

# California Center for Inclusive College GrantRequest for Applications

**California Department of Education**

**Special Education Division**

**Form A—Intent to Submit an Application Due Date:**

**September 30, 2024, by 5 p.m.**

**Completed Application Due Date:**

**October 9, 2024, by 5 p.m.**

Administered by the

Special Education Division

California Department of Education

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## Request for Applications for the California Center for Inclusive College Grant

**Deadline for Application Submission:** October 9, 2024, by 5 p.m.

### I. Background

Under the Individuals with Disabilities Education Act (IDEA), Section 300.43 (a)(1), which can be accessed at the US Department of Education web page at <https://sites.ed.gov/idea/regs/b/a/300.43>, all students are entitled to transition services that are:

*Designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.*

Since 2011, the United States Department of Education has provided grants to institutions of higher education, or consortia of institutions of higher education to enable them to create or expand high-quality, inclusