CALIFORNIA STUDENT AID COMMISSION
California Student Opportunity and Access Program
(Cal-SOAP)

Request for Grant Proposals

Submission Due Date:

Friday, June 30, 2023, by 5:00pm PST

Administered by the
California Student Aid Commission
(CSAC)

11120 International Drive, STE. 100
Rancho Cordova, CA 95670

REQUEST FOR GRANT PROPOSALS
Cal-SOAP Grant

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OVERVIEW

Purpose

The California Student Aid Commission (CSAC) is accepting grant proposals from California based public and not-for-profit universities, community colleges, school districts, county offices of education, community-based organizations (CBO) and nonprofit agencies or accredited private vocational or technical schools for the California Student Opportunity and Access Program (Cal-SOAP). Funds are available based on the proposal and proposed budget.

The overarching goal of the grant is to build robust partnerships between elementary and secondary schools with institutions of higher education, and other partners to provide services to increase the college, career, and financial support and college preparation skills of eligible disadvantaged elementary, secondary, and community college students.

To accomplish this goal, successful applicants will demonstrate how they will:

- Establish or strengthen existing regional collaborative relationships and partnerships among K-12 school districts, postsecondary educational agencies, CBOs, local government entities, foundations, businesses, and at least one nonprofit agency or accredited private vocational/technical school.

- Develop a systematic approach to delivering services including, college and career advising, college preparation, Free Application for Federal Student Aid (FAFSA), California Dream Act Application (CADAA) completion, college visitation, and other related services. The system shall meet the needs of students in the region and avoid duplication of services provided by other programs (e.g., AVID, PUENTE, Gear Up, College OPTIONS, COSMOS, EAOP, EOP, ETS, MESA, Upward Bound etc.).

- Develop formalized partnerships with educational agencies and other partners that provide matching funds, services and/or resources to expand the number of services to disadvantaged youth.

- Develop collaborative partnerships with postsecondary partners that include data sharing, to track high school students' FAFSA/CA Dream Act Application submission/completion rates, college admission, enrollment, and progress during the first year of college.

- Build a culture within the regional Cal-SOAP consortium partnership that promotes equity of opportunity among eligible youth and supports

continuous improvement through systematic monitoring, evaluation, and making related improvements to the programs offered to disadvantaged youth.

- Create a college going culture through a regional infrastructure.

- Encourage family participation and involvement in all aspects of the Cal-SOAP program to facilitate student achievement and success.

Background

California Student Aid Commission:

The California Student Aid Commission, also known as CSAC, is an independent body established in 1955 with the primary role to administer state-authorized student financial aid programs available to students attending all segments of postsecondary education in California. These programs include grants, scholarships, and other specialized programs supported by the state and the federal government.

Consistent with this responsibility, CSAC provides policy leadership on student financial aid issues; evaluates the effectiveness of its programs; conducts research and long- range planning as a foundation for program improvement; reports on state financial aid needs; and disseminates information to state and federal administrative agencies, participating schools, students, and their families.

The California Student Aid Commission operates according to the following Mission and Vision statements:

Mission: *Promoting educational equity by making postsecondary education affordable for all Californians.*

Vision: *Transforming lives by creating educational opportunities for the state's diverse population, driving its social and economic well-being to ensure a promising future for all.*

California Student Opportunity and Access Program (Cal-SOAP):

Cal-SOAP, one of CSAC's outreach programs, was created to increase the availability of information, improve students' access to higher education and to reduce the duplication of services by coordinating outreach efforts. Established in 1978, the program is intended to serve students from schools

and geographic areas with low college-going rates, students who would be the first in their family to attend college, and students from low-income families.

Assumptions:

The Cal-SOAP Grant was built on the following core principles:

1. Barriers to college education include lack of information about opportunities and low achievement levels from schools that have low college participation rates.

2. The consortium-style approach to the program is highly effective for coordinating services and outreach among various education segments.

3. State funding is necessary for the sustainability of this program.

4. Paying low-income college students to provide information/college and career advising services to recipients of this program is a cost-effective mechanism by which to fund the program.

The chart below represents the current consortia that serve 16 geographic areas in California. The fiscal agents are listed for each consortium. While the role of fiscal agents is not defined formally in law, each Cal-SOAP consortium works with a fiscal agent through an agreement that is separate from the CSAC contract with each consortium.

Consortia	Fiscal Agent
Central Coast	Alan Hancock Community College
Central Valley	CSU Fresno
East Bay	East Bay Consortium
Riverside	Riverside County Office of Education
San Bernardino	CSU San Bernardino
Solano	*Currently Operating with East Bay*
Long Beach	CSU Long Beach
Los Angeles	Families in Schools
Merced	Merced County Office of Education

North Coast	Humboldt County Office of Education
Sacramento	Sacramento County Office of Education
San Diego/Imperial County	UC San Diego
San Francisco	Japanese Community Youth Council
San Jose	UC Santa Cruz
Santa Barbara	Community Action Commission
South County Gilroy	Rebekah Children's Services
Southern San Joaquin	Bakersfield Community College

Statutory Requirements:

The California Student Opportunity and Access Program (Cal-SOAP) is authorized by Senate Bill 737 (2021). This bill updated and modernized the functions and priorities of Cal-SOAP, which serves historically underserved students pursuing higher education at over 400 middle and high school sites. Specifically, this bill focuses the program on improving financial aid literacy and access through completion of the Free Application for Federal Student Aid (FAFSA) and the California Dream Act Application (CADAA) across all regional Cal-SOAP projects, to promote postsecondary opportunities for underserved students.

The statute also aims to make project evaluation and data collection key pillars of Cal-SOAP. More regular and consistent evaluation of data will allow the Commission to partner with Cal-SOAP projects more effectively to offer quality financial aid services and maximize the number of students served.

PROGRAM DESCRIPTION

Grant Information

CSAC will invite projects to submit an annual grant proposal for how their project intends to utilize grant funds. Guidance from CSAC will be provided on the format and contents of the annual proposal. CSAC may require changes before approving the proposal and executing a contract with a project. CSAC will work collaboratively with the grantee to negotiate any changes to the proposal and contract.

Funding Levels

- The grant period is 1 year, beginning in July. Appropriation is budgeted annually, subject to funding from the annual State Budget Act.

- CSAC will fund successful budget proposals, if the program proposal is well-justified, and the budget is realistic and well-supported.

Funding Distribution

- The grant funding will be distributed during the 2023-2024 fiscal year.

- Funds will be disbursed on a quarterly basis. After the second quarter, pending the achievement of required program outcomes, CSAC will determine the project funding level for the third and fourth quarter based on their expenditures in the first two quarters. To ensure that all Cal-SOAP resources are fully utilized each year, CSAC may reallocate funds from projects that are not expending awarded funds at the anticipated rate indicated in their grant proposal.

- Approval for each quarterly period shall be based on the approved budget report submitted by the grantee. CSAC will evaluate the budget report compared to the consortium's grant proposal and demonstrated compliance with the rules and requirements set forth by CSAC, including matching funds and general program requirements.

- Ongoing funding is contingent upon allocation in the annual State Budget Act.

Eligibility Requirements

Applicants will apply as a regional Cal-SOAP consortium consisting of local K-12 educational agencies (LEAs), postsecondary educational agencies, CBOs, local government entities, foundations, businesses, and at least one

nonprofit agency or accredited private vocational/technical school, formed to address the college, career, and financial support and college preparation and college affordability of disadvantaged students within the region served by the project.

Applicants will be expected to describe who will serve as the fiscal agent for the consortium grant and how the Board will work collaboratively with the fiscal agent to ensure the grant funds are expended properly, and that all fiscal and data reports will be submitted on time and complete.

Each project shall be proposed and operated through a consortium model that involves at least one secondary school district office, at least one four-year college or university, at least one community college, and at least one of the following agencies:

1. A nonprofit educational, counseling, or community agency.

2. A private vocational or technical school accredited by a national, state, or regional accrediting association recognized by the United States Department of Education.

The governing board of each project, composed of at least one representative from each entity in the consortium, shall establish management policy, approve, and provide direction to the project director, set priorities for budgetary decisions that reflect the specific needs of the project, and assume responsibility for maintaining the required level of matching funds, including solicitations from the private sector and corporate sources.

In addition to the Cal-SOAP consortium partnership requirement, projects must meet the following requirements:

- Identify a fiscal agent. An applicant's fiscal agent can be a school district, a county office of education, a public university, or community college. Recommendation is that the fiscal agent be a state agency so data sharing with the fiscal agent and CSAC can take place.

- The fiscal agent and consortium members must set aside match funding within their own budget, including funding commitments from program partners sufficient to support the ongoing costs of the program.

- Prepare the proposal in the name of the applicant agency/fiscal agent, not the governing board/consortium, unless the consortium is an established legal entity.

- Confirm that all governing board members meet the following

requirements:

- o Agree to participate as an active member in the consortium committed to providing services and resources to support the Cal-SOAP project.
- o Sign a membership agreement that specifically outlines the responsibilities of the member and the services each consortium member agrees to provide. The agreement should also indicate the period those services will be provided (submit signed membership agreements as an attachment to the proposal).
- o All participating governing board members must have a student level data sharing agreement with the fiscal agent and/or CA Student Aid Commission to receive Cal-SOAP support.

- Confirm that the applicant agency/fiscal agent will:

  - o Receive and administer the grant funds and submit the reports required by CSAC to account for the use of grant funds.
  - o Be responsible for the performance of any services provided through funds awarded under this grant by the partners, consultants, or other organizations.

- The consortium member commits to contribute toward the minimum matching requirement of 1:1 of matching dollars to every state grant dollar requested. It shall be the goal of the consortium that the total resources provided by Cal-SOAP shall match state funding on at least a 1.5: 1 ratio on a determined deadline set forth by CSAC.

- Strategies to avoid duplication of services to eligible youth and to maximize the use of the Cal-SOAP grant funding. Examples of other programs that may serve these students; GEAR UP, AVID, College OPTIONS, COSMOS, EAOP, EOP, ETS, MESA, Upward Bound, and many others.

- Strategies for supporting students belonging to underserved communities mentioned below (as some criteria may rely on self-reporting by students due to potential delays in data collection from CDE):
  - o Students who are from low-income families.
  - o Students who would be the first in their families to attend a postsecondary educational institution.
  - o Students who are from schools or geographic regions with documented low postsecondary education eligibility or

participation rates.

- o Students who are homeless youth and formerly homeless youth, as defined in [Education Code Section 66025.9](#), or who are at risk of becoming homeless.
- o Students who are from mixed immigration status households or who themselves are immigrants.
- o Students who are current or former foster youth. "Current or former foster youth" means a person whose dependency was established or continued by the court on or after the date on which the person reached 13 years of age.
- o Students who identify as being LGBTQ+.
- o Students who have a disability.
- o Students who are part of a historically underserved minority group.

- Provide services to:

  - o Increase the availability of information for these students on the existence of postsecondary education, the total cost of attending a postsecondary educational institution, and financing options, including grants, scholarships, student loans, and work opportunities.
  - o Increase the number of students submitting completed financial aid applications, including the FAFSA or the CA Dream Act Application (CADAA), and assist students as needed with the financial aid verification process.
  - o Hire undergraduate or graduate students to serve as college success coaches to actively mentor students, encourage a college-going culture, help students plan for their postsecondary education, and help students complete a FAFSA or a CADAA for financial aid consideration. Projects should aim to hire college success coaches with similar backgrounds as students served.
  - o Projects may assist community college students and students in their first year at four-year postsecondary educational institutions, to the extent that project resources are available.
  - o Projects may provide assistance to middle school students and their parents or guardians by implementing outreach efforts designed to inform them of the future availability of and access to postsecondary education financial assistance as a means of motivating students to stay in school and complete college preparatory courses.
  - o Projects shall provide assistance to high school students described and their parents or guardians by providing

information on college preparation and on understanding the total cost of attending a postsecondary educational institution, and by assisting with completion of financial aid applications. Projects are encouraged to leverage commission outreach efforts, such as Cash for College workshops, to assist their students with completing the FAFSA or the CADAA.

- Applicants must demonstrate how the Cal-SOAP project will include direct involvement from the school staff in daily operations, demonstrating effective integration of Cal-SOAP objectives and school district services. The collaboration within the consortium shall provide a regional infrastructure to sustain a college going culture.

  - A regional infrastructure refers to a coordinated system or network of institutions, organizations, and resources within your specific geographic region. It involves bringing together various stakeholders, such as educational institutions, community organizations, businesses, government agencies, and individuals, to collectively work towards promoting and supporting higher education.

- Demonstrate how 30 percent of the Cal-SOAP grant funds from CSAC are spent annually on College Success Coaches stipends who:

  - Will work directly with high school students and may work with middle school students.
  - Are enrolled in college as undergraduate or graduate student.
  - Can demonstrate they have financial need.

- Host or partner to provide a minimum of two Cash for College workshops at each participating high school, one during the fall and one during the spring semester, which is focused on the September 2nd Community College deadline or implement a program to complete the FAFSA or CADAA within the students' school day.

- Identify how the consortium will annually measure the impact of the Cal-SOAP activities including:

  - The frequency and level of student participation in consortium college and career advising and other activities.
  - The increase in student achievement and college preparedness resulting from the college and career advising and other activities, as measured by the rates of completion of the a-g course requirements, graduation and other relevant college and career readiness indicators.
  - The number of students completing the FAFSA or CADAA

application.

- o The number of students applying, enrolling, and persisting during their first year in a university, community college, or other postsecondary education and training institution.
- o Family participation and satisfaction with the Cal-SOAP activities.
- o Other measures developed by the consortium to determine the effectiveness of the Cal-SOAP activities.

- A commitment from the project to work with CSAC and other Cal-SOAP consortia and to ensure coordination on student services, consistent administrative procedures, and effective project activities.

- Collect and submit data to CSAC:

  - o Entry of student data including number of college and career individual advising sessions into Cal-SOAP Database.
  - o Demographic data including gender, ethnicity, grade level, and low-income eligibility if available.
  - o FAFSA and CADAA completion rates.
  - o College applications submitted by segment (aggregate and student level).
  - o Other data as specified by CSAC, including but not limited to the program and student outcome data specified on pages 20-23.

- A commitment to use the California Student Aid Commission's logo and branding on all Cal-SOAP related materials, in addition to the local consortium brand and logo.
- The number of students who received any Cal-SOAP service as well as the schools they attend.
- Accommodate CSAC requests for participation in local events such as targeted Cash for College events.
- The project director and consortium chair will attend up to two in-person meetings, retreats or convenings hosted by CSAC per year.

PROGRAMS, ACTIVITIES, & SERVICES

Overview

Cal-SOAP is authorized by California Education Code Sections 69560 – 69564. The statute defines what programs, activities, and services Cal-SOAP consortia are required to offer. The legislation is also clear that consortia have the flexibility to offer additional services and activities designed to meet the needs of local students, schools, and communities.

Therefore, there are required activities and allowable activities in the education Code:

Cal-SOAP projects must:

- *Increase the availability of information on college and work opportunities.*

- *Increase the total number of college ready and college- eligible high school graduates.*

- *Use a minimum of 30 percent of the annual grant funding for direct college and career advising.*

While the statute describes the key outcomes for the program and suggested allowable activities, Cal-SOAP consortia are free to innovate and design programs, activities, and services that meet the needs of the local communities. These components are described as five key objectives and specific examples of the types of activities offered by Cal-SOAP consortia are included in the Cal-SOAP Procedures Manual.

See Figure 1: Cal-SOAP Goals, Objectives, and Activities under Accountability

It is the intent of CSAC that the Cal-SOAP services and activities offered by the consortia, whether provided through the grant or the required match funding, be integrated into a system or continuum of services, to optimally serve disadvantaged students. A systematic approach is designed to respond to a variety of student needs, and is developmental, helping students to build their skills and abilities progressively over time to increase their college and career readiness. A systematic approach also assumes that Cal-SOAP students will engage in college and career planning and will be supported by the Cal-SOAP staff using a case management approach.

A systematic approach is not a collection of one-time activities or short instances of college and career advising. Rather, activities are part of a planned set of

students' experiences to increase their knowledge, abilities, and self-confidence. Similarly, a systematic approach to college and career advising requires that the College Success Coach communicate with the student, parents, and school staff to ensure that the college and career advising sessions are targeted on specific skill development. A systematic approach also requires a commitment to developing an infrastructure to sustain a college-going culture, and help students develop a college-going mind-set.

A systematic approach further requires a K to Postsecondary design. The Cal-SOAP statute emphasizes the concepts of communication and integration of services among the segments. Planning and working collaboratively not only maximizes the use of resources, it builds on the knowledge and expertise of the partners to increase the opportunities for success among the Cal-SOAP students. It is expected that the partners will identify the components that will be included in a K-16 system of services but will also identify missing components or desired improvements that can be developed and implemented over the grant period and beyond.

Matching Fund Requirements

- Matching funds are a required component of the Cal-SOAP program. The consortium member commits to contribute toward the minimum matching requirement of 1:1 of matching dollars to every state grant dollar requested. It shall be the goal of the consortium that the total resources provided by Cal-SOAP shall match state funding on at least a 1.5:1 ratio on a determined deadline set forth by CSAC.

- The funding provided by CSAC to a consortium for the operation of a Cal-SOAP project shall be matched by other sources of funds. No funding awarded by CSAC for other grants may be used as a match for the Cal-SOAP grant.

- Matching funds are contributions either in cash or in-kind which are used to match the funds provided through the Cal-SOAP agreement. Matching contributions may come from federal, state, local, or private resources, members of the sponsoring consortium, or education related institutions. Funds provided by CSAC directly or indirectly may not be used as matching funds.

- The contributions used for matching shall:

  - Be directed to Cal-SOAP eligible students as defined by the Cal-SOAP law.
  - Be related to the goals and objectives of the Cal-SOAP project.

- Requirements for cash contributions used as matching:

  o Cash contributions are actual cash that is contributed towards general project operations or specific project activities that can be considered for the match.
  o Cash contributions are required to be deposited into the Cal-SOAP checking or fund account to be considered a cash contribution for the match.

- Requirements of in-kind contributions:

  o The value of services (such as facilities, equipment, etc.) provided by an institution, a group of individuals, or an individual for which the consortium would otherwise be required to pay. The value of the contribution is the fair market value of the item or service on the date of the contribution. The fair market value is the price that an item would sell for, or services would cost on the open market.
  o The value of a volunteer's time for providing services. The value of the contribution is to be based on the most recently reported California Value of Volunteer Time by the Independent Sector's Value of Volunteer Time at the time of service. The California Value of Volunteer time can be found at https://independentsector.org/resource/value-of-volunteer-time/.

