**California Department of Education**


# 2018–19 Request for ApplicationsStudent Support and Academic Enrichment Grant Program

The Student Support and Academic Enrichment (SSAE) Program is authorized under Title IV, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA) of 2015 (Federal Catalog Number 84.424A).

**Deadline for Notice of Intent to Submit an Application:**

**Wednesday, September 12, 2018**

**Deadline for Applications:**

**Wednesday, October 17, 2018**

Administered by the
Educator Excellence and Equity Division

California Department of Education

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## I. Introduction – 2018 Request for Applications

The California Department of Education (CDE) announces a 2018 Request for Applications (RFA) to fund federal Student Support and Academic Enrichment (SSAE) grant projects, authorized under Title IV, Part A of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015 (Federal Catalog Number 84.424A). The purpose of the SSAE grant is to encourage and support eligible local educational agencies (LEAs), including
direct-funded charter schools, to increase capacity to:

1. Provide all students with access to well-rounded educational opportunities;
2. Support safe and healthy students; and
3. Support the effective use of technology.

Eligible LEAs, or consortia of LEAs, including direct-funded charter schools, may apply for one or all of the above categories. Each category will require a separate application.

Additionally, the 2018 California State Budget Act provisioned the following priority areas for this RFA:

1. Enhance visual and performing arts education, and/or
2. Utilize these funds as part of a comprehensive strategy to expand access to physical and mental health care, including dental and vision care, in schools by supporting the planning, establishing, updating, or the expanding of school health centers, including, but not limited to, mobile school health centers, as defined in Section 124174 of the Health and Safety Code, except that no funds shall be used for the purpose of construction, renovation, or repair of any school facility.

As such, priority points will be awarded to applications that address these areas. Additionally, one priority point will be awarded to applications submitted by LEAs that have been identified for differentiated assistance under the California Statewide System of Support.

The CDE shall issue approximately $4 million in grants, based upon merit, to each of the eleven California County Superintendents Educational Service Association (CCSESA) service regions[[1]](#footnote-1) to provide statewide geographical diversity. Applications submitted by an LEA, or a consortium of LEAs, shall be for $500,000 or more. Applications requesting less than $500,000 will be rejected during the technical review and will not advance to the Reader Conference. In order to maximize the use of the SSAE program resources, an LEA or consortium of LEAs may partner with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities supported by this program.

The grant period will be nine months. The duration of the project will be January 1, 2019, through September 30, 2019. The CDE is requesting a Tydings Amendment Waiver (no-cost extension) from the U.S. Department of Education (ED) for the federal funds allocated for fiscal year (FY) 2017–18 (ED Award No. S424A170005). If the waiver is accepted by ED, grantees will be provided the opportunity to submit a request to the CDE for an extension beyond September 30, 2019, and a carryover of any unspent funds. If the CDE grants the request, a new Grant Award Notification that reflects the additional time will be issued.

A comprehensive evaluation that provides evidence that the project met its goals and objectives will be mandatory. Successful applicants must be able to demonstrate that their specific proposed plan is conceptually clear, technically feasible, and sustainable after the grant period.

### Program Guidance

Proposals funded under the ESSA Title IV, Part A must meet minimum criteria, standards, and requirements. ESSA guidelines must be adhered to when designing, writing, and submitting a proposal. More detailed information about the program and the specific requirements are provided in this RFA. However, applicants should be familiar with the following resources that contain further information regarding requirements and guidance for the program:

* **ED Title IV, Part A, Student Support and Academic Enrichment Grants Guidance** available at <http://www2.ed.gov/policy/elsec/leg/essa/essassaegrantguid10212016.pdf> (Note: This document does not address the provisions of the Consolidated Appropriations Act of 2017 linked to below. Both documents should be considered in tandem.)
* **ED Fiscal Changes and Equitable Services Requirements Guidance** available at <http://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf>
* **National Center on Safe Supportive Learning Environments Title IV, Part A web page** available at <https://safesupportivelearning.ed.gov/ESSA-TitleIVPartA-SSAE> (Note: Please refer to resources regarding FY 2017 Title IV, Part A Funds.)
* **Provisions in the Consolidated Appropriations Act of 2017 (P.L. 115-31)** available at <https://safesupportivelearning.ed.gov/sites/default/files/ProvisionsConsolidatedAppropriationsAct2017_Title%20IVASSAE.pdf>
* **Webinar Slides: Changes to the Title IV, Part A, SSAE Grants Resulting from the FY 2017 Department of Education Appropriations Act** available at <https://safesupportivelearning.ed.gov/sites/default/files/TIVPA%20SSAE%20Webinar%204%20Slides%20v7%205.24.2017.pdf>
* **Subgranting FY 2017 Title IV-A Funds to LEAs: Questions and Answers** available at <https://safesupportivelearning.ed.gov/sites/default/files/Subgranting_FY_2017_Title_IV_A_LEAs_QA.pdf>

### Intent to Submit an Application and RFA Questions

Applicants are required to submit via e-mail or fax the Intent to Submit an Application Form (see Form A available on the SSAE RFA web page at <https://www.cde.ca.gov/fg/fo/r12/ssaecgp18rfa.asp>). The Intent to Submit an Application Form must be received no later than 5 p.m. on September 12, 2018. Submitting this form does not require an organization to submit an application; however, an application will not be accepted unless Form A was submitted and received by the CDE on time.

The purpose of the Intent to Submit an Application process is to (1) provide the CDE with information to plan for the review of applications, and (2) to provide an opportunity for potential applicants to ask questions that may be of interest or concern to all applicants.

The Intent to Submit an Application Form must (1) be signed by the applicant or the applicant’s representative and (2) include the title of the person signing. For Intent to Submit an Application forms that are emailed to the CDE, signed forms may be scanned and attached. The Intent to Submit an Application Form and questions regarding the RFA should be directed to:

Julia Agostinelli, Education Programs Consultant

Educator Excellence and Equity Division

Telephone: 916-322-9503

Fax: 916-319-0136

Email: [EEED@cde.ca.gov](file:///C%3A%5CUsers%5Cmtrott%5CDesktop%5CEEED%40cde.ca.gov)

### Comprehensive Needs Assessment

Proposals must reflect the unique aspects of the regional and local context the application represents. ESEA Section 4106(d)(1) requires subgrant recipients to conduct a comprehensive needs assessment in order to examine needs for improvement of:

1. Access to, and opportunities for, a well-rounded education for all students:
2. School conditions for student learning in order to create a healthy and safe school environment; and/or
3. Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

The needs assessment should address the applicable categories for which an LEA or consortium of LEAs is applying.

For the purposes of this grant program, applicants may rely on recently conducted needs assessments that are relevant to the categories for which they are applying, such as the Local Control and Accountability Plan (LCAP).

Please note that an LEA or consortium of LEAs’ ability to demonstrate greatest need will be a determining factor for being awarded an SSAE grant.

### Consultation and Equitable Services

ESEA Section 4106(c)(1) requires LEAs to develop their applications through consultation with the following stakeholders:

* Parents
* Teachers
* Principals
* Other school leaders
* Specialized instructional support personnel
* Students
* Community-based organizations
* Local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency)
* Indian tribes or tribal organizations that may be located in the region served by the LEA (where applicable)
* Charter school teachers, principals, and other school leaders, if supported by the LEA or consortium of LEAs
* Others with relevant and demonstrated expertise in programs and activities designed to meet the purposes of this program

LEAs, or consortia of LEAs, awarded a subgrant under this program are also required to engage in continued consultation with the entities described above in order to improve the activities supported by the grant and to coordinate implementation with other related strategies, programs, and activities being conducted in the community.

Nonpublic schools receive equitable services under Title IV, Part A. ESEA Section 8501(a)(4) requires that expenditures for services to private school students, teachers, and other educational personnel be equal to the expenditures for the public school program, taking into account the number and educational needs of the children to be served. In order to ensure timely consultation for the equitable services requirements, LEAs should begin consultation early enough in the decision-making process to allow for participation of private school students and teachers. Therefore, the LEA should engage in a process of timely and meaningful consultation with private school officials during the development of its application and throughout the grant period.

## II. Program Authorization

The SSAE program was established through the ESSA reauthorization of ESEA. While ESEA established the SSAE program as a formula grant, the federal Consolidated Appropriations Act of 2017[[2]](#footnote-2) provides states with the option of awarding subgrants on a competitive basis to eligible LEAs (i.e., those that receive Title I, Part A funds), or consortia of eligible LEAs, to support activities under one or more of ESEA sections 4107 (well-rounded educational opportunities), 4108 (safe and healthy students), or 4109 (effective use of technology). Priority must be given to LEAs, or consortia of LEAs, with the greatest need based on the number or percentage of children counted under ESEA Section 1124(c) (i.e., children counted for purposes of grants to LEAs under Title I, Part A), and awards must be made in a manner that ensures geographic diversity among subgrant recipients representing rural, suburban, and urban areas.

