

Units

- Average Units in a Year: This metric will look at the average number of units students complete in a year.
- Progression in Units Across Terms: This will track how students' progress in their unit completion from one term to the next.
- Degree Applicable Units Ratio: This ratio will show the proportion of units that count towards a degree.

Degrees Awarded

- Degrees by Student Type: The number of degrees awarded, categorized by different student types.
- Percentage Change in Degrees Awarded Over Time: This will show the growth or decline in the number of degrees awarded over a period.
- Ratio of Students in Program to Degrees Earned, by Incarceration Status: This ratio will compare the number of students in the program to the number of degrees earned, with a specific focus on incarceration status.

Persistence

- Persistence Rate from Fall to Spring Across Multiple Years: This metric will track the rate at which students continue their studies from the fall term to the spring term over several years.

Access & Uptake

- Total Students Served: The total number of students who have been served by the program.
- Access to Courses by Students: This will measure how many students have access to the courses offered.
- Type of Course Instruction/Offerings: The variety and types of courses available to students, such as online, in-person, or hybrid formats.

Course Availability

- Unique Courses Offered: The number of unique courses available to students.
- Growth in Courses Over Time: This will measure how the availability of courses has increased or changed over time.

END OF SECTION A

SECTION B: QUESTIONS BY CATEGORY

Section B is divided into three categories: Bl, B2, and B3. Applicants must complete Section Bl, B2, or B3 even if both populations are served. Although the application is divided into three categories, all applications will be reviewed together in one applicant pool.

SECTION B1: PRISON AND/OR JAIL PROGRAMS

Student Services

- Describe how your program facilitates academic and career counseling, advising, and peer-to-peer mentoring for incarcerated students. How do you ensure these services meet their distinct needs, and what measurable outcomes demonstrate success? Include examples of any adjustments based on student feedback.
- Explain how your program supports incarcerated students in accessing financial aid, campus resources, and transitional services. Include strategies for addressing resource limitations and describe specific outcomes that indicate success.

Academic Services

- Explain how your program ensures parity of academic support and services for incarcerated students. How do you address challenges to ensure equity, and what outcomes reflect the effectiveness of these supports?
- How will your program support the goals of the Economic and Workforce Development (EWD) and Strong Workforce Program (SWP) initiatives, which aim to

equip students with in-demand skills, reskill and upskill to close skills gaps, and build a strong workforce? Specifically, how will your program enhance student success in Career Technical Education pathways, align workforce data and outcomes with the needs of incarcerated students, and increase enrollment in programs that lead to high-demand, high-wage jobs, resulting in employment or improved earnings?

Professional Development

- Describe the professional development opportunities provided to staff working with incarcerated students. How do these trainings address the specific challenges and needs of justice-impacted individuals, and how are they tailored to ensure staff are equipped to support academic, career, and personal development? What specific topics are covered (e.g., trauma-informed care, equity in education, re-entry challenges), and how do you assess the effectiveness of this training? Share examples of how staff have applied this professional development to enhance student outcomes, and any measurable improvements observed as a result.

Integrated Support Services

- How does your program identify and address equity gaps for incarcerated students? What strategies and partnerships are in place to ensure that services are distributed equitably, and what measurable outcomes demonstrate success in closing these gaps?
- Explain how your program facilitates access to community resources for incarcerated students. What key partnerships and strategies have been instrumental in providing these resources, and how do they support student success?

SECTION B2: ON-CAMPUS PROGRAMS

Student Services

- Describe how your program facilitates academic and career counseling, advising, and peer-to-peer mentoring for formerly incarcerated students. How do you ensure these services meet their distinct needs, and what measurable outcomes demonstrate success? Include examples of any adjustments based on student feedback.
- Explain how your program supports formerly incarcerated students in accessing financial aid, campus resources, and transitional services. Include strategies for addressing resource limitations and describe specific outcomes that indicate success.

Academic Services

- Explain how your program ensures parity of academic support and services for formerly incarcerated students. How do you address challenges to ensure equity, and what outcomes reflect the effectiveness of these supports?
- How will your program support the goals of the Economic and Workforce Development (EWD) and Strong Workforce Program (SWP) initiatives, which aim to equip students with in-demand skills, reskill and upskill to close skills gaps, and build a strong workforce? Specifically, how will your program enhance student success in Career Technical Education pathways, align workforce data and outcomes with the needs of formerly incarcerated students, and increase enrollment in programs that lead to high-demand, high-wage jobs, resulting in employment or improved earnings?

Professional Development

- Describe the professional development opportunities provided to staff working with formerly incarcerated students. How do these trainings address the specific challenges and needs of justice-impacted individuals, and how are they tailored to ensure staff are equipped to support academic, career, and personal development? What specific topics are covered (e.g., trauma-informed care, equity in education, re-entry challenges), and how do you assess the effectiveness of this training? Share examples of how staff have applied this professional development to enhance student outcomes, and any measurable improvements observed as a result.

Integrated Support Services

- How does your program identify and address equity gaps for formerly incarcerated students? What strategies and partnerships are in place to ensure that services are distributed equitably, and what measurable outcomes demonstrate success in closing these gaps?
- Explain how your program facilitates access to community resources for formerly incarcerated students. What key partnerships and strategies have been instrumental in providing these resources, and how do they support student success?

SECTION B3: ON-CAMPUS AND PRISON AND/OR JAIL PROGRAMS

Student Services

- Describe how your program facilitates academic and career counseling, advising, and peer-to-peer mentoring for both incarcerated and formerly incarcerated

students. How do you ensure these services meet their distinct needs, and what measurable outcomes demonstrate success? Include examples of any adjustments based on student feedback.

- Explain how your program supports both incarcerated and formerly incarcerated students in accessing financial aid, campus resources, and transitional services. Include strategies for addressing resource limitations and describe specific outcomes that indicate success.

Academic Services

- Explain how your program provides parity of academic support and services for both incarcerated and formerly incarcerated students. How do you address challenges to ensure equity, and what outcomes reflect the effectiveness of these supports?
- How will your program support the goals of the Economic and Workforce Development (EWD) and Strong Workforce Program (SWP) initiatives, which aim to equip students with in-demand skills, reskill and upskill to close skills gaps, and build a strong workforce? Specifically, how will your program enhance student success in Career Technical Education pathways, align workforce data and outcomes with the needs of formerly incarcerated students, and increase enrollment in programs that lead to high-demand, high-wage jobs, resulting in employment or improved earnings?

Professional Development

- Describe the professional development opportunities provided to staff working with incarcerated and formerly incarcerated students. How do these trainings address the specific challenges and needs of justice-impacted individuals, and how are they tailored to ensure staff are equipped to support academic, career, and personal development? What specific topics are covered (e.g., trauma-informed care, equity in education, re-entry challenges), and how do you assess the effectiveness of this training? Share examples of how staff have applied this professional development to enhance student outcomes, and any measurable improvements observed as a result.

Integrated Support Services

- How does your program identify and address equity gaps for both incarcerated and formerly incarcerated students? What strategies and partnerships are in place to ensure that services are distributed equitably, and what measurable outcomes demonstrate success in closing these gaps?
- Explain how your program facilitates access to community resources for incarcerated and formerly incarcerated students. What key partnerships and

strategies have been instrumental in providing these resources, and how do they support student success?

<div align="center">**END OF SECTION B**</div>

SECTION C: WORKPLAN

There are 15 points assigned to this section. The applicant is required to submit a workplan for each funding year: 2025-26, 2026-27, and 2027-28. A workplan is a structured document that outlines the steps and strategies to achieve specific goals within a designated timeframe. The applicant is required to identify a set of objectives that correspond to the California Code of Regulations, Title 5, Rising Scholars Network Elements, Section 56810 (b) listed below. The specific objectives of the workplan may be combined but each of the identified elements in the Title 5 section should be addressed.