- Funds considered for matching include:

  o Salaries and benefits for student employees to provide services through the Cal- SOAP project (e.g., guidance-aides working in schools or colleges under the auspices of the Cal-SOAP project).
  o Salaries and benefits for institutional employees who are assigned to the Cal- SOAP project.
  o Cost of supplies of Cal-SOAP related activities (e.g., duplication, printing, office supplies, etc. for utilization by the Cal-SOAP project).
  o Mileage for student and institutional employees to provide services through the Cal-SOAP project.
  o Cost of institutional space donated to the project for full-time, part-time, and/or one-time event use.
  o Cost of institutional furniture and equipment donated to the project for full-time, part-time, and/or one-time event use.

- Funds Not Considered Matching:

o Salaries and fringe benefits for student employees to provide services which are institutional-specific (e.g., students who are recruiting for a specific institution).

o Salaries for institutional employees to provide institutional-specific outreach activities (e.g., an outreach officer's time spent on recruiting students for their institution and participating in college fairs).

o Costs of supplies which are institutional-specific (e.g., institutional recruitment materials).

o Mileage for student and institutional employees for institutional-specific outreach activities.

Allowable Activities & Costs

Budget reports for the use of Cal-SOAP grant funds from CSAC will be reviewed as part of the Grant Proposal. Items deemed non-allowable, excessive, or inappropriate will be eliminated and the budget adjusted accordingly. Generally, all expenditures must contribute to student success in the Cal-SOAP program(s). Allowable expenditures may include, but are not limited to, the following:

- Providing college and career advising through College Success Coaches amounting to a minimum of 30 percent or more of the grant funding award.

- The planning, coordination, and implementation of Cash for College workshops.

- Service contracts between members of the consortium or external service providers and technical assistance.

- Funding for career specialists or counselors to assist students in planning and preparing for careers.

- Purchase of supplies and equipment necessary to support the mission and services of the consortium.

- Professional development to prepare professional staff, College Success Coaches, and peer advisors to effectively support middle, high school, and college students.

- Provide training and planning meetings between consortium personnel, including school administrators, counselors, teachers, families, college representatives, and business leaders, to support student achievement, college preparation and career preparation, and to build awareness in the region on the opportunities and benefits related to Cal-SOAP.

- Provide promotional materials and advertising capacity to serve current and prospective students for the program.

- Funding for college visits, and other college and career related activities.

- Develop and maintain a dynamic website for the Cal-SOAP Consortium and its services.

- Develop and maintain a social media presence for the Cal-SOAP Consortium and its services.

- Develop electronic networks to link Cal-SOAP students and staff within the region.

- Provide online conferencing capability to link students with College Success Coaches and peer advisors for providing services when distance, scheduling, or other factors inhibit face-to-face contact.

- Collect, analyze, and report student and program outcome data.

Non-allowable Activities & Costs

While matching funds and donations may be used, funds provided by CSAC under this grant may not be used to:

- Provide funding that duplicates activities already available on the K-12 or community college campuses.

- Supplant existing funding, efforts, or programs, including costs otherwise necessary to operate a school or program without this grant.

- Provide sub-grants to members of the partnership or other agencies. This includes mini-grants, which are different than purchase service contracts.

- Acquire equipment for non-Cal-SOAP administrative or personal use.

- Purchase furniture (e.g., bookcases, chairs, desks, filing cabinets, tables) unless it is necessary to provide reasonable accommodation for students with disabilities.

- Purchase food services/refreshments/snacks/banquets/meals. (These may be provided as a match from another funding source.)

- Purchase, lease, or remodel facilities not associated with Cal-SOAP activities.

- Purchase of swag or promotional favors, such as bumper
  stickers, pencils, lanyards, pens, etc.

- Purchase subscriptions to journals, magazines, or other periodicals.

- Travel outside of California.

ACCOUNTABILITY

To ensure the successful implementation of the Cal-SOAP project, grantees are required to submit expenditure and performance reports every quarter for the grant period. At the end of the year, the applicant will submit the expenditure and performance report, and a narrative describing the degree to which the consortium met its financial and performance goals. A summative end-of-grant report describing the cumulative programmatic and available student outcomes, as well as any required deliverables will be due on September 30, 2024. The fiscal agent/applicant for the partnership/consortium is responsible for submitting all data required by CSAC. Grantees are required to set aside budget funds to be used for data collection, data reporting, and data training activities for program staff.

Failure to submit required reports or evidence that deliverables have been met, or failure to show student progression could result in the loss and/or remittance of all awarded funds. Continued funding of a project is dependent upon the Cal-SOAP consortium employing a systematic approach designed to respond to a variety of student needs, that is developmental, and is focused on helping students build their skills and abilities progressively over time to increase their college and career readiness.

Outcome Measures

Program outcome data provides a context to understanding the student outcome data required of the recipient. A portion of the student and program data will be collected through Lacai implemented by CSAC to document progress in serving students. The remaining program data will be collected at each of the quarterly progress reports and year-end report. The Cal-SOAP consortium must present evidence that they are supporting the development of a regional infrastructure to create and sustain a college going culture.

Cal-SOAPs mission is to increase postsecondary educational opportunities by increasing the availability of information and improving students' access to higher education. The long-term measures of success for the Cal-SOAP program are the number and rates of participating students who complete high school, complete the a-g course requirements, apply for college, complete and submit the FAFSA or CADAA, enroll and begin postsecondary education or training, and persist through the first year of their postsecondary education.

Each Cal-SOAP consortium shall achieve program goals by providing the following activities to the target population described in the associated legislation, SB 737. Cal-SOAP programs shall be designed to support two distinct student goals which capture the services that Cal-SOAPs provide to students:

- Goal 1: Pay for College Activities

- Goal 2: Choose College & Career Activities

Figure 1. Cal-SOAP Goals, Objectives, and Activities

STUDENT GOALS	Pay for College		Choose College & Career		
FIVE KEY OBJECTIVES	1. Learn & plan for paying for college	2. Access financial aid	3. Learn & plan for college & career	4. Prepare for college & career	5. Complete applications, enroll & attend
Cal-SOAP ROLE	Provide key information & coach to make decisions & complete actions	Support the actions & tasks required to access financial aid	Provide key Information & coach to make decisions	Coach and inform along the way	Coach and advise on decisions/actions
SERVICES Topics & Activities	1A Types of financial aid options 1B Forms required to complete for financial aid application 1C Understanding comprehensive college expenses 1D Affordable colleges 1E Budgeting for college 1F Financial aid process 1G Loan requirements and repayment, debt management, borrowers rights and responsibilities 1H Scholarship search and application education 1J Other	2A Create FSA ID 2B Create WebGrants account 2C Apply for FAFSA/CADAA 2D Review and compare financial aid offers 2E Review the SAR 2F Support the financial aid verification process 2G Apply for scholarships 2H Summer transition activities - financial aid 2J Other	3A Understanding career pathway options and their education requirements 3B Post-secondary education types, requirements and costs 3C Choosing major/program of study 3D Identifying careers to pursue 3E Exploring local job market 3F Characteristics that colleges want in their students 3G How colleges read and analyze your transcripts 3H Understanding extracurricular opportunities 3J Requesting letters of recommendations 3K Career panels & fairs 3L College tours & fairs 3M Other	4A Know & understand 4 year HS plan/A-G coursework 4B Create an education HS plan 4C Create a college plan 4D Create a career plan (income, budgets, lifestyles choices connected with earning potential, etc.) 4E Resume writing 4F Get tutoring to keep/GPA support 4G Time management strategies 4H Review HS transcripts 4J Prepare for SAT/ACT 4K Other	5A Post secondary education application 5B Writing college personal statements 5C College essays 5D Summer transition activities - non financial aid 5E College selection 5F Other

Cal-SOAP projects shall be comprised of five key objectives which capture the services that Cal-SOAPs provide to students:

1. Learn and plan for paying for college (supporting goal 1)
    1A. Types of financial aid options
    1B. Forms required to complete for financial aid application
    1C. Understanding comprehensive college expenses
    1D. Affordable colleges
    1E. Budgeting for college
    1F. Financial aid process
    1G. Loan requirements and repayment, debt management, borrowers rights and responsibilities
    1H. Scholarship search and application education
    1J. Other

2. Access financial aid (supporting goal 1)
    2A. Create FSA ID
    2B. Create WebGrants account
    2C. Apply for FAFSA/CADAA

2D. Review and compare financial aid offers
2E. Review the SAR
2F. Support the financial aid verification process
2G. Apply for scholarships
2H. Support summer transition activities - financial aid
2J. Other

3. Learn and plan for college and career (supporting goal 2)
   3A. Understanding career pathway options and their education requirements
   3B. Post-secondary education types, requirements and costs
   3C. Choosing a major/program of study
   3D. Identifying careers to pursue
   3E. Exploring the local job market
   3F. Characteristics that colleges want in their students
   3G. How colleges read and analyze your transcripts
   3H. Understanding extracurricular opportunities
   3J. Requesting letters of recommendations
   3K. Career panels & fairs
   3L. College tours & fairs
   3M. Other

4. Prepare for college and career (supporting goal 2)
   4A. Know & understand 4 year HS plan/A-G coursework
   4B. Confirm an education HS plan
   4C. Create a college plan
   4D. Create a career plan (income, budgets, lifestyles choices connected with earning potential, etc.)
   4E. Resume writing
   4F. Connect to resources to keep/maintain good grades
   4G. Time management strategies
   4H. Confirm the review HS transcripts
   4J. Connect to resources to prepare for SAT/ACT
   4K. Other

5. Complete applications, enroll and attend (supporting goal 2)
   5A. Post secondary education application
   5B. College personal statements
   5C. Writing college essays
   5D. Summer transition activities
   5E. College selection
   5F. Other

Cal-SOAP services are defined as the activities that provide assistance to a student to support their ability to pay for college and choose a college and career but may include the engagement Cal-SOAP programs have with a

parent or legal guardian in order to carry out the purpose and goals of the Cal-SOAP. Additional activities will be collected through written narratives.