The 2018–19 California State Budget Act, Senate Bill 840, Chapter 29, authorizes $44,080,000 to be available through the 2018–19 fiscal year for this purpose. The bill also requires the CDE to prioritize the awards to applications that enhance visual and performing arts education or will utilize these funds as part of a comprehensive strategy to expand access to physical and mental health care.

## III. Eligibility

In order to be eligible to be awarded a subgrant under the SSAE program, applicants must be an LEA, or a consortium of LEAs, that received a grant under Title I, Part A of ESEA in the 2017–18 fiscal year. The list of eligible LEAs is available on the CDE Title I, Part A Funding Results web page at ~~https://www.cde.ca.gov/fg/aa/ca/title1pa17result.asp~~ [Note: the preceding link is no longer available].

Lead consortia members may be districts or direct-funded charter schools and consortia members may include districts and/or direct-funded charter schools. Eligible districts or charter schools may apply individually or as part of a consortium, but not both. The consortium lead must be an active participant in the consortium and cannot act solely as a flow-through for grant funds. Consortia members must be located in the same CCSESA region.

All applicants must certify that they will comply with ESEA Title VIII, sections 8501–8504 regarding equitable participation of private school children and teachers. Applicants that receive a grant shall be responsible for:

* The performance of any services provided through funds awarded under this grant by the partners, consultants, or other organizations;
* Ensure that any new course materials, including curriculum, developed as a result of this grant, are available as open educational resources; and
* Submit the required reports to account for the use of grant funds.

## IV. Allowable Grant Activities

An LEA or consortium of LEAs may apply for any or all of the categories following categories:

1. Well-Rounded Educational Opportunities
2. Safe and Healthy Students
3. Effective Use of Technology

It should be noted that LEAs may incorporate aspects of the other grant categories into an application for one grant category. However, the LEA will be required to allocate at least 20 percent of its proposed budget for allowable activities listed in the grant category for which it is applying. For example, if an LEA applies for the Well-Rounded Educational Opportunities category, then at least 20 percent of the budget must be budgeted for Well-Rounded Educational Opportunities allowable activities.

Activities supporting Category A (well-rounded educational opportunities) and Category B (safe and healthy students) may be conducted in partnership with an institution of higher education, business, nonprofit organization, community based organization, or other public or private entity with a demonstrated record of success in implementing activities supported in these categories.

Activities should be aligned with California’s teaching and learning standards, designed to improve student academic achievement as well as overall student success, and based on successful existing models, research, or other information that supports the efficacy of the proposed design if the design does not have a precedent.

Table 1 provides an overview of allowable uses of funds for each category. For the full list and details of allowable uses of funds described in ESEA section 4107, 4108, and 4109, please see Appendix B.

**Table 1. Overview of Examples of Allowable SSAE Uses of Funds\***

| Category A: Well-Rounded Educational Opportunities*(*ESEA Section 4107) | Category B:Safe and Healthy Students*(*ESEA Section 4108) | Category C:Effective Use of Technology*(*ESEA Section 4109) |
| --- | --- | --- |
| * Improving access to foreign language instruction, arts, and music education
* Supporting college and career counseling, including providing information on opportunities for financial aid through the early Free Application for Federal Student Aid (FAFSA)
* Providing programming to improve instruction and student engagement in science, technology, engineering and mathematics (STEM), including computer science, and increasing access to these subjects for underrepresented groups
* Promoting access to accelerated learning opportunities including Advanced Placement and International Baccalaureate programs, dual or concurrent enrollment programs and early college high schools
* Strengthening instruction in American history, civics, economics, geography, government education, and environmental education
 | * Promoting community and parent involvement in schools
* Providing school-based mental health services and counseling
* Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline
* Establishing or improving dropout prevention
* Supporting re-entry programs and transition services for justice-involved youth
* Implementing programs that support a healthy, active lifestyle (nutritional and physical education)
* Implementing systems and practices to prevent bullying and harassment
* Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse
* Establishing community partnerships
 | * Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement
* Building technological capacity and infrastructure
* Carrying out innovative blended learning projects
* Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities
* Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology
 |

\*Note: This table provides examples of allowable activities and is not an exhaustive list. Please consult the statute for more information. The text of ESEA sections 4107, 4108, and 4109 are available in Appendix B.

## V. The Application – Project Description

Proposals must describe the (1) learning needs of students within the targeted region, (2) selected evidence-based interventions and how they are aligned with local needs, (3) local capacity to implement the chosen intervention, and (4) robust implementation plan and any additional resources. The application must focus on improvement for Category A, B, or C. LEAs or a consortium of LEAs may submit up to three applications, one for each category.

* Category A: Access to, and opportunities for, a well-rounded education for all students;
* Category B: School conditions for student learning in order to create a healthy and safe school environment; or
* Category C: Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

If the applicant is requesting priority points for the priority areas below, the project description must integrate the appropriate strategies into Parts 1 through 7.

1. Enhance visual and performing arts education (**four** priority points).
2. Utilize these funds as part of a comprehensive strategy to expand access to physical and mental health care, including dental and vision care, in schools by supporting the planning, establishing, updating, or the expanding of school health centers, including, but not limited to, mobile school health centers, as defined in Section 124174 of the Health and Safety Code, except that no funds shall be used for the purpose of construction, renovation, or repair of any school facility (**four** priority points).
3. Applicant has been identified for differentiated assistance under the statewide system of support (**one** priority point).

The Project Description narrative must not exceed 20 double-spaced pages using
12-point Times New Roman or Arial font with one-inch margins. Proposals will be judged by a panel of readers selected for their expertise. Readers will use a rubric organized by the seven proposal parts.

### Part 1: The Context

Proposals must document the **local** and **regional** needs specific to the category of improvement and, if applicable, priority area, within the targeted LEAs served by this proposal. Clearly identify the category the proposal is addressing and concisely describe:

1. Why the category was chosen, and if applicable, why the priority area will be integrated into the project. The description should include a synthesis of applicable data that supports why the identified population(s) was selected within the local and regional context.
2. The process used to select the focus of this proposal and who was involved in project development and planning to ensure the proposed activities are aligned with school-wide and district-wide educational improvement plans such as the LCAP. **Note:** Please do not submit copies of these documents with your application.
3. The professional learning needs of the educators in the LEAs that will receive training to support the targeted population(s), if applicable.

### Part 2: Strategies and Interventions

Proposals must describe how the project activities address the chosen category (A, B, or C) and, if applicable, integrate the priority area(s) (1 and/or 2). This section must show how the project activities will address the specific needs identified in Part 1 and will advance the project toward meeting its goals and measurable objectives.

1. Describe the evidenced-based strategies the project will employ to address the identified needs outlined in Part 1.
2. Describe the evidence used to support the selected strategies. Please attach an appendix to the application that lists all scientifically-based research references used in developing the proposal but not specifically cited in the Project Description, if applicable. This list should not exceed two pages.
3. If professional learning is a component of the project, describe how it will align with the Quality Professional Learning Standards,[[3]](#footnote-3) and describe the content, pedagogy, curriculum, and teaching/learning that will impact educator knowledge and skills as they relate to the strategies identified in Part 2A.
4. Provide a table that illustrates the nine-month sequence of events and activities of the project that includes the person or organization responsible for each activity, the expected goal of the activity, and how the effectiveness of the activity will be measured.

### Part 3: Project Leadership

Proposals must describe the role and contribution of **each** collaborative partner to the operational success of the project and the achievement of its goals.

1. Describe the overall management structure of the project and the roles of each partner in the project’s management including how each will enhance, improve, or expand current, local, and regional efforts to address the needs of the targeted population(s).
2. Describe the collaborative process of the project leadership, including how often it will meet and discuss milestones and obstacles. Include how the project will use data collected for each activity identified in Part 2 to adjust the plan and improve the outcomes.
3. Complete Form C: SSAE ProgramStatement of Assurances.[[4]](#footnote-4) These forms must be completed by the applicant and each partner organization, if applicable, and signed by an appropriate designated official with the authority to submit proposals in this competition.
4. Provide a letter of support from each participating school and LEA that demonstrate high levels of cooperation, commitment, coordination, and formalized relationships made between the partners, if applicable.

### Part 4: Project Staff

Applicants must demonstrate their ability to implement and maintain a successful SSAE program.