Required Rising Scholars Network Services

Districts participating in the Rising Scholars Network shall use program funds to provide the following services to Rising Scholars:
1. priority registration;
2. basic needs support;
3. assistance with identifying and accessing campus resources, including financial aid;
4. individualized academic counseling and tutoring, including in relation to clear pathways to a certificate or a degree;
5. frequent in-person contact with Rising Scholars Network faculty and staff;
6. instructional materials support;
7. foster and peer-to-peer support or mentoring;
8. assessments of community resources, such as housing assistance, mental health support, or social services;
9. courses designed specifically for Rising Scholars;
10. career counseling and placement services; and
11. other similar supports.

Professional Development Objective

Professional development is crucial for both individual growth and organizational success. It encompasses various activities that enhance skills, knowledge, and capabilities, shaping professionals into more effective and adaptable members of their fields. The applicant should include an objective that addresses professional development because engaging in professional development keeps individuals updated with the latest trends, technologies, and best practices in their industry. It is a continuous learning process that helps professionals stay relevant in an ever-evolving landscape. It

enhances job satisfaction and motivation. When employees invest time and resources into their growth, they tend to feel more valued and engaged at work. Professional development is not just a personal benefit; it's a strategic necessity for both employees and organizations. It ensures that skills remain sharp, morale stays high, and the workplace evolves to meet future challenges effectively. By committing to ongoing education and growth, professionals can enhance their careers while contributing to their organization's success.

Elements of a Comprehensive Workplan:

Typically, a workplan includes several key components as listed below. This list is provided as an example, the workplan in Nova that must be completed will only require objectives, activities, outcomes and budget allocations.

1. Objective: A clear statement of the goals that the workplan aims to achieve, providing focus and direction.
2. Tasks: A breakdown of the individual tasks or activities required to meet the objectives. Each task should be specific, measurable, and actionable.
3. Timeline: A detailed schedule indicating start and end dates for each task, along with deadlines to ensure timely progress.
4. Resources: An outline of the resources needed to complete the tasks, including personnel, budget, equipment, and materials.
5. Responsibilities: Identification of team members or stakeholders responsible for each task, ensuring accountability and clear communication.
6. Evaluation: A plan for monitoring progress and measuring success against the set objectives, with criteria for assessment and feedback mechanisms.

A well-organized workplan serves as a roadmap, guiding the team through project implementation while allowing for adjustments as necessary to stay aligned with the overall goals.

<div align="center">**END OF SECTION C**</div>

SECTION D: BUDGET

APPLICATION BUDGET: Grantees are to report their annual budget proposal for funding years 2025-26, 2026-27 and 2027-28. 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 of each year and only roll over funds if necessary, providing the Project Monitor with 6 months' notice minimum. Colleges should fully expend all the funds no later than July 31, 2028. Colleges are allowed to allocate up to 4% of their annual budget for indirect expenditure. (There are no points for the Application Budget section)

Budget Narrative

- Please provide a budget narrative with a high-level description of how funds will be spent. Funding will begin on July 1, 2025, and end on July 31, 2028 (2025-2026, 2026-2027, 2027-2028).

Budget

- Complete budget in NOVA

END OF SECTION D

SECTION E: EDUCATION CODE 78071(B) QUESTIONS

Education Code section 7807l(b) (effective Jan. 1, 2022) requires that we collect the following information from all applicants. Responses will be reviewed by the Chancellor's Office but will not be weighted in this funding selection process.

Stakeholder Cooperation

Please select the criminal justice agencies in which applicant cooperates with. For those that are selected, please describe the extent of the cooperation by selecting O through 5. Scale: 0 = no relationship, 1 = building relationship, 2 = occasional communication, 3 = regular communication, 4 = established partnership, 5= formal signed MOU

Agency	Extent of Cooperation					
Federal Bureau of Prisons (BOP)	0	1	2	3	4	5
CDCR/CDCR Warden	0	1	2	3	4	5
Parole	0	1	2	3	4	5
County Sheriff/County Jail	0	1	2	3	4	5
County Adult Probation	0	1	2	3	4	5
County Juvenile Probation/Detentions Centers	0	1	2	3	4	5
Public Defender	0	1	2	3	4	5

List any other criminal justice agencies in which applicant cooperates with, along with a number scale of 0-5, if not listed above:

_____

_____

_____

_____

Cooperation Narrative

Please complete a short narrative paragraph describing cooperation with criminal justice stakeholders.