Each Cal-SOAP shall collect data on each student who received services through the program who meet the minimum eligibility (per legislation) of public high school seniors within Lacai.

The data provided for each of the program and student outcome measure is expected to support the goals stated in the proposal for the students proposed to be served under this grant. Failure to demonstrate progress toward such goals may result in remediation activities initiated by CSAC in consultation with the governing board of a consortium.

Program Measures

- Development of policies and articulation agreements developed by the consortium or its members to foster and sustain Cal-SOAP success and maximize a college going culture.

- The number and type of the Cal-SOAP activities and services.

- The number and types of Cal-SOAP grant funded activities/services, and the number and types of activities/services provided through partner agency matching funds.

- Sum of students who participated in any Cal-SOAP activities and services.

- Number of non-Cal-SOAP students participating in Cal-SOAP events.

- The number of hours staff participated in providing college and career advising and peer assistance services.

- The change in the number of partners, in both governing board and school sites, actively participating in the Cal-SOAP from the beginning to the end of the fiscal year.

- The Cal-SOAP consortium members are required to attend quarterly governance meetings.

- Numbers of parents participating. The term parent also includes custodial relatives, guardians, mentors, or adult advocates supporting the Cal-SOAP students.

- The rate of increases or decreases in resources committed to the success of the Cal-SOAP program.

Required Student Outcome Measures

- The rate of Cal-SOAP students completing a college and career plan.

- The rate of college applications submitted to all higher education segments.

- The rate of Cal-SOAP students participating in college and career advising and peer counseling.

- The rate of Cal-SOAP students enrolling at a community college, technical school, or university.

- The rates of Cal-SOAP students who graduate and those who drop out from high school.

- The rate of students completing and submitting the FAFSA and CADAA applications.

Supplementary Student Outcome Measures

- The rate of Cal-SOAP community college students who complete a UC/CSU transfer program, Associate of Arts degree (AA) or Associate of Science (AS) degree, or vocational certification at the community college.

- The rate of Cal-SOAP students who successfully complete the first year of their postsecondary education.

Program Deliverables

Grantees must meet program deliverables on an annual basis to qualify for scheduled payments. Listed below are deliverables by program year (PY):

- Identify staff members responsible for data submission.

- Meet data collection requirements.

- Input student data into the Cal-SOAP data platform housed on Lacai

- Anything that is not able to be imported into Lacai must be submitted through a written narrative.

- Track student progress and activities.

- Process student outcome data.

- Quarterly Performance Reports

- Quarterly Expense Reports

- Communicate with CSAC regarding any significant issues regarding the design or fiscal status of the consortium partnership on a quarterly basis.

- Produce End of Project Report by September 30, 2024.

Reporting Requirements:

Due Date	Item
July-August 2023	Grant Award Notification Signed by Grantees
October 31st, 2023	Quarter 1 Expenditure Report and Performance Report
January 31st, 2024	Quarter 2 Expenditure Report and Performance Report
April 30th, 2024	Quarter 3 Expenditure Report and Progress Report
September 30th, 2024	Final Expenditure and End of Project Report

Quarterly Expenditure Report and Year-End Report

These reports include a concise and thorough summary of the projects' achievements over the course of the year. It provides a comprehensive overview of the effectiveness of the program's initiatives, accompanied by a concise declaration of the evaluation criteria utilized for assessing their success. Additionally, the report contains a detailed analysis of the demographic background of the student population. To ensure streamlined submission, these reports will be submitted through the Lacai platform, facilitating efficient data sharing and evaluation.

1. Quarterly Expenditure Report:
   - This report is prepared on a quarterly basis and outlines the financial activities and expenses incurred by Cal-SOAPs during that specific period.
   - It includes a breakdown of the program's expenditures, such as personnel costs, administrative expenses, outreach initiatives, student services, and any other relevant financial transactions.
   - The report ensures transparency and accountability in managing the program's budget by documenting how funds were allocated and utilized on a quarterly basis.
   - Based on assessment, funding for later quarters may be adjusted.
2. Year-end Report:

- The Year-end Report provides a comprehensive overview of the accomplishments and outcomes of Cal-SOAPs during the entire fiscal year.
- It highlights the major achievements, milestones, and successes of the program's activities, initiatives, and services.
- The report includes a summary of the evaluation criteria used to assess the effectiveness and impact of the project's efforts.
- It may also incorporate testimonials, feedback from students, and quantitative data to support the narrative and demonstrate the program's effectiveness.

Both reports play a crucial role in program evaluation, funding allocation, and strategic planning for future initiatives. They provide stakeholders, such as funding agencies, administrators, and program managers, with the necessary information to assess the performance and overall impact of Cal-SOAPs.

Data Entry & Access

- Cal-SOAP Consortia are required to create a process to ensure their programmatic activities enumerated in the "Cal-SOAP Goals, Objectives, and Activities" are entered into Cal-SOAP Student Information System (SIS) in Lacai throughout the program year.

- The following are the data extractions dates for the 2023-2024 fiscal year when Cal-SOAP Consortia are required to have up to date student activity entered into the SIS, vis a via Lacai on a minimum quarterly basis:

  o Extract 1. October 15, 2023 - all data from July 1, 2023 through September 30, 2023

  o Extract 2. January 15, 2024 - all data from October 1, 2023 through December 31, 2023

  o Extract 3. April 15, 2024 - all data from January 1, 2024 through March 31, 2024

  o Extract 4. July 15, 2024 - all data from April 1, 2024 through June 30, 2024

PROPOSAL PROCEDURES & PROCESS

Program Timeline

May 25, 2023	Proposal template release date
June 30, 2023	All proposals must be RECEIVED at CSAC
July-August 2023	Grant award contracts signed
July-August 2023	Project term begins
August 2023	First disbursement of 25% of funds
October 2023	Second disbursement of 50% of funds
January 2024	Third disbursement of 75% of funds (upon evaluation)
April 2024	Fourth disbursement of 100% of funds

Grant Proposal Due Date

The Cal-SOAP grant proposal, required forms, and all supporting documents must be received at CSAC on or before **June, 30, 2023** by 5:00 p.m. PST.

Projects are required to submit a digital copy to:

> Michael Lemus
> Outreach and Marketing Manager
> California Student Aid Commission

Projects will submit an electronic copy of the grant proposal to:
calsoap@csac.ca.gov.

Faxed copies of the submission will **not** be accepted.

Incomplete and Late Proposals

Incomplete or late submissions will not be considered.

Technical Assistance

Questions can be directed by email to:

> Komal Singh
> Cal-SOAP Coordinator
> California Student Aid Commission
> calsoap@csac.ca.gov

All written questions must be submitted by Jun 23, 2023. This will allow time to develop and provide responses in advance of the grant submission deadline.

Proposal Review

Each proposal will be read and assessed for its compliance to these terms. Proposal review will occur during June 30, 2023 – July 15, 2023. CSAC staff will engage with projects submitting proposals around areas requiring revision prior to entering a contract for 2023-24.

Evaluation Criteria

Proposals will be evaluated using the Cal-SOAP Scoring Rubric (See Appendix A).

GRANT AWARDS

Assurances and Certifications

Projects selected for funding will receive a CSAC Contract. Each grantee must sign and return the contract before project work may begin and disbursement of funds can be made.

ASSURANCES CERTIFICATIONS, TERMS, & CONDITIONS

Assurances, certifications, terms, and conditions are requirements of the grantee as a condition of receiving funds. The signed grant proposal Form A submitted to CSAC by the project indicates a commitment from the consortium to comply with the assurances, certifications, terms, and conditions associated with the grant.

Assurances and Certifications

Projects must read and understand the General Assurances form (Appendix B). Projects who sign Form A, the Cal-SOAP Consortium Information, agree to fully abide by the assurances and certifications related to the grant.

Terms and Conditions

The grant award will be processed upon receipt of the signed contract form sent to the Cal-SOAP grant awardee.

All funds must be expended within the dates designated and for not more than the maximum amount indicated on the contract. Encumbrances may be made at any time after the beginning date of the grant stated on the contract. All funds must be expended or legally obligated by June 30, 2024

A budget revision is required if expenditures for any budget category exceeds $2500 of the authorized budget item total in the approved budget. The budget revision must be approved by CSAC before expenditures are made.

Proposed expenditures must demonstrate appropriate use of the state and matching funds.

PROPOSAL SUBMISSION

Proposal Instructions

A complete application consists of the following components:

- Form A: Consortium Information
- Summary Overview, not to exceed 2 pages, double-spaced
- Grant Proposal Narrative, not to exceed 24 pages, double-spaced
- Form B: Partner Roles, Responsibilities and Match
- Form C: Grant Budget Page, one for each year of the grant
- Form D: Budget Narrative, no limit

Application Formatting Requirements

The Summary Overview and the Grant Narrative are to be completed in either **Times New Roman, Montserrat,** or **Arial** 12-point fonts. All Margins shall be at least one inch.

Text in narrative format (outside of a table or figure) must be double-spaced. Paragraphs must begin with a 0.5" indentation. Appropriate headings and section titles must be used throughout the application.

A "Table of Contents" must be included. Page numbers must be included in the header or footer of every page. Table of contents is not included in total page count.

The formatting of the tables is set to make it easy for the applicants to complete. Tables and figures must include a title. The font size in the tables should be a minimum of 10- point **Times New Roman, Montserrat,** or **Arial** fonts. Text in tables can be single spaced.

Any data presented must include a source.

Grant Proposal Narrative

Section 1: Background Information

I. Provide a summary overview of the proposed Cal-SOAP project. Describe the geographic area to be served, the demographics of the area, the specific middle, high school, and community colleges where disadvantaged students will be served. Describe the major components of the proposed program, identifying the major activities and services that will be provided. Describe the major partners and other features of

the proposal. The overview shall not exceed two pages, double-spaced.

Section 2: Governance

I. Describe composition of the consortium and how the partners formally commit to become a participating member of the consortium. Attach copies of the signed consortium partnership agreements indicating each partner's commitment to participate and provide matching funds. Provide the overall match amount for the 2023-2024 fiscal year for the grant and summarize the partners' commitment to support the Cal-SOAP consortium. (Attach Form B: Partnership Roles, Responsibilities and Match).

II. Describe how the consortium has the minimum number of partners specified in Education Code 69561:

- Each project shall be proposed and operated through a consortium that involves at least one secondary school district office, at least one four-year college or university, at least one community college, and at least one of the following agencies:

  o A nonprofit educational, counseling, or community agency.
  o A private vocational or technical school accredited by a national, state, or regional accrediting association recognized by the United States Department of Education.

III. Describe the other partners in the consortium and how they will participate and contribute to the consortium. Partners can include K-12 educational agencies, public and non-profit universities, community colleges, CBOs, local government entities, foundations, and businesses.

IV. Explain how the consortium's Governing Board is prepared to administer the consortium, and what institutional capacities and personnel can be used to support the success of the Cal-SOAP project. Describe the Board's capabilities and knowledge in conducting and administering state-funded projects, partnerships, and grants.

V. Describe who will serve as the fiscal agent for the Cal-SOAP consortium grant and how the Board will work collaboratively with the fiscal agent to ensure the grant funds are expended properly, and that all fiscal and data reports will be submitted on time and complete while ensuring indirect costs are minimized and capped at 8 percent. Lower rates will be favorable.

VI. Describe who will serve on the Cal-SOAP Governing Board, the structure of the Board, their responsibilities, frequency of governance meetings, and an overview of the operational policies and procedures. Describe how the

members represent and are committed to creating a college going culture through a regional infrastructure (Additional points will be awarded for consortia that go beyond the legal minimum size of a consortium to include additional partners that expand the service capacity and scope of the Cal-SOAP consortium).

<u>Section 3: Program Activities & Services</u>

I.   Describe the needs of students and schools within the region.

- What are the demographic and socio-economic characteristics of the students within the region?

- What current activities and services exist to assist disadvantaged students in the region to prepare for postsecondary education and training?

- What gaps exist within the region's educational infrastructure for preparing students to be ready and eligible for postsecondary education and training?

II.   Describe the proposed system or continuum of services, that will be established to optimally serve disadvantaged students that is:

- Designed to respond to a variety of student needs.

- Reflective of the diversity of students within the region.

- Developmental, helping students to build their skills and abilities progressively over time to increase their college and career readiness.

- Engages the Cal-SOAP students in college, career, and financial support and career planning.

- Employs a case management approach to assist the Cal-SOAP students.

- Progresses sequentially from middle school to high school, and then to postsecondary education.

III.   Describe how the consortium plans to address the required activities specified in Education Code Section 69561:

- Increase the availability of information for these students on the existence of postsecondary education, the total cost of attending a postsecondary educational institution, and financing options, including grants, scholarships, student loans, and work opportunities.

- Increase the number of students submitting completed financial aid applications, including the FAFSA or the CA Dream Act Application (CADAA), and assist students as needed with the financial aid verification process.

- Hire undergraduate or graduate students to serve as college success coaches to actively mentor students, encourage a college-going culture, help students plan for their postsecondary education, and help students complete a FAFSA or a CADAA for financial aid consideration. Projects should aim to hire college success coaches with similar backgrounds as students served.

- Projects may assist community college students, and students in their first year at four-year postsecondary educational institutions, to the extent that project resources are available.

- Projects may provide assistance to middle school students and their parents or guardians by implementing outreach efforts designed to inform them of the future availability of and access to postsecondary education financial assistance as a means of motivating students to stay in school and complete college preparatory courses.

- Projects shall provide assistance to high school students described and their parents or guardians by providing information on college preparation and on understanding the total cost of attending a postsecondary educational institution, and by assisting with completion of financial aid applications. Projects are encouraged to leverage commission outreach efforts, such as Cash for College workshops, to assist their students with completing the FAFSA or the CADAA.

IV. Describe the allowable activities and services to be provided through the consortium and how the consortium will use a systematic approach to providing said activities and services, including both grant funded and match funded activities and services. Cal-SOAP projects shall be comprised of five key objectives which capture the services and activities that Cal-SOAPs provide to students. Allowable activities are below:

1. Learn and plan for paying for college (supporting goal 1)
   1A. Types of financial aid options
   1B. Forms required to complete for financial aid application
   1C. Understanding comprehensive college expenses
   1D. Affordable colleges
   1E. Budgeting for college
   1F. Financial aid process
   1G. Loan requirements and repayment, debt management,

borrowers rights and responsibilities

1H. Scholarship search and application education

1J. Other

2. Access financial aid (supporting goal 1)

    2A. Create FSA ID

    2B. Create WebGrants account

    2C. Apply for FAFSA/CADAA

    2D. Review and compare financial aid offers

    2E. Review the SAR

    2F. Support the financial aid verification process

    2G. Apply for scholarships

    2H. Support summer transition activities - financial aid

    2J. Other

3. Learn and plan for college and career (supporting goal 2)

    3A. Understanding career pathway options and their education requirements

    3B. Post-secondary education types, requirements and costs

    3C. Choosing a major/program of study

    3D. Identifying careers to pursue

    3E. Exploring the local job market

    3F. Characteristics that colleges want in their students

    3G. How colleges read and analyze your transcripts

    3H. Understanding extracurricular opportunities

    3J. Requesting letters of recommendations

    3K. Career panels & fairs

    3L. College tours & fairs

    3M. Other

4. Prepare for college and career (supporting goal 2)

    4A. Know & understand 4 year HS plan/A-G coursework

    4B. Confirm an education HS plan

    4C. Create a college plan

    4D. Create a career plan (income, budgets, lifestyles choices connected with earning potential, etc.)

    4E. Resume writing

    4F. Give resources to keep/maintain good grades

    4G. Time management strategies

    4H. Confirm the review HS transcripts

    4J. Give resources to prepare for SAT/ACT

    4K. Other

5. Complete applications, enroll and attend (supporting goal 2)

    5A. Post secondary education application

    5B. College personal statements

      5C. Writing college essays
      5D. Summer transition activities
      5E. College selection
      5F. Other

Strategies for supporting students belonging to underserved communities mentioned below (as some criteria may rely on self-reporting by students due to potential delays in data collection from CDE):

- Students who are from low-income families.

- Students who would be the first in their families to attend a postsecondary educational institution.

- Students who are from schools or geographic regions with documented low postsecondary education eligibility or participation rates.

- Students who are homeless youth and former homeless youth, as defined in Section 66025.9, or who are at risk of becoming homeless.

- Students who are from mixed immigration status households or who themselves are immigrants.

- Students who are current or former foster youth. "Current or former foster youth" means a person whose dependency was established or continued by the court on or after the date on which the person reached 13 years of age.

- Students who identify as being LGBTQ+.

- Students who have a disability.

- Students who are part of a historically underserved minority group.

V.   What future Cal-SOAP related activities and services will the consortium seek to add in the future that will not be offered during the 2023-24 school year? Future activities or services can be either grant funded or match funded.

VI.   Describe how the Cal-SOAP consortium will support the creation of a college going culture through a regional infrastructure in all aspects of the programs, activities and services offered through the grant or match funds.

Section 4: Consortium Operations

I.   Describe the location and main functions of the Cal-SOAP consortium headquarters. How does this location enhance the work of the consortium?

II.   Describe the process for recruiting, training, and deploying College Success Coaches and peer advisors. The College Success Coaches and peer advisors who will work directly high school students and may work with middle school students. College Success Coaches must beenrolled in college as undergraduate or graduate students and demonstrate they have financial need.

- Describe the training of College Success Coaches and peer advisors.

- Explain the system for deploying College Success Coaches and peer advisors to meet the needs of students.

- Describe the system for supervising and tracking College Success Coach and peer advisory work.

III.   Describe other types of training the consortium plans to offer to strengthen the college going infrastructure of the Cal-SOAP delivery system.

IV.   Outline the strategies the Cal-SOAP consortium will use to avoid duplication of services to eligible youth and to maximize the use of the Cal-SOAP grant funding.

V.   Describe how the Cal-SOAP project includes direct involvement from the school staffs in daily operations, demonstrating effective integration of Cal-SOAP objectives and school district services.

VI.   Describe how the consortium will work with CSAC and other Cal-SOAP consortia to ensure coordination on student services, consistent administrative procedures, and effective project activities.

VII.   Describe how the consortium will build and maintain a dynamic website and presence on appropriate social media.

Section 5: Outcomes Measures

I.   Address required Student Outcomes and identify supplementary priority outcomes from the Student Outcomes section, on which the consortium will focus and be held accountable for during the 2023-24 program year. (Refer to Student Outcome Measures on pages 22-24).

II.   Explain the decision-making process that determined the priority outcomes and how the consortium will continue to establish annual performance goals and priorities.

III.   Describe the consortium's ability and commitment to collect, track, analyze

student and program level data and report to CSAC by the established reporting deadlines.

IV. Describe how the consortium will utilize statewide, regional, or multi-region systems for data collection and data exchange to determine the number of students who enroll in postsecondary education/training and persist through the first year.

Section 6: Cal-SOAP Sustainability

I. The consortium's long-term sustainability plan for continuing the Cal-SOAP activities and services focuses on ensuring the program's continued operation and effectiveness. This plan encompasses various elements, including programs, partnerships, resources, and funding. Here is an elaboration on each aspect:

- o Programs: The sustainability plan includes a range of programs designed to address the needs of the target student population. These programs may encompass academic support, college and career readiness, financial aid assistance, mentoring, tutoring, workshops, and other initiatives tailored to promote educational equity and access.
- o Partnerships: The consortium establishes strategic partnerships with educational institutions, community organizations, government agencies, and other stakeholders to enhance the sustainability of the Cal-SOAP program. These partnerships may involve collaborations with schools, colleges, universities, nonprofits, businesses, and local community groups. By leveraging these partnerships, the program can access additional resources, expertise, and support to sustain and expand its services.
- o Resources: The sustainability plan identifies and mobilizes various resources to support the ongoing operation of Cal-SOAP. This includes leveraging existing infrastructure, facilities, technology, and equipment available within the consortium or partner organizations. Additionally, the plan may explore opportunities for securing in-kind resources, such as volunteers, mentors, guest speakers, and professional development opportunities for program staff.
- o Funding: A critical component of the sustainability plan is securing the necessary financial resources to sustain the Cal-SOAP program. This involves identifying and pursuing diverse funding streams, including federal, state, and local grants, private foundations, corporate sponsorships, individual donations, and fundraising efforts. The plan may also explore opportunities for cost-sharing or collaboration with other educational initiatives to maximize funding impact.

By outlining these comprehensive strategies for programs, partnerships,

resources, and funding, the consortium ensures a robust and sustainable framework for the Cal-SOAP program. This long-term sustainability plan enables the program to continue providing valuable services and support to students, promoting educational success and increasing opportunities for underserved populations.

<u>Section 7. Budget and Budget Narrative</u>

I.   The Budget Page, Form C, is required to list the planned amounts in each budget category. Matching amounts from the partners should also be displayed on the proposed budget forms.

II.   For each Budget Page, please provide a narrative, Form D, that details the proposed expenditures in each budget line item. For example, under the budget line item, Salaries, the narrative should describe/list the positions that will be paid from the grant and from the matching funds. The budget narrative should explain how many College Success Coaches/peer counselors are planned to be employed, the average hourly pay of the College Success Coaches, and the total number of college and career advising hours needed. Further, it is also beneficial to understand how those hours will be targeted to the various school sites within the consortium.

III.   If matching funds are also providing college and career advising or peer counseling, then those funding commitments should also be described on Form D. In every budget category, it is important to describe how the proposed costs are necessary and reasonable in terms of providing activities and services that benefit Cal-SOAP students.

IV.   While concise descriptions are appreciated on the budget narrative, there is no limit on the number of pages for the budget narrative.

<u>Other Requirements:</u>

I.   Explain the commitment to provide at least 30 percent of the grant for college success coach funding.

II.   Describe how the consortium will determine the college, career, and financial support needs of the Cal- SOAP students.

III.   How will communication with the student, parents and school staff ensure that the college and career advising sessions are targeted on specific skill development?

IV.   Provide the target number of hours planned for college and career advising at each school site and consortium-wide.

V. Describe any electronic or web-based conferencing materials that will be used to assist in college and career advising and skill building.

REQUIRED FORMS (Excel format attached)

FORM A: Cover Sheet

FORM B: Partner Roles, Match

FORM C: Grant Budget Page

FORM D: Budget Narrative

Form A: Cal-SOAP Consortium Information			
Grant Period: 2023-2024 fiscal year			
Proposals must include the sections below along with Form A as a cover sheet.			
Date Submitted:			
Consortium Name:			
Name of Lead Agency:			
Mailing Address:			
City:		Zip Code:	
Primary Contact:		Title:	
Phone:		Fax:	
E-mail Address:			
Secondary Contact:		Title:	
Phone:		Fax:	
E-Mail Address:			
Grant Funding Amount Requested	$		-
Total Match from Partners	$		-
Total Proposed Budget	$		-

_____   _____
Project Signature   Date

The grant proposal, required forms, and all supporting documents must be received at CSAC on or before June 30, 2023, by 5:00 PM p.m. PST.
Proposals are required to be submitted electronically to: calsoap@csac.ca.gov

Form B: Partner Roles, Responsibilities, and Match		
List each Cal-SOAP consortium partner and describe their roles and responsibilities in supporting your grant proposal. Roles and responsibilities should be clearly defined in terms of specific tasks, services, and/or support they will provide to the Cal-SOAP consortium. Also list the amount of the proposed match that each partner has committed to the consortium.		
Consortium Partner Name	Match Commitment	Roles, Responsibilities, & Support

FORM C: GRANT BUDGET PAGE

Each applicant must submit the Budget Page and list all grant expenditures including matching fund amounts (cash or in-kind) from all consortium partners under each expenditure code.

Consortium Name:

Project Director: _____ Phone Number: _____

Fiscal Agent Contact: Phone Number:

Amount Requested: $ -

Expenditure Code	Grant Funding	Match Funding	Total Cal-SOAP
Administrative Staff Salaries and Benefits	$ -	$ -	$ -
CSC Staff Salaries and Benefits	$ -	$ -	$ -
CSC Mileage	$ -	$ -	$ -
CSC Training/Development	$ -	$ -	$ -
CSC Supplies	$ -	$ -	$ -
Operating Expenses	$ -	$ -	$ -
Cal-SOAP Supplies	$ -	$ -	$ -
Equipment Purchases	$ -	$ -	$ -
Program Services	$ -	$ -	$ -
Other (explain)	$ -	$ -	$ -
Administrative Indirect Charges (8% maximum of total grant funding)	$ -	$ -	$ -
Total	$ -	$ -	$ -

Match Ratio:	
Peer Advisor & College Success Coaches:	
Indirect Charges:	

_____ _____
Project Signature   Date

FORM D: Budget Narrative

Consortium Name:			
Expenditure Code	**Grant Funding**	**Match Funding**	**Budget Narrative**
Administrative Staff Salaries and Benefits	$ -	$ -	
CSC Staff Salaries and Benefits	$ -	$ -	
CSC Mileage	$ -	$ -	
CSC Training/Development	$ -	$ -	
CSC Supplies	$ -	$ -	
Operating Expenses	$ -	$ -	
Cal-SOAP Supplies	$ -	$ -	
Equipment Purchases	$ -	$ -	
Program Services	$ -	$ -	
Other (explain)	$ -	$ -	
Administrative Indirect Charges (8% maximum of total grant funding)	$ -	$ -	
Total	$	$	

APPENDICES

Appendix A: Cal-SOAP Proposal Assessment Framework

Section I: Background Information Rubric for 1.I

Provide a summary overview of the proposed Cal-SOAP project. Describe the geographic area to be served, the demographics of the area, the specific middle, high school, and community colleges where disadvantaged students will be served. Describe the major components of the proposed program, identifying the major activities and services that will be provided. Describe the major partners and other features of the proposal.

Excellent	Strong	Good	Minimal
Provides a thorough and compelling overview of the project that clearly summarizes the aims of the consortium. Accurately describes the area to be served, the demographics of the region, and the participating schools and colleges within the consortium's region. Partners are clearly identified and linked to the success of the project. Includes a clear overview of the system of activities and services that will be used to assist disadvantaged students.	Provides a strong overview of the project that summarizes and describes the area to be served, the demographics of the region, and the participating schools and colleges within the consortium's region. The partners are identified within the proposed project. Includes an overview of the activities and services that will be available to assist disadvantaged students.	Describes the proposed project. Reader has a vague picture of current outreach efforts other than Cal-SOAP that exist in the region. Provides some information on the area to be served, the demographics of the region, and the participating schools and colleges within the consortium's region. Some partners are identified as associated with proposed project. Lists some of the activities and services that will be available to assist disadvantaged students.	Minimally summarizes the proposed project. Is missing key information about the region, demographics or participating schools and colleges. Information on the partners is incomplete or missing. Minimally addresses the activities and services available to assist disadvantaged students.

Section 2: Governance Rubric for 2.I - 2.V

    I.   Describe the composition of the consortium and how the partners formally commit to become a participating member of the consortium. Attach copies of the signed consortium partnership agreements indicating each partner's commitment to participate and provide matching funds. Provide the overall amount of the match amount and summarize the partners commitment to support the Cal-SOAP consortium. Attach Form B: Partnership Roles, Responsibilities, and Match.

    II.   Describe how the consortium has the minimum number of partners specified in Education Code Section 69561.

    III.   Describe the other partners in the consortium and how they will participate and contribute to the consortium. Partners can include K-12 educational agencies, public and non-profit universities, community colleges, CBOs, local government entities, foundations, and businesses.

    IV.   Explain how the consortium's Governing Board is prepared to administer the consortium, and what institutional capacities and personnel can be used to support the success of the Cal-SOAP project. Describe the Board's capabilities and knowledge in conducting and administering state-funded projects, partnerships, and grants.

    V.   Describe who will serve as the fiscal agent for the Cal-SOAP consortium grant and how the Board will work collaboratively with the fiscal agent to ensure the grant funds are expended properly, and that all fiscal and data reports will be submitted on time and complete.

Excellent	Strong	Good	Minimal
Clearly describes the membership of the consortium Board and the fiscal agent, providing details on the partners' specific roles and responsibilities. Demonstrates that the consortium has membership exceeding the minimum number of required partners, totaling 8 or more committed partners. Demonstrates the Board is committed to meeting quarterly, and clearly supports the process for developing operational policies and procedures that promotes a regional infrastructure of sustainable student support. The Board is committed to working collaboratively with the fiscal agent to ensure a seamless operation. Match amounts on Form B indicate strong buy-in from the partners.	Describes the membership of the consortium Board and the fiscal agent and gives a strong overview of the partners' roles and responsibilities. Describes that the consortium has membership exceeding the minimum number of required partners, totaling 5 or more committed partners. Indicates the Board is willing to meet quarterly. Has plans to discuss the process for developing operational policies and procedures that promote a regional infrastructure of sustainable student support. The consortium Board indicates it will work with the fiscal agent as necessary to support operations. Match amounts on Form B indicates buy-in from the partners.	Describes the membership of the consortium Board and the fiscal agent and provides some information on the partners' roles and responsibilities. Describes that the consortium has membership equal to the minimum number of 4 required partners. Indicates the Board's willingness to meet as needed. Has vague plans to discuss developing operational policies and procedures. The consortium Board acknowledges the need to work with the fiscal agent. Match amounts indicated from the partners on Form B leave questions as to the level of commitment.	Describes the Board membership, but the description lacks details on the roles and responsibilities. Does not mention the frequency of meetings, or the need to develop policies and procedures. The narrative lacks clarity of the consortium and its ability to govern effectively. There is a lack of information regarding the fiscal agent or confusion about the fiscal agent's role in the consortium operations. Match amounts are missing or not supported on Form B.

Section 3: Program Activities and Services Rubrics

Rubric for 3.I: Describe the needs of students and schools within the region.

- The demographic and socio-economic characteristics of the students within the region.
- Current activities and services that exist to assist disadvantaged students in the region to prepare for postsecondary education and training.
- Identify gaps within the region's educational infrastructure for preparing students to be ready and eligible for postsecondary education and training.

Excellent	Strong	Good	Minimal
Provides a detailed analysis of the demographic and socio-economic characteristics of the students in the region and provides data on trends and anticipated changes in the region. Thoroughly articulates what activities and services are available through the schools and other partners who serve disadvantaged youth. Identifies the gaps in the regional infrastructure and student needs that the Cal- SOAP funding and match funding will be used to address.	Provides a strong analysis of the demographic and socio-economic characteristics of the students in the region and provides data on current and future needs. Articulates what activities and services are available through the schools and other partners who serve disadvantaged youth. Identifies gaps in the regional infrastructure that the Cal- SOAP funding and match funding can be used to address.	Provides data on the demographic and socio- economic characteristics of the students in the region. Articulates examples of activities and services available for disadvantaged youth. Identifies gaps in the services offered by the partners that the Cal- SOAP funding and match funding may address.	Provides minimal data on the demographic and socio- economic characteristics of the students in the region. Fails to articulate what activities and services are available through the schools and other partners who serve disadvantaged youth. Is vague regarding the gaps in services within the region and the needs of students.

Section 3: Program Activities and Services Rubrics

Rubric for 3.II-3.IV:

II.   Describe the proposed system or continuum of services, that will be established to optimally serve disadvantaged students.

III. Describe how the consortium plans to address the required activities specified in Education Code Section 69561.

IV. Describe the allowable activities and services to be provided through the consortium and how the consortium will use a systematic approach to providing said activities and services, including both grant funded and match funded activities and services. Cal-SOAP projects shall be comprised of five key objectives which capture the services and activities that Cal-SOAPs provide to students.

Excellent	Strong	Good	Minimal
Thoroughly describes the system of services that will be provided by the consortium to address student needs and prepare students to be college ready and eligible. Provides details on the activities and services that are offered in the five key objectives, and how the services are matched to student needs. Provides a thorough explanation of the case management approach to ensure student	Describes the system of services that will be provided by the consortium to address student needs and prepare students to be college ready and eligible. Provides details of the types of activities and services that may be offered in the five key objectives and how the services can meet student needs. Provides a strong explanation of the case management approach to boost	Describes the system of services that the consortium will offer to address student needs and prepare students to be college ready and eligible. Provides an overview of the types of activities and services that can be offered in the five key objectives and how the services can meet student needs. Provides an overview of the case management approach. Cal-SOAP students served by the	Does not adequately describe a system of services. Lacks specifics regarding how the program will prepare students to be college ready and eligible. There is a lack of a coherent support system of counseling or coaching support and a demonstrated lack of case information/knowledge on using a case management system. College and career plans are made as determined by the

achievement is supported. All students served by the consortium are provided information, receive counseling/coaching support, and produce a college career plan. Provides a thorough description of college and career advising services, and how they are designed to foster student skill development.	student achievement. A majority of the students served by the consortium are provided information, receive counseling or coaching support, and produce a college- career plan. Provides a description of college and career advising services, and how they are designed to promote student skill development.	consortium are provided information, receive counseling or coaching support, and produce a college- career plan. Provides a description of college and career advising services.	individual school and staff.

Section 3: Program Activities and Services Rubrics

Rubric for 3.V – 3.VII:

V.   Describe how the Cal-SOAP consortium will identify and recruit students to participate in the Cal-SOAP activities and Services.

VI.   What Cal-SOAP related activities and services will the consortium seek to add in the future that will not be offered during the 2023-24 school year? Future activities or services can be either grant funded or match funded.

VII.   Describe how the consortium will support the creation of a college going culture through a regional infrastructure in all aspects of the programs, activities and services offered through the grant or in-kind match.

Excellent	Strong	Good	Minimal
Thoroughly and convincingly describes a systematic approach for identifying, recruiting, and retaining students. The consortium has identified specific activities and services that will be added in the future based on the gaps in the needs assessment. Future activities and services are designed to maximize the use of grant and match funding and prepare the consortium to sustain the program into the future. Provides convincing understanding and outline of the components of a regional infrastructure for systematically providing effective services.	Strongly describes a systematic approach for identifying, recruiting, and retaining students. The consortium has identified activities and services that will be added in the future based on the gaps in the needs assessment. Future activities and services are designed to increase the use of match funding and prepare the consortium to sustain the program into the future. Provides understanding and outline of the components of a regional infrastructure for systematically providing effective services.	Describes a systematic approach for identifying, recruiting and retaining students. The consortium has identified examples of activities and services that will be added in the future based on the gaps in the needs assessment. Future activities and services will be considered for future match commitments to sustain the program into the future. Provides some understanding of the components of a regional infrastructure for systematically providing effective services.	Lacks a description of a systematic approach for identifying, recruiting, and retaining students. The consortium has no firm plans for sustaining the program. Lacks depth in the understanding of the components of a regional infrastructure for systematically providing effective services.

Section 4: Consortium Operations Rubrics

Rubric for 4.I – 4.VII:

   I.   Describe the location and main functions of the consortium headquarters. How does this location enhance the work of the consortium?

   II.   Describe the process for recruiting, training, and deploying College Success Coaches and peer advisors. The College Success Coaches and peer advisors who will work directly with middle and high school students must be enrolled in college as undergraduate or graduate students and demonstrate they have financial need.

   III. Describe other types of training the consortium plans to offer to strengthen the college going infrastructure of the Cal-SOAP delivery system.

   IV.   Outline the strategies the Cal-SOAP consortium will use to avoid duplication of services to eligible youth and to maximize the use of the Cal-SOAP grant funding with the least indirect cost rate.

   V.   Describe how the Cal-SOAP project includes direct involvement from the school staff in daily operations, demonstrating effective integration of Cal-SOAP objectives and school district services.

   VI.   Describe how the project will work with CSAC and other Cal-SOAP consortia and to ensure coordination on student services, consistent administrative procedures, and effective project activities.