1. Provide an organizational chartthat clearly illustrates the individual, his/her role and responsibilities. Note: Only one person can be identified as the Project Director.
2. Describe the key project personnel from each of the partners, their roles and responsibilities in the project, their qualifications for these roles and responsibilities, and their time commitment base to the project. Explain why these personnel are essential to the successful management, functioning, and completion of the intended outcomes of the project. Note: If the project requires hiring staff not currently employed by one of the partner agencies, include a brief (200-word maximum)description of the job(s) and the minimum qualifications.
3. Provide a curriculum vitae (CV) or resume (one page maximum) for each of the key project personnel listed on the organization chart. Do **NOT** submit a CV longer than one page. The CV or resumes can be included as attachments so these pages are not counted toward the 20-page maximum for the project description.

### Part 5: Project Participants

Proposals must describe how the project will ensure enthusiastic, engaged, and sustained participation by all participants in every phase.

1. Describe the strategies and activities that will be used to recruit and select participants for the project.
2. Identify the retention activities that will be used to ensure each participant who starts the project will finish the project.

### Part 6: Evaluation Plan

Proposals must demonstrate that the project’s proposed evaluation plan is conceptually clear, integrated with the project goals and objectives, and technically feasible.

1. Describe how the analysis of the data collected from the project activities, resulting in a final evaluation, will be exploratory in nature, and aid in better understanding of the characteristics and needs of the targeted student population(s) and how the LEA, or consortium of LEAs, can effectively and efficiently meet their needs.
2. Explain how the evaluation results will be disseminated to the field of education so others may benefit from your project.

### Part 7: Budget and Cost Effectiveness

The applicant must provide a thorough and detailed justification for each identified cost associated with implementing the proposed initiatives and goals, including why the costs are reasonable and necessary to support the proposal’s initiatives and goals. A nine-month projected budget is required for the application. The nine-month budget will be reviewed and scored. The following are instructions for completing Part 7:

A. Complete the 2018 SSAE Proposed Project Budget Summary (Form D) for the project’s performance period from January 1, 2019, through September 30, 2019.

1. Provide a detailed budget narrative (description) for each line-item included in the nine-month performance period on Form E using Form D. The narrative should include how the proposed costs to implement the proposed project are necessary and reasonable in terms of project activities, benefits to participants, and project outcomes.

## VI. General Application and Project Information

### Request for Applications Timeline

#### Table 2. Request for Applications Timeline

| **Activity** | **Important Dates** |
| --- | --- |
| Intent to Submit an Application  | September 12, 2018 (5 p.m. PST) |
| Applications Due | October 17, 2018 (5 p.m. PST) |
| Reader Conference | November 8 and 9, 2018 |
| Posting of Intent to Award | November 13, 2018 |
| Deadline for receipt of any appeal | November 20, 2018 |
| Project Start Date | January 1, 2019 |
| Signed Grant Award Notification Due | January 30, 2019 |

### General Provisions and Requirements

This grant provides funding for an award period beginning January 1, 2019, through September 30, 2019. The CDE will fund successful grant applications at the level requested up to the maximum if the application is well-justified and the budget is realistic and well-supported. The CDE also reserves the right to forgo awards if no application submitted meets the requirements of this RFA.

Assurances, certifications, terms, and conditions are requirements of applicants and grantees as a condition of receiving funds. The signed grant application submitted to the CDE is a commitment to comply with the assurances, certifications, terms, and conditions associated with the grant, including the supplement not supplant requirement and the equitable participation of private schools.

**Supplement Not Supplant Requirement:** In considering how to use SSAE programs funds, LEAs should be mindful that SSAE program funds may be used only to supplement, and not supplant, non-federal funds that would otherwise be available for activities under the SSAE program. This means that, in general, LEAs may not use SSAE program funds for the cost of activities if the cost of those activities would have otherwise been paid with state or local funds in the absence of SSAE program funds.

**Equitable Participation of Private Schools:** LEAs and consortia must consult with officials of private schools located within their geographic service area to identify the needs of eligible private school students and teachers consistent with the requirements in section 8501 of ESSA. The consultation must be timely and meaningful.

### Grant Award Assurances and Certifications

Applicants need to sign and return the general assurances and certifications with the application. Applicants must keep a copy on file and available for compliance reviews, complaint investigations, and audits.

Each of the **required assurances and certifications** listed below should be downloaded and printed from the supplied CDE web pages and signed copies shall accompany the application.

* Drug-Free Workplace, CDE-100DF ~~https://www.cde.ca.gov/fg/fo/fm/drug.asp~~ [Note: the preceding link is no longer available]
* Lobbying, ED 80-0013 ~~https://www.cde.ca.gov/fg/fo/fm/lobby.asp~~ [Note: the preceding link is no longer available]
* Debarment and Suspension, ED 80-0014 ~~https://www.cde.ca.gov/fg/fo/fm/debar.asp~~ [Note: the preceding link is no longer available]
* General Assurances, CDE-100A <https://www.cde.ca.gov/fg/fo/fm/generalassurances2018.asp>
* 2018 SSAE Statement of Assurances (See Form C)

### Grant Terms and Conditions

The 2018 SSAE grant award notifications (GANs), also referred to as the AO-400 Form, will be signed by the State Superintendent of Public Instruction and sent to each awardee before the beginning of the grant’s performance period. The AO-400 is the official document signed by the authorized official stating the amount and the terms and conditions of an award for a discretionary grant. The AO-400 must be signed by the authorized agent and returned to the CDE by January 30, 2019.

All funds must be expended within the dates designated and for not more than the maximum amount indicated on the AO-400. Encumbrances may be made at any time after the beginning date of the grant stated on the AO-400. All funds must be expended or legally obligated by September 30, 2019.

In accordance with the Federal Fiscal Accountability Transparency Act (FFATA), all grant recipients must have a valid Data Universal Numbering System (DUNS) number and must also be registered with the Federal Contractor Registry (FCR) database. DUNS numbers are issued by Dun and Bradstreet and are available for free to all entities required to register under FFATA.

* To obtain a DUNS number, go to ~~http://fedgov.dnb.com/webform/~~ [Note: the preceding link is no longer available]
* To register with the FCR database, go to <http://federalcontractorregistry.com/>

Grantees are required to submit their DUNS number and expiration date of their FCR registration and must certify that they will ensure that their FCR registration will remain active for the entire grant period. Complete and submit the Documentation of Federal Compliance (DUNS/FCR). No award will be made to an applicant not in compliance with FFATA.

### Funding

The CDE shall issue approximately $4 million in grants, based upon merit, to LEAs and/or consortium of LEAs in each of the eleven CCSESA service regions to provide statewide geographical diversity. The amount of grant funding requested by applicants must be no less than $500,000 and no more than $4 million. If applications within a CCSESA service region do not total $4 million, the Reader Conference panel chairs may distribute the excess of region funds to other regions based upon application scoring and deliberations.

The budget should display nine months of implementation showing how the grant will be used to meet the expected project outcomes. Proposed expenditures must demonstrate appropriate use of federal funds. If budget revisions are needed, the project must request approval from the CDE by submitting a revised budget and an explanation for each change. To request a budget revision the project must email a request to the CDE that includes a brief explanation for the revision and attach a revised budget.

Federal Program Funding Considerations: In accordance with the Cash Management Improvement Act, disbursements of federal funds must be limited to the minimum amounts needed and must be timed to the actual, immediate cash requirements of the grantee in carrying out the project. In other words, funding should be provided as close as possible to the actual disbursement of funds for the direct project costs by the grantee. The CDE is responsible for ensuring that grantees do not accrue federal funds in excess of immediate needs. CDE federal program grantees are required to report and remit interest to the CDE at least quarterly. Although grantees are allowed to keep interest amounts up to $500 per year for administrative purposes, the $500 is in total for all federal programs, not for each federal program.

#### Allowable Expenditures

Budgets for the use of grant funds will be reviewed and scored as part of the application process. Items deemed non-allowable, excessive, or inappropriate will be eliminated and the budget adjusted accordingly. Budgets that include non-allowable, excessive, or inappropriate items will receive a lower score. Generally, all expenditures must contribute to accomplishing the project’s goals and activities as described in the narrative. Allowable expenditures may include, but are not limited to, the following:

* Service contracts between members of the project or external service providers such as curriculum specialists and licensed professionals.
* Costs to support the travel and participation of members of the project in design, development, and implementation meetings to facilitate the work of the project.
* Costs to provide or produce professional level materials for the project’s activities.

#### Non-allowable Expenditures

Funds provided under this grant may not be used to:

* Supplant existing funding or efforts, including costs otherwise necessary to operate a school or program without this grant.
* Travel to professional conferences, unless it is demonstrated that attendance at a meeting will directly and significantly advance the project and is approved by the CDE.
* Acquire equipment for administrative or personal use.
* Purchase furniture (e.g., bookcases, chairs, desks, file cabinets, tables).
* Purchase food services/refreshments/banquets/meals.
* Purchase or remodel facilities.
* Purchase promotional favors such as bumper stickers, pencils, pens, or T-shirts.
* Purchase subscriptions to journals or magazines.
* Travel outside of the United States.
* Provide activities or services not directly related to the purpose of this grant program.

#### Factors Affecting Allowability of Costs

Except where otherwise authorized by statute, costs under this grant must also meet the following general criteria in order to be allowable:

* Be consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the non-federal entity.
* Be accorded consistent treatment. A cost may not be assigned to the grant as a direct cost if any other cost incurred for the same purpose, in like circumstances, has been allocated to the grant as an indirect cost.
* Be determined in accordance with generally accepted accounting principles.
* Not be included as a cost or used to meet cost sharing or matching requirements of any other federally-financed program in either the current or a prior period.

Please note that the new *Uniform Administrative Requirements, Cost Principles, and Audit Requirement for Federal Awards* was published on December 19, 2014, and became effective for new and continuation grant awards issued on or after
December 26, 2014. All grantees will be expected to comply with the new rules and regulations. Please see Title 2: Grants and Agreements of the *Code of Federal Regulations* (*CFR*) available at <http://www.ecfr.gov/cgi-bin/retrieveECFR?gp=&SID=8950b54acafdbe97ff82d556e22c2461&mc=true&n=pt2.1.200&r=PART&ty=HTML>.

#### Direct Costs

Direct costs for this grant are those costs that can be identified specifically with a particular final cost objective. Costs incurred for the same purpose, in like circumstances, must be treated consistently as either direct or indirect costs.

The salaries of administrative and clerical staff should normally be treated as indirect costs. Direct charging of these costs may be appropriate only if all of the following conditions are met:

* Administrative or clerical services are integral to a project or activity;
* Individuals involved can be specifically identified with the project or activity;
* Such costs are explicitly included in the budget or have the prior written approval of the Federal awarding agency; and
* The costs are not also recovered as indirect costs.

#### Administrative Indirect Cost Rate

Indirect costs reflect general administration and overhead that cannot easily be charged as direct program costs of the programs or activities they benefit, and that are borne by a primary party as a result of activities it charges as direct costs. Funds used to pay indirect costs are best attributable to the partner that “uses” the corresponding funds as direct costs.

Certain types of costs (activities) require relatively minimal administrative support compared to the amount of dollars spent. These costs would distort the indirect cost process and are excluded from the calculation of the indirect cost rate. Following are the most common costs excluded from the calculation:

* Subagreements for Services (Object Code 5100), which include expenditures for subagreements and subawards pursuant to certain contracts, subcontracts, and subgrants.
* Capital Outlay (Object Codes 6000–6999), which includes expenditures for items such as the acquisition of land, improvements to sites, construction or purchase of new buildings, books and media for new schools, major expansions of school libraries, and capitalized equipment.
* Other Outgo (Object Codes 7000–7499) and Other Financing Uses (Object Codes 7600–7699), which include items such as tuition, excess cost payments, pass-through funds, transfers out, debt service, and transfers between funds.

Since these costs are excluded from the determination of the indirect cost rate, it is not appropriate to include them in the pool of eligible program expenditures on which to charge indirect costs. (See the *California School Accounting Manual* [<http://www.cde.ca.gov/fg/ac/sa/index.asp>] Procedure 330 and 915 for further details on these categories of expenditures.)

Unlike other costs in Object Codes 5000–5999, Object Code 5100 costs are excluded from the calculation of the indirect cost rate and from eligible program expenditures on which indirect costs are charged (see Procedure 915). However, in recognition that some general administration is necessary to process a subagreement, indirect cost guidelines allow that up to $25,000 of each individual subagreement may be coded to Object Code 5800, Professional/Consulting Services and Operating Expenditures, with the remainder charged to Object Code 5100. The amount charged to Object Code 5800 is included in the calculation of the indirect cost rate and in eligible program expenditures on which indirect costs are charged. The $25,000 limit per subagreement applies each year throughout the duration of the subagreement.

Proposals that are educational training grants pursuant to Education Department General Administrative Regulations (EDGAR) Section 75.562, are restricted to an indirect cost rate of eight percent or less. Examples of the work supported by educational training grants are summer institutes, training programs for selected participants, the introduction of new or expanded courses, and similar instructional undertakings that are separately budgeted and accounted for by the sponsoring institution. Indirect cost reimbursement on a training grant is limited to the recipient's actual indirect costs, as determined in its negotiated indirect cost rate agreement, or eight percent of a modified total direct cost base, whichever amount is less. The eight percent indirect cost reimbursement limit specified above also applies to sub-awards that fund training.

* Indirect costs in excess of the eight percent limit may not be charged directly, used to satisfy matching or cost-sharing requirements, or charged to another Federal award.
* A grantee using the training rate of eight percent is required to have documentation available for audit that shows that its negotiated indirect cost rate is at least eight percent.

For the purposes of this section, a modified total direct cost base consists of total direct costs minus the following:

* The amount of each sub-award in excess of $25,000.
* Stipends.
* Tuition and related fees.
* Equipment, as defined in 2 CFR 200.33.

If an applicant has established a threshold for equipment that is lower than $5,000 for other purposes, it must use that threshold to exclude equipment under the modified total direct cost base for the purposes of this section.

Additionally, ESEA Section 4105(c) states: “Of the amount received under subsection (a)(2), a local educational agency may reserve not more than 2 percent for the direct administrative costs of carrying out the local educational agency’s responsibilities under this subpart.”

#### Ownership of Materials and Intellectual Property Rights

Ownership of any copyrights, patents, or other proprietary interests that may result from grant activities shall be governed by applicable federal regulations. The ED and the CDE retain the rights for no-cost use or replication of any materials, designs, or programs developed through the use of these funds. Pursuant to the CFR EDGAR, *Title 34 CFR,* EDGAR Section 75.621 Copyright policy for grantees: “A grantee may copyright project materials in accordance with 34 CFR Part 74 or 80, as appropriate.” EDGAR Section 80.34 states, “The Federal awarding agency reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish or otherwise use, and to authorize others to use, for Federal Government purposes: (a) The copyright in any work developed under a grant, subgrant, or contract under a grant or subgrant; and (b) Any rights of copyright to which a grantee, subgrantee or a contractor purchases ownership with grant support.”

### Cost of Preparing an Application

The costs of preparing and delivering the application are the sole responsibility of the applicant. The CDE will not provide reimbursement for any costs incurred or related to the applicant’s involvement or participation in the RFA process.

### Application Format

As each applicant writes the application, please structure the application to follow the guidelines provided below. The scoring rubrics (see Appendix C) for each section are intended to assist applicants in organizing the narrative responses in the application, to inform applicants of the information that CDE considers critical, and to facilitate consistency and equity. It is also intended to inform applicants of the relative value of each component so that they can plan section length and content accordingly. Applications that do not comply with these formatting requirements will not be reviewed or considered for acceptance and will be returned.

* Address each section by its number and title, as presented in this RFA (i.e. “Part 1: The Context”).
	+ - Use the forms provided to complete the application.
		- The application narrative is limited to 20 typed pages, using double-line spacing (does not apply to forms or supporting documentation).
		- Use 12-point type, using an easy-to-read font such as Arial or Times New Roman.
		- Address each section of the RFA.
		- Charts and graphs may be single spaced and use no smaller than 10 point type.
		- Use 1" side, top, and bottom margins.
		- Provide a footer on each page with page number and the applicant name on all copies.
		- Staple or fasten the application in the upper left corner (do not use binders or folders when submitting application).

### Submission of Application

Send one signed original, five paper copies, and a Microsoft Word copy of the application on a flash drive. The flash drive should contain all narrative sections, forms, and attachments.

The complete application, including all required components, must be **received by** the CDE Educator Excellence and Equity Division by 5 p.m. on **Wednesday, October 17, 2018.**

Incomplete, late, or incorrectly formatted applications will not be scored or considered for funding.

Applicants are urged to use express, certified, or registered mail. Transmission by email or fax **will not** be accepted.

Mail or deliver applications to:

Educator Excellence and Equity Division
California Department of Education
1430 N Street, Suite 4309
Sacramento, CA 95814
Attention: Julia Agostinelli

An application may be rejected if it is conditional or incomplete, or if it contains any alterations of forms or other irregularities of any kind. The CDE may reject an application that is not responsive, does not meet the technical standards, or is not from a designated applicant, or may choose to reject all applications. The CDE may also waive any immaterial deviations in an application. The CDE’s waiver of immaterial defect shall in no way modify the RFA document or excuse the applicant from full compliance with all requirements if the applicant is awarded the contract.