_____

_____

_____

_____

Number of Students

Please estimate the number of unduplicated Rising Scholars students who will be served through this grant during the first year in each category. If applicant has no students in a category, enter a zero.

Responses will be reviewed by the Chancellor's Office but will not be considered in determining which colleges are selected for Rising Scholars funding.

Number of unduplicated prison students _____

Enrollment of prison students _____

Number of unduplicated Rising Scholars students on-campus _____

Number of unduplicated students incarcerated in county jail _____

Number of unduplicated students in juvenile detention facilities _____

END OF SECTION E

SECTION F: REPORTING OUTCOMES AND EXPECTATIONS

Applicants selected to receive a Rising Scholars Network grant will be **required to report on the outcomes below annually, by July 31 of each year. The first report will be due July 31, 2026, for the 2025-26 grant reporting year.** 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 SG04 (incarcerated students) and SG15 (formerly incarcerated students), and SG29 (Rising Scholar students) must be accurate.

Applicants that selected Category B1 (Prison and/or Jail Program) in this application will be expected to spend the funds on prison students and will be required to report on outcomes for their prison students as set out below.

Applicants that selected Category B2 (On-campus Program) in this application will be expected to spend the funds on campus students and will be required to report on outcomes for their campus as set out below.

Applicants that selected Category B3 (On-campus and Prison/Jail Program) in this application will be expected to spend the funds on campus/jail/prison students and will be required to report on outcomes for their campus/jail/prison students, as set out below.

OUTCOME METRICS: Category B1, Prison and/or Jail Students

1. Number of students served in prison, jail or other local adult correctional facilities
2. Number of sections offered in prison, jail or other local adult correctional facilities (including face-to-face, correspondence, and distance education) whether for credit or non-credit, and average success rate
3. Number of degrees and/or certificates awarded to incarcerated Rising Scholars students
4. Average number of units accumulated by incarcerated Rising Scholars students who earned associate degrees (all degrees including transfer)
5. Number of Rising Scholars students who were accepted for transfer to a CSU, UC, or other four-year college or university, regardless of student location
6. Number of students who transferred from prison, jail, or other adult correctional facility to campus
7. Fall-to-spring persistence rate

OUTCOME METRICS: Category B2, On-campus Programs

1. Number of Rising Scholars students served on-campus
2. Number of degrees and/or certificates awarded to Rising Scholars students on-campus
3. Average number of units accumulated by Rising Scholars students who earned associate's degrees (all degrees including transfer), regardless of student location.
4. Number of Rising Scholars students who were accepted for transfer to a CSU, UC, or other four-year college or university, regardless of on campus
5. Fall-to-spring persistence rate

OUTCOME METRICS: Category B3, On-campus and Prison/Jail Programs

1. Number of Rising Scholars students served on-campus
2. Number of students served in prison, jail, or other local adult correctional facilities
3. Number of sections offers in prison, jail, or other local adult correctional facilities, whether sections were credit or non-credit, and average success rate
4. Number of degrees and/or certificates awarded to Rising Scholars students on-campus
5. Number of degrees and/or certificates awarded to students in prison, jail, or other local adult correctional facilities
6. Number of students who transferred from prison, jail, or other adult correctional facility to campus
7. Average number of units accumulated by Rising Scholars students who earned associate's degrees (all degrees including transfer), regardless of student location
8. Number of Rising Scholars students who were accepted for transfer to a CSU, UC, or other four-year college or university, regardless of student location
9. Fall-to-spring persistence rate

END OF SECTION F

SECTION G: 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.

General Information: The questions in the General Information section will not be scored.

Sections A, B and C, a total of 100 points will be available in Sections A, B and C. There is a total of 60 possible points in section A, 25 possible points in section B and 15 points in Section C. All applications will be reviewed and scored in one combined applicant pool. Responses to Sections D and E will not be used to determine which applications will be recommended to the Board of Governors for funding.

Section A	**50 points maximum**
Section B	**35 points maximum**
Section C	**15 Points maximum**
Total possible:	**100 points**

Applicants with the highest number of points will be funded. Up to 65 grants will be awarded.

END OF SECTION G