   VII. Describe how the consortium will build and maintain a dynamic website and presence on appropriate social media.

Excellent	Strong	Good	Minimal
Provides thorough and convincing evidence that the operations of the consortium are designed to efficiently support the mission and vision of the consortium with the least indirect cost rate. Compelling evidence is presented on how the location of the Cal- SOAP consortium enhances the work of the consortium. A thorough description is provided of the recruitment and training of College Success Coaches and other staff to support the students in the consortium. Further compelling explanations are given on the direct involvement from the school staff in daily operations and efforts to avoid duplication of services to eligible youth. A convincing rationale is presented to support the need for consortium	Provides strong explanation of the consortium operations designed to support the goals and mission of the consortium with the least indirect cost rate. A strong rationale is presented on how the location of the consortium supports the work of the consortium. A strong description is provided of the recruitment and training of College Success Coaches and other staff to support the students in the consortium. Evidence is provided on the direct involvement from the school staff in daily operations and in efforts to avoid duplication of services to eligible youth. A strong explanation is presented to support the need for consortium planning and preparation during the first 6 months of operation, while	Provides a description of the consortium operations designed to support the consortium with the least indirect cost rate. An explanation is provided on the location of the Cal-SOAP project. A description is provided of the recruitment and training of College Success Coaches and other staff to support the students in the consortium. An explanation is provided on the involvement of the school staff in consortium operations and in efforts to avoid duplication of services to eligible youth. A limited explanation is presented to support the need for consortium planning and preparation during the first 6 months of operation, while maintaining some services for Cal-SOAP students. A description of plans to coordinate	The explanation of the consortium operations lacks detail or is vague. A weak rationale is provided for the location of the Cal-SOAP project. The training of College Success Coaches and other staff lacks detail and coherence. Coordination with school staff in daily operations is not explained or vague. Little consideration is given to avoiding duplication of services to eligible youth. Consortium planning and preparation during the first 6 months is not provided in detail, nor is providing a base of services to Cal-SOAP students during that time. Service coordination with CSAC and other consortia are vague or not included, as well not explaining efforts to build and maintain an effective

planning and preparation during the first 6 months of operation, while maintaining a base of services for Cal-SOAP students. A thorough description of plans to coordinate services with CSAC and another Cal-SOAP consortium is outlined, as well as effective strategies to build and maintain a dynamic website and presence on appropriate social media.	maintaining a base of services for Cal-SOAP students. A description of plans to coordinate services with CSAC and other Cal-SOAP consortia is provided, as well as explaining efforts to build and maintain an effective consortium website and presence on appropriate social media.	services with CSAC and other Cal-SOAP consortia is addressed. Plans are described for building and maintaining a consortium website.	consortium website or presence on appropriate social media.

Section 5: Outcome Measures Rubrics

Rubric for 5.I – 5.IV:

I. Address required and identified supplementary priority outcomes from the Student Outcomes section, on which the consortium will focus and be held accountable for during the 2023-24 program year (refer to Student Outcome Measures on pages 23-24). Applicants who provide not only data on Cal-SOAP students served, but who also provide data on comparable populations that remain unserved to demonstrate the value of Cal-SOAP programs and services will receive additional consideration.

II. Explain the decision-making process that determined the priority outcomes and how the consortium will continue to establish annual performance goals and priorities.

III. Describe the consortium's ability and commitment to collect, track, analyze student and program level data and report to CSAC by the established reporting deadlines.

IV. Describe how the consortium will utilize statewide, regional, or multi-region systems for data collection and data exchange to determine the number of students who enroll in postsecondary education/training and persist through the first year.

Excellent	Strong	Good	Minimal
Provides a compelling rationale for addressing the required and all of the supplementary student priority outcomes the consortium will focus on. A convincing explanation is provided on how these priority outcomes serve to shape and support the work of the Cal-SOAP project and school staff to improve student college and career readiness. The consortium describes a robust system of collecting, monitoring, and using data to assist individual student's	Provides a strong rationale for addressing the required and the majority of supplementary student outcomes the consortium will focus on. An explanation is provided on how these priority outcomes serve to shape and support the work of the Cal- SOAP project and school staff to improve student college and career readiness. The consortium describes their planned system of collecting, monitoring and using data to assist individual student's college, career, and financial support development and to	Provides a rationale for addressing the required and at least half of the supplementary outcomes. An overview is provided on how these priority outcomes will improve student college and career readiness. The consortium describes their anticipated system of collecting, monitoring and using data to support students' college, career, and financial support development and to improve the consortium's services and activities. The consortium is	A weak explanation is provided on how the consortium will address the required student outcomes. It is not clear how the priority outcomes will affect student outcomes or the operation of the Cal-SOAP consortium. The consortium has limited capability to collect and report the required data. The narrative lacks an understanding on how to effectively use data to improve services or track students between the educational segments.

college, career, and financial support development, and to improve the consortium's system of services and activities. The consortium has signed agreements among the partners to share data to track student progress from middle to high school, and then through the first year of college/training. The consortium has clear systems in place to ensure all data reporting to CSAC is completed thoroughly and on time. Demonstrates the ability to provide not only data on Cal- SOAP students served, but who also provide data on comparable populations that remain unserved to demonstrate the value of Cal-SOAP programs and services.	improve the consortium's system of services and activities. The consortium has signed agreements among some partners to share data to track student progress from middle to high school, and then through the first year of college/training. Further, the consortium is developing systems to complete required data reporting to CSAC. Demonstrates the ability to provide not only data on Cal- SOAP students served, but who also provide data on comparable populations that remain unserved to demonstrate the value of Cal- SOAP programs and services.	developing signed agreements among partners to allow the sharing of data to track student progress from secondary to postsecondary education/training. Further, the consortium is developing systems to complete required data reporting to CSAC.	

Section 6: Cal-SOAP Sustainability Rubric

Rubric for 6.I:

I.   Explain the consortium's long-term sustainability plan for continuing the Cal-SOAP activities and services. Include types of programs, partnerships, resources, and funding that will help sustain the Cal-SOAP program.

Excellent	Strong	Good	Minimal
The consortium partners and fiscal agent have collaboratively developed comprehensive strategies for sustaining the Cal-SOAP project. The partners have designated funding streams and staff to continue assisting and supporting disadvantaged youth. Written plans and budgets have been developed outlining commitments for the grant. Consortium policies and agreements have been developed to facilitate long term commitments to continue to support a system of integrated services.	The consortium partners and fiscal agent outlined strong steps for developing strategies to sustain the Cal-SOAP project. The partners have identified potential funding streams and staff to support and assist disadvantaged youth. Written plans and budgets will be developed outlining commitments. Consortium policies and agreements will be discussed and developed to continue to support integrated Cal-SOAP services.	The consortium partners have discussed steps for how to sustain the Cal-SOAP project. The partners are aware of the need to identify potential funding streams and staff to support and assist disadvantaged youth. Consortium policies and agreements will be developed as necessary to sustain support for the Cal-SOAP services.	There is little or no evidence that the consortium partners have considered sustaining the grant following the - grant period. Further, little discussion has occurred for developing a sustainability plan. The consortium partners and staff have not developed potential plans or strategies that could influence on-going support for the Cal-SOAP project.

Section 7: Budget and Budget Narrative Rubric

Rubric for 7.I - 7.II:

I. The Budget Page, Form C, are required for the planned amounts in each budget category. Matching amounts from the partners should also be displayed on the proposed budget forms.

II. For each Budget Page, please provide a narrative, Form D, that details the proposed expenditures in each budget line item.

Excellent	Strong	Good	Minimal
Grant Budget Pages: Program expenses for the Cal-SOAP grant are indicated and complete. Grant Budget Narrative: Includes convincing evidence of matching funds or in-kind contributions of more than 1:1. The budget narrative clearly identifies program expenses for each year of the grant period. Budget narrative also describes the need for such expense and clearly	Grant Budget Pages: Program expenses for the grant are indicated and complete. Grant Budget Narrative: Includes evidence of matching funds or in-kind contributions of more than 1:1. The budget narrative identifies program expenses for each year of the grant period. Budget narrative also describes the need for such expense and implies the benefits to	Grant Budget Pages: Program expenses for the Cal-SOAP grant are indicated and complete. Grant Budget Narrative: Includes some evidence of matching funds or in-kind contributions. The budget narrative identifies program expenses for each year of the grant period. Mention the benefits to students. Some alignment between the expenditures for activities and services	Grant Budget Pages: Program expenses for the Cal-SOAP grant are indicated and incomplete. Grant Budget Narrative: Contains little or no evidence of matching funds or in-kind contributions. The budget narrative minimally identifies program expenses for each year of the grant period. Does not discuss benefits to students. Lacks alignment between the expenditures and the

shows the benefits to students. Expenditures clearly align to the activities and services described in the proposal.	students. Expenditures align to the activities and services described in the proposal.	described in the proposal.	activities and services described in the proposal.

Appendix B: General Assurances 2023-2024

General Assurances and Certifications required for grants supported by state funds in 2023-2024.

1. Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code §11135; and Chapter 1, Subchapter 4 (commencing with §30) of Division I of Title 5, California Code of Regulations (5 CCR).
2. Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972. Each program or activity conducted by the local educational agency (LEA) will be conducted in compliance with the provisions of Chapter 2, (commencing with §200), Prohibition of Discrimination on the Basis of Sex, of Part 1 of Division 1 of Title I of the California Education Code (EC), as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.
3. Programs and services are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.
4. Programs and services are and will be in compliance with the Age Discrimination Act of 1975.
5. Programs and services for individuals with disabilities are in compliance with the Americans with Disability Act of 1990.
6. All state and federal statutes, regulations, program plans, and applications appropriate to each program under which funds are made available through this application will be met by the applicant agency in its administration of each program.
7. The fiscal agent will use fiscal control and fund accounting procedures that will ensure proper disbursement for state funds paid to that agency under each program. (5 CCR, §4202)
8. The Consortium through its project director and/or fiscal agent will make reports to the California Student Aid Commission as may reasonably be necessary to enable the California Student Aid Commission to perform its duties and will maintain such records and provide access to those records as CSAC deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used.
9. The local governing board has adopted written procedures to ensure prompt response to complaints within 60 days, and has disseminated these procedures to students, employees, parents or guardians, district/school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR, §4600 et seq.)
10. Programs and services are and will be in compliance with Section 8355 of the California Government Code and the Drug-Free Workplace Act of 1988,

and implemented at CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110.

11. The California Student Aid Commission and its authorized representatives shall be granted the right to audit, to examine, and to make copies of or extracts from the disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. Such records shall include, but not be limited to, accounting records, written policies and procedures, subcontract or employment files, and documents supporting outcome measures as identified in the grant proposal.