### Application Review Process

The CDE will carefully screen all applications received by the due date for compliance with all requirements stated in this RFA. Only fully completed applications will be considered eligible for consideration and advanced to the Reader Conference. Knowledgeable readers will read, review, and score each eligible application using a scoring rubric (see Appendix C). Points will be awarded based on completeness and responsiveness of the application to each of the required application components. The reader panels will ultimately recommend: “total funding,” “partial funding,” or “no funding.” Panel Chairs will convene to make the final selections.

Grants may not necessarily be made to applications that have the highest scores. These scores are advisory to the Panel Chairs that hold the right to make the final selection to ensure that the applications meet the goals of the program. When selecting projects to award, the Panel Chairs will consider statutory requirements that:

* + Prioritize the distribution of funds to schools served by the applicant that have the highest percentages or numbers of children counted under ESSA section 1124(c);
	+ Ensure there is geographic diversity among subgrant recipients representing rural, suburban, and urban areas within the state; and
	+ Require that, of the total $44,080,000 awarded, at least 20 percent of funds support activities under ESEA Section 4107, at least 20 percent of funds support activities under ESEA Section 4108, and some portion of funds support activities under ESEA Section 4109.

Upon completion of the 2018 SSAE Program grant review process, the CDE will post a notification of acceptance on the 2018 Title IV, Part A SSAE Program web page at <https://www.cde.ca.gov/pd/ps/ssaecgp2018.asp>. Final posting of successful applicants will be posted to the same web page after the appeals process is complete.

### Appeals Process

Applicants who wish to appeal a grant award decision must submit a letter of appeal to:

California Department of Education
Educator Excellence and Equity Division
1430 N Street, Suite 4309
Sacramento, CA 95814–5901
Attention: Barbara Murchison

The CDE must receive the letter of appeal, with an original signature by the authorized person, no later than 5 p.m. on Tuesday, November 20, 2018. Fax or letters submitted via email will not be accepted.

Appeals shall be limited to the grounds that the CDE failed to correctly apply the standards for reviewing the application as specified in this RFA. The appellant must file a full and complete written appeal, including the issue(s) in dispute, the legal authority or other basis for the appeal position, and the remedy sought. The CDE will not consider incomplete or late appeals. The appellant may not supply any new information that was not originally contained in the original application.

The Panel Chairs will re-evaluate the application and will make the final decision in writing within three weeks from the date that appeals are due to CDE. That decision shall be the final administrative action afforded the appeal.

## VII. Grant Awards and Reporting Requirements

Following final program and budget negotiations, grants will be issued to a successful project after a signed agreement on the terms of the award has been received by the CDE. The Grant Award Notification must be signed by the Grantee and returned to CDE on or before January 30, 2019.

Successful applicants are required to submit progress reports and invoices 45 days after the close of the quarter. The first progress report (January 1, 2019, through March 31, 2019) and invoice for the same time period will be due on or before May 15, 2019. The final project evaluation will be due to CDE with the final invoice 45 days after the end of the grant (November 14, 2019).

Information required for these reports includes, but is not limited to:

* A brief description of the collaborative planning, attendance of participants, recruitment, and retention efforts during the time period;
* Notable accomplishments of the project during the time period;
* For each activity that occurred during the time period, a description of the data collected and who was responsible for the collection;
	+ An explanation of any unanticipated events that may affect the originally proposed project goals, outcomes, and activities and how project leadership is addressing the issue(s); and
	+ Demographic data about project participants such as the number of students, educators, families, and community members served during this reporting period.

To assure that expenditures are proper and in accordance with the terms and conditions of the Federal award and approved project budgets, the invoices submitted quarterly requesting payment under the agreements must include a certification signed by an official who is authorized to legally bind the non-Federal entity, which reads as follows: “By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).”

## VIII. Structure of the Application

### Application Instructions

A complete application consists of the components listed below. Forms B, C, D, and E are available on the SSAE RFA web page at <https://www.cde.ca.gov/fg/fo/r12/ssaecgp18rfa.asp>.

1. Application Cover Sheet – Form B
2. Narrative Responses
	* Please respond to each part required in the narrative response.
	* The project description for each part in the narrative response, Part 1 through Part 7, can be found in Section V.
	* Please follow all format requirements. Please refer to Section VI, G. Application Format.
3. Required Forms
	* Form C: SSAE Statement of Assurances
	* Form D: SSAE Proposed Budget Summary
	* Form E: SSAE Proposed Budget Narrative
	* Drug-Free Workplace, CDE-100DF ~~https://www.cde.ca.gov/fg/fo/fm/drug.asp~~ [Note: the preceding link is no longer available]
	* Lobbying, ED 80-0013 ~~https://www.cde.ca.gov/fg/fo/fm/lobby.asp~~ [Note: the preceding link is no longer available]
	* Debarment and Suspension, ED 80-0014 ~~https://www.cde.ca.gov/fg/fo/fm/debar.asp~~ [Note: the preceding link is no longer available]
	* General Assurances (CDE-100A) <https://www.cde.ca.gov/fg/fo/fm/generalassurances2018.asp>
4. Supporting Documentation

### Scoring and the Rubric

The rubric can be found in Appendix C and is valued at a maximum of 37 points. A project must have a minimum of 16 points in order to qualify for a grant award. However, grants may not necessarily be made to applications that have the highest scores. These scores are advisory to the Panel Chairs that will be making the final decisions. The Panel Chairs hold the right to make the final selection to ensure that the applications meet the goals and requirements of the program. Table 2 displays the maximum point values for each section:

**Table 3. Application Maximum Point Values**

| **Section** | **Description** | **Point Value** |
| --- | --- | --- |
| Part 1 | The Context | 4 points |
| Part 2 | Strategies and Interventions | 4 points |
| Part 3 | Project Leadership | 4 points |
| Part 4 | Project Staff | 4 points |
| Part 5 | Project Participants | 4 points |
| Part 6 | Evaluation Plan | 4 points |
| Part 7 | Budget and Cost Effectiveness | 4 points |
| Priority Points | Extra points for Priority Area 1  | 4 points |
| Priority Points | Extra points for Priority Area 2  | 4 points |
| Priority Point | At least one district identified for differentiated assistance | 1 point |

## IX. Appendices

### Appendix A: 2018 State Budget Language

Senate Bill 840, Chapter 29

6100-134-0890—For local assistance, State Department of Education, payable from the Federal Trust Fund: $2,218,510,000

Schedule:

(3) 5200120-Title IV, Student Support and Academic Enrichment: $165,005,000

9. The funds appropriated in Schedule (3) are available on a one-time basis, and shall be used in accordance with Title IV, Part A of the federal Every Student Succeeds Act (P.L. 114-95).

10. Of the funds appropriated in Schedule (3), $44,080,000 shall be provided on a one-time basis through a competitive grant process developed by the State Department of Education to allow local educational agencies, including charter schools, to apply for funding for purposes authorized by federal law. The department shall grant priority in its awards of these funds to applications that include proposals for 1) enhancing visual and performing arts education, or 2) utilizing these funds as part of a comprehensive strategy to expand access to physical and mental health care, including dental and vision care, in schools by supporting the planning, establishing, updating, or the expanding of school health centers, including, but not limited to, mobile school health centers, as defined in Section 124174 of the Health and Safety Code, except that no funds shall be used for the purpose of construction, renovation, or repair of any school facility.

11. Of the funds appropriated in Schedule (3), $120,925,000 shall be allocated to local educational agencies pursuant to Section 4105 of the federal Elementary and Secondary Education Act of 1965 (20 U.S.C. Sec. 7115), as re-authorized by the federal Every Student Succeeds Act of 2015 (P.L. 114-95).

### Appendix B: ESEA Title IV, Part A SSAE Grant Allowable Uses of Funds

#### Activities to support well-rounded educational opportunities (ESEA Section 4107 [20 USC 7117])

**(a) In general**

Subject to section 7116(f) of this title, each local educational agency, or consortium of such agencies, that receives an allocation under section 7115(a) of this title shall use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that-

(1) are coordinated with other schools and community-based services and programs;

(2) may be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this section; and

(3) may include programs and activities, such as-

(A) college and career guidance and counseling programs, such as-

(i) postsecondary education and career awareness and exploration activities;

(ii) training counselors to effectively use labor market information in assisting students with postsecondary education and career planning; and

(iii) financial literacy and Federal financial aid awareness activities;

(B) programs and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution;

(C) programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science, (referred to in this section as "STEM subjects") such as-

(i) increasing access for students through grade 12 who are members of groups underrepresented in such subject fields, such as female students, minority students, English learners, children with disabilities, and economically disadvantaged students, to high-quality courses;

(ii) supporting the participation of low-income students in nonprofit competitions related to STEM subjects (such as robotics, science research, invention, mathematics, computer science, and technology competitions);

(iii) providing hands-on learning and exposure to science, technology, engineering, and mathematics and supporting the use of field-based or service learning to enhance the students' understanding of the STEM subjects;

(iv) supporting the creation and enhancement of STEM-focused specialty schools;

(v) facilitating collaboration among school, after-school program, and informal program personnel to improve the integration of programming and instruction in the identified subjects; and

(vi) integrating other academic subjects, including the arts, into STEM subject programs to increase participation in STEM subjects, improve attainment of skills related to STEM subjects, and promote well-rounded education;

(D) efforts to raise student academic achievement through accelerated learning programs described in section 7114(b)(3)(A)(i)(IV) of this title, such as-

(i) reimbursing low-income students to cover part or all of the costs of accelerated learning examination fees, if the low-income students are enrolled in accelerated learning courses and plan to take accelerated learning examinations; or

(ii) increasing the availability of, and enrollment in, accelerated learning courses, accelerated learning examinations, dual or concurrent enrollment programs, and early college high school courses;

(E) activities to promote the development, implementation, and strengthening of programs to teach traditional American history, civics, economics, geography, or government education;

(F) foreign language instruction;

(G) environmental education;

(H) programs and activities that promote volunteerism and community involvement;

(I) programs and activities that support educational programs that integrate multiple disciplines, such as programs that combine arts and mathematics; or

(J) other activities and programs to support student access to, and success in, a variety of well-rounded education experiences.

#### Activities to support safe and healthy students (ESEA Section 4108 [20 USC 7118])

Subject to section 7116(f) of this title, each local educational agency, or consortium of such agencies, that receives an allocation under section 7115(a) of this title shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that-

(1) are coordinated with other schools and community-based services and programs;

(2) foster safe, healthy, supportive, and drug-free environments that support student academic achievement;

(3) promote the involvement of parents in the activity or program;

(4) may be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities described in this section; and

##### (5) may include, among other programs and activities-

(A) drug and violence prevention activities and programs:

that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available) including-

(i) programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes; and

(ii) professional development and training for school and specialized instructional support personnel and interested community members in prevention, education, early identification, intervention mentoring, recovery support services and, where appropriate, rehabilitation referral, as related to drug and violence prevention;

(B) in accordance with sections 7101 and 7121 of this title-

(i) school-based mental health services, including early identification of mental health symptoms, drug use, and violence, and appropriate referrals to direct individual or group counseling services, which may be provided by school-based mental health services providers; and

(ii) school-based mental health services partnership programs that-

(I) are conducted in partnership with a public or private mental health entity or health care entity; and

(II) provide comprehensive school-based mental health services and supports and staff development for school and community personnel working in the school that are-

(aa) based on trauma-informed practices that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available);

(bb) coordinated (where appropriate) with early intervening services provided under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); and

(cc) provided by qualified mental and behavioral health professionals who are certified or licensed by the State involved and practicing within their area of expertise;

(C) programs or activities that-

(i) integrate health and safety practices into school or athletic programs;

(ii) support a healthy, active lifestyle, including nutritional education and regular, structured physical education activities and programs, that may address chronic disease management with instruction led by school nurses, nurse practitioners, or other appropriate specialists or professionals to help maintain the well-being of students;

(iii) help prevent bullying and harassment;

(iv) improve instructional practices for developing relationship-building skills, such as effective communication, and improve safety through the recognition and prevention of coercion, violence, or abuse, including teen and dating violence, stalking, domestic abuse, and sexual violence and harassment;

(v) provide mentoring and school counseling to all students, including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse;

(vi) establish or improve school dropout and re-entry programs; or

(vii) establish learning environments and enhance students' effective learning skills that are essential for school readiness and academic success, such as by providing integrated systems of student and family supports;

(D) high-quality training for school personnel, including specialized instructional support personnel, related to-

(i) suicide prevention;

(ii) effective and trauma-informed practices in classroom management;

(iii) crisis management and conflict resolution techniques;

(iv) human trafficking (defined, for purposes of this subparagraph, as an act or practice described in paragraph (9) or (10) of section 7102 of title 22);

(v) school-based violence prevention strategies;

(vi) drug abuse prevention, including educating children facing substance abuse at home; and

(vii) bullying and harassment prevention;

(E) in accordance with sections 7101 and 7121 of this title, child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide-

(i) age-appropriate and developmentally-appropriate instruction for students in child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to safely report child sexual abuse; and

(ii) information to parents and guardians of students about child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to discuss child sexual abuse with a child;

(F) designing and implementing a locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools that-

(i) is consistent with best practices;

(ii) includes strategies that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available); and

(iii) is aligned with the long-term goal of prison reduction through opportunities, mentoring, intervention, support, and other education services, referred to as a "youth PROMISE plan"; or

(G) implementation of schoolwide positive behavioral interventions and supports, including through coordination with similar activities carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), in order to improve academic outcomes and school conditions for student learning;

(H) designating a site resource coordinator at a school or local educational agency to provide a variety of services, such as-

(i) establishing partnerships within the community to provide resources and support for schools;

(ii) ensuring that all service and community partners are aligned with the academic expectations of a community school in order to improve student success; and

(iii) strengthening relationships between schools and communities; or

(I) pay for success initiatives aligned with the purposes of this section.

#### Activities to support the effective use of technology (ESEA Section 4109 [20 USC 7119])

**(a) Uses of funds**

Subject to section 7116(f) of this title, each local educational agency, or consortium of such agencies, that receives an allocation under section 7115(a) [1](http://uscode.house.gov/view.xhtml?req=(title:20%20section:7119%20edition:prelim)%20OR%20(granuleid:USC-prelim-title20-section7119)&f=treesort&edition=prelim&num=0&jumpTo=true" \l "7119_1_target) of this title shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, including by meeting the needs of such agency or consortium that are identified in the needs assessment conducted under section 7116(d) of this title (if applicable), which may include-

(1) providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to-

(A) personalize learning to improve student academic achievement;

(B) discover, adapt, and share relevant high-quality educational resources;

(C) use technology effectively in the classroom, including by administering computer-based assessments and blended learning strategies; and

(D) implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning;

(2) building technological capacity and infrastructure, which may include-

(A) procuring content and ensuring content quality; and

(B) purchasing devices, equipment, and software applications in order to address readiness shortfalls;

(3) developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology;

(4) carrying out blended learning projects, which shall include-

(A) planning activities, which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases, except that such expenditures may not include expenditures related to significant construction or renovation of facilities; or

(B) ongoing professional development for teachers, principals, other school leaders, or other personnel involved in the project that is designed to support the implementation and academic success of the project;

(5) providing professional development in the use of technology (which may be provided through partnerships with outside organizations) to enable teachers and instructional leaders to increase student achievement in the areas of science, technology, engineering, and mathematics, including computer science; and

(6) providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators.

**(b) Special rule**

A local educational agency, or consortium of such agencies, shall not use more than 15 percent of funds for purchasing technology infrastructure as described in subsection (a)(2)(B), which shall include technology infrastructure purchased for the activities under subsection (a)(4)(A).[[5]](#footnote-5)

### Appendix C: SSAE Scoring Rubric for Application Narrative

#### Part 1 – The Context (4 points)

| **OUTSTANDING (4 points)** | **STRONG (3 points)** | **ADEQUATE (2 points)** | **MINIMAL (1–0 points)** |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes why the category was chosen and, if applicable, why the priority subject area will be integrated into the project. The description includes a synthesis of applicable data that supports why the identified population(s) was selected within the local and regional context. | Provides a strong description of why the category was chosen, and if applicable, why the priority subject area will be integrated into the project. The description includes a synthesis of applicable data that supports why the identified population(s) was selected within the local and regional context. | Adequately describes why the category was chosen and, if applicable, why the priority subject area will be integrated into the project. The description includes a synthesis of applicable data that supports why the identified population(s) was selected within the local and regional context.  | Minimally describes why the category was chosen and, if applicable, why the priority subject area will be integrated into the project. The description includes a synthesis of applicable data that supports why the identified population(s) was selected within the local and regional context. |
| Thoroughly and convincingly describes the process used to select the focus of this proposal and who was involved in project development and planning to ensure the proposed activities are aligned with school-wide and district-wide educational improvement plans such as the LCAP. | Provides a strong description of the process used to select the focus of this proposal and who was involved in project development and planning to ensure the proposed activities are aligned with school-wide and district-wide educational improvement plans such as the LCAP. | Adequately describes the process used to select the focus of this proposal and who was involved in project development and planning to ensure the proposed activities are aligned with school-wide and district-wide educational improvement plans such as the LCAP. | Minimally describes the process used to select the focus of this proposal and who was involved in project development and planning to ensure the proposed activities are aligned with school-wide and district-wide educational improvement plans such as the LCAP. |
| If applicable, thoroughly and convincingly describes the professional learning needs of the educators in the LEAs that will receive training to support the targeted population(s).  | If applicable, provides a strong description the professional learning needs of the educators in the LEAs that will receive training to support the targeted population(s). | If applicable, adequately describes the professional learning needs of the educators in the LEAs that will receive training to support the targeted population(s). | If applicable, minimally describes the professional learning needs of the educators in the LEAs that will receive training to support the targeted population(s). |

#### Part 2 – Strategies and Interventions (4 points)

| **OUTSTANDING (4 points)** | **STRONG (3 points)** | **ADEQUATE (2 points)** | **MINIMAL (1–0 points)** |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes the evidence-based strategies the project will employ to address the identified needs outlined in Part 1.  | Provides a strong description of the evidence-based strategies the project will employ to address the identified needs outlined in Part 1.  | Adequately describes the evidence-based strategies the project will employ to address the identified needs outlined in Part 1.  | Minimally describes the evidence-based strategies the project will employ to address the identified needs outlined in Part 1.  |
| Thoroughly and convincingly describes the evidence used to support the selected strategies. An appendix is included in the application that lists all scientifically-based research references used in developing the proposal but not specifically cited in the Project Description, if applicable.  | Provides a strong description of the evidence used to support the selected strategies. An appendix is included in the application that lists some of the scientifically-based research references used in developing the proposal but not specifically cited in the Project Description, if applicable.  | Adequately describes the evidence used to support the selected strategies. An appendix is included in the application that lists a few of the scientifically-based research references used in developing the proposal but not specifically cited in the Project Description, if applicable. | Minimally describes the evidence used to support the selected strategies.  |
| If professional learning is a component of the project, thoroughly and convincingly describes the content, pedagogy, curriculum, and teaching/learning that will impact educator knowledge and skills as they relate to the strategies identified in Part 2A and align to the QPLS.  | If professional learning is a component of the project, provides a strong description of the content, pedagogy, curriculum, and teaching/learning that will impact educator knowledge and skills as they relate to the strategies identified in Part 2A and align to the QPLS.  | If professional learning is a component of the project, adequately describes the content, pedagogy, curriculum, and teaching/learning that will impact educator knowledge and skills as they relate to the strategies identified in Part 2A and align to the QPLS.  | If professional learning is a component of the project, minimally describes the content, pedagogy, curriculum, and teaching/learning that will impact educator knowledge and skills as they relate to the strategies identified in Part 2A and align to the QPLS.  |
| Provides a table that thoroughly and convincingly illustrates the nine-month sequence of events and activities of the project that includes the person or organization responsible for each activity, the expected goal of the activity, and how the effectiveness of the activity will be measured.  | Provides a table that provides a strong description of the nine-month sequence of events and activities of the project that includes the person or organization responsible for each activity, the expected goal of the activity, and how the effectiveness of the activity will be measured.  | Provides a table that adequately describes the nine-month sequence of events and activities of the project that includes the person or organization responsible for each activity, the expected goal of the activity, and how the effectiveness of the activity will be measured.  | Provides a table that minimally describes the nine-month sequence of events and activities of the project that includes the person or organization responsible for each activity, the expected goal of the activity, and how the effectiveness of the activity will be measured.  |

#### Part 3 – Project Leadership (4 points)

| **OUTSTANDING (4 points)** | **STRONG (3 points)** | **ADEQUATE (2 points)** | **MINIMAL (1–0) points)** |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes the overall management structure of the project and the roles of each partner in the project’s management including how each will enhance, improve, or expand current, local, and regional efforts to address the needs of the targeted population(s). | Provides a strong description of the overall management structure of the project and the roles of each partner in the project’s management including how each will enhance, improve, or expand current, local, and regional efforts to address the needs of the targeted population(s). | Adequately describes the overall management structure of the project and the roles of each partner in the project’s management including how each will enhance, improve, or expand current, local, and regional efforts to address the needs of the targeted population(s).  | Minimally describes the overall management structure of the project and the roles of each partner in the project’s management including how each will enhance, improve, or expand current, local, and regional efforts to address the needs of the targeted population(s). |
| Thoroughly and convincingly describes the collaborative process of the project leadership, including how often it will meet and discuss milestones and obstacles. Includes how the project will use data collected for each activity identified in Part 2 to adjust the plan and improve the outcomes.  | Provides a strong description of the collaborative process of the project leadership, including how often it will meet and discuss milestones and obstacles. Includes how the project will use data collected for each activity identified in Part 2 to adjust the plan and improve the outcomes.  | Adequately describes the collaborative process of the project leadership, including how often it will meet and discuss milestones and obstacles. Includes how the project will use data collected for each activity identified in Part 2 to adjust the plan and improve the outcomes.  | Minimally describes the collaborative process of the project leadership, including how often it will meet and discuss milestones and obstacles. Includes how the project will use data collected for each activity identified in Part 2 to adjust the plan and improve the outcomes.  |
| The SSAE Program Statement of Assurances (Form C) has been completed by the applicant and each partner organization, if applicable, and signed by an appropriate designated official with the authority to submit proposals in this competition.  | The SSAE Program Statement of Assurances (Form C) has been completed by the applicant and almost all of the partner organizations, if applicable, and signed by an appropriate designated official with the authority to submit proposals in this competition.  | The SSAE Program Statement of Assurances (Form C) has been completed by the applicant and some of the partner organizations, if applicable, and signed by an appropriate designated official with the authority to submit proposals in this competition.  | The SSAE Program Statement of Assurances (Form C) has been completed by the applicant and none of the partner organizations, if applicable, and signed by an appropriate designated official with the authority to submit proposals in this competition.  |
| Application includes a letter of support from each participating school and LEA that demonstrates high levels of cooperation, commitment, coordination, and formalized relationships made between the partners, if applicable. | Application includes a letter of support from nearly all of the participating school and LEA that demonstrates high levels of cooperation, commitment, coordination, and formalized relationships made between the partners, if applicable. | Application includes a letter of support from some of the participating school and LEA that demonstrates high levels of cooperation, commitment, coordination, and formalized relationships made between the partners, if applicable. | Application includes no letters of support from the participating school and LEA that demonstrates high levels of cooperation, commitment, coordination, and formalized relationships made between the partners, if applicable. |

#### Part 4 – Project Staff (4 points)

| **OUTSTANDING (4 points)** | **STRONG (3 points)** | **ADEQUATE (2 points)** | **MINIMAL (1–0 points)** |
| --- | --- | --- | --- |
| The organizational chartis thorough and clearly illustrates the individual, his/her role and responsibilities. Note: Only one person can be identified as the Project Director.  | The organizational chartstrongly illustrates the individual, his/her role and responsibilities. Note: Only one person can be identified as the Project Director.  | The organizational chartadequately illustrates the individual, his/her role and responsibilities. Note: Only one person can be identified as the Project Director.  | The organizational chartminimally illustrates the individual, his/her role and responsibilities. Note: Only one person can be identified as the Project Director.  |
| Thoroughly and convincingly describes the key project personnel from each of the partners, their roles and responsibilities in the project, their qualifications for these roles and responsibilities, and their base time commitment to the project. Explains why these personnel are essential to the successful management, functioning, and completion of the intended outcomes of the project. Note: If the project requires hiring staff not currently employed by one of the partner agencies, a brief (200-word maximum)description of the job(s) and the minimum qualifications is included.  | Strongly describes the key project personnel from each of the partners, their roles and responsibilities in the project, their qualifications for these roles and responsibilities, and their base time commitment to the project. Explains why these personnel are essential to the successful management, functioning, and completion of the intended outcomes of the project. Note: If the project requires hiring staff not currently employed by one of the partner agencies, a brief (200-word maximum)description of the job(s) and the minimum qualifications is included.  | Adequately describes the key project personnel from each of the partners, their roles and responsibilities in the project, their qualifications for these roles and responsibilities, and their base time commitment to the project. Explains why these personnel are essential to the successful management, functioning, and completion of the intended outcomes of the project. Note: If the project requires hiring staff not currently employed by one of the partner agencies, a brief (200-word maximum)description of the job(s) and the minimum qualifications is included.  | Minimally describes the key project personnel from each of the partners, their roles and responsibilities in the project, their qualifications for these roles and responsibilities, and their base time commitment to the project. Explains why these personnel are essential to the successful management, functioning, and completion of the intended outcomes of the project. Note: If the project requires hiring staff not currently employed by one of the partner agencies, a brief (200-word maximum)description of the job(s) and the minimum qualifications is included.  |
| Provides a thorough curriculum vitae (CV) or resume (one page maximum) for each of the key project personnel listed on the organization chart.  | Provides a curriculum vitae (CV) or resume (one page maximum) for each of the key project personnel listed on the organization chart. | Provides an adequate curriculum vitae (CV) or resume (one page maximum) for each of the key project personnel listed on the organization chart. | Provides a marginal curriculum vitae (CV) or resume (one page maximum) for each of the key project personnel listed on the organization chart. |

#### Part 5 – Project Participants (4 points)

| **OUTSTANDING (4 points)** | **STRONG (3 points)** | **ADEQUATE (2 points)** | **MINIMAL (1–0 points)** |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes the strategies and activities that will be used to recruit and select participants for the project. | Strongly describes the strategies and activities that will be used to recruit and select participants for the project. | Adequately describes the strategies and activities that will be used to recruit and select participants for the project. | Minimally describes the strategies and activities that will be used to recruit and select participants for the project. |
| Thoroughly and convincingly describes the retention activities that will be used to ensure each participant who starts the project will finish the project. | Strongly describes the retention activities that will be used to ensure each participant who starts the project will finish the project. | Adequately describes the retention activities that will be used to ensure each participant who starts the project will finish the project. | Minimally describes the retention activities that will be used to ensure each participant who starts the project will finish the project. |

#### Part 6 – Evaluation Plan (4 points)

| **OUTSTANDING (4 points)** | **STRONG (3 points)** | **ADEQUATE (2 points)** | **MINIMAL (1–0 points)** |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes how the analysis of the data collected from the project activities, resulting in a final evaluation, will be exploratory in nature, and aid in better understanding of the characteristics and needs of the targeted student population(s) and how the LEA, or consortium of LEAs, can effectively and efficiently meet their needs.  | Strongly describes how the analysis of the data collected from the project activities, resulting in a final evaluation, will be exploratory in nature, and aid in better understanding of the characteristics and needs of the targeted student population(s) and how the LEA, or consortium of LEAs, can effectively and efficiently meet their needs.  | Adequately describes how the analysis of the data collected from the project activities, resulting in a final evaluation, will be exploratory in nature, and aid in better understanding of the characteristics and needs of the targeted student population(s) and how the LEA, or consortium of LEAs, can effectively and efficiently meet their needs.  | Minimally describes how the analysis of the data collected from the project activities, resulting in a final evaluation, will be exploratory in nature, and aid in better understanding of the characteristics and needs of the targeted student population(s) and how the LEA, or consortium of LEAs, can effectively and efficiently meet their needs.  |
| Thoroughly and convincingly describes how the evaluation results will be disseminated to the field of education so others may benefit from the project. | Strongly describes how the evaluation results will be disseminated to the field of education so others may benefit from the project. | Adequately describes how the evaluation results will be disseminated to the field of education so others may benefit from the project. | Minimally describes how the evaluation results will be disseminated to the field of education so others may benefit from the project. |

#### Part 7 – Budget and Cost Effectiveness (4 points)

| **OUTSTANDING (4 points)** | **STRONG (3 points)** | **ADEQUATE (2 points)** | **MINIMAL (1–0 points)** |
| --- | --- | --- | --- |
| Provides thorough and convincing identification of the allowable and appropriate project expenses to support the activities of the 2018 SSAE IVA Proposed Budget Summary (Form D) for the project’s performance period from January 1, 2019, through September 30, 2019. | Clearly identifies the allowable and appropriate project expenses to support the activities of the 2018 SSAE IVA Proposed Budget Summary (Form D) for the project’s performance period from January 1, 2019, through September 30, 2019. | Adequately identifies the allowable and appropriate project expenses to support the activities of the 2018 SSAE IVA Proposed Budget Summary (Form D) for the project’s performance period from January 1, 2019, through September 30, 2019. | Minimally identifies the allowable and appropriate project expenses to support the activities of the 2018 SSAE IVA Proposed Budget Summary (Form D) for the project’s performance period from January 1, 2019, through September 30, 2019. |
| Provides thorough and clear budget narrative (Form E), describing each line item on Form D and how each proposed cost is necessary and reasonable in terms of project activities, benefits to participants, and project outcomes. | Provides a clear budget narrative (Form E), describing each line item on Form D and how each proposed cost is necessary and reasonable in terms of project activities, benefits to participants, and project outcomes. | Provides an adequate narrative (Form E), describing each line item on Form D and how each proposed cost is necessary and reasonable in terms of project activities, benefits to participants, and project outcomes. | Provides a marginal narrative (Form E), describing each line item on Form D and how each proposed cost is necessary and reasonable in terms of project activities, benefits to participants, and project outcomes. |

#### Priority Points

If the applicant is requesting priority points for either 1 and/or 2 of the priority areas, the project description must integrate the appropriate strategies into Parts 1 through 7. Applicants can also receive one additional priority point for ensuring that a school receiving Differentiated Assistance is a full participant in the proposed project.

#### Priority 1

Enhance visual and performing arts education.

| **OUTSTANDING (4 points)** | **STRONG (3 points)** | **ADEQUATE (2 points)** | **MINIMAL (1–0 points)** |
| --- | --- | --- | --- |
| Context (Part 1) thoroughly and clearly provides the need to enhance visual and performing arts education locally and regionally. Strategies and activities are thoroughly integrated throughout the application materials.  | Context (Part 1) sufficiently provides the need to enhance visual and performing arts education locally and regionally. Strategies and activities are sufficiently integrated throughout the application materials.  | Context (Part 1) adequately provides the need to enhance visual and performing arts education locally and regionally. Strategies and activities are adequately integrated throughout the application materials.  | Context (Part 1) minimally provides the need to enhance visual and performing arts education locally and regionally. Strategies and activities are minimally integrated throughout the application materials.  |

#### Priority 2

Will utilize these funds as part of a comprehensive strategy to expand access to physical and mental health care, including dental and vision care, in schools by supporting the planning, establishing, updating, or the expanding of school health centers, including, but not limited to, mobile school health centers, as defined in Section 124174 of the Health and Safety Code, except that no funds shall be used for the purpose of construction, renovation, or repair of any school facility.

| **OUTSTANDING (4 points)** | **STRONG (3 points)** | **ADEQUATE (2 points)** | **MINIMAL (1–0 points)** |
| --- | --- | --- | --- |
| Context (Part 1) thoroughly and clearly provides the need to expand local and regional efforts to support physical and mental health care, including dental and vision care, in schools by supporting the planning, establishing, updating, or the expanding of school health centers, including, but not limited to, mobile school health centers. | Context (Part 1) sufficiently provides the need to expand local and regional efforts to support physical and mental health care, including dental and vision care, in schools by supporting the planning, establishing, updating, or the expanding of school health centers, including, but not limited to, mobile school health centers. | Context (Part 1) adequately provides the need to expand local and regional efforts to support physical and mental health care, including dental and vision care, in schools by supporting the planning, establishing, updating, or the expanding of school health centers, including, but not limited to, mobile school health centers. | Context (Part 1) minimally provides the need to expand local and regional efforts to support physical and mental health care, including dental and vision care, in schools by supporting the planning, establishing, updating, or the expanding of school health centers, including, but not limited to, mobile school health centers. |

#### Differentiated Assistance LEA

* Yes: 1 point
* No: 0 points
1. The CCSESA Region Map is available on the CCSESA web page at <https://ccsesa.org/regions/>. [↑](#footnote-ref-1)
2. The provisions related to Title IV, Part A of the Consolidated Appropriations Act of 2017 are available at [https://safesupportivelearning.ed.gov/sites/default/files/ProvisionsConsolidatedAppropriationsAct2017\_Title IVASSAE.pdf](https://safesupportivelearning.ed.gov/sites/default/files/ProvisionsConsolidatedAppropriationsAct2017_Title%20IVASSAE.pdf). [↑](#footnote-ref-2)
3. Information regarding these standards is available on the CDE Quality Professional Learning Standards web page at <https://www.cde.ca.gov/pd/ps/qpls.asp>. [↑](#footnote-ref-3)
4. RFA forms are available at <https://www.cde.ca.gov/fg/fo/r12/ssaecgp18rfa.asp>. [↑](#footnote-ref-4)
5. Please note, the Consolidated Appropriations Act of 2017 provides that a subgrant recipient using subgrant funds to carry out only activities authorized under section 4109(a) may use up to 25 percent of the subgrant funds for purchasing technology infrastructure. [↑](#footnote-ref-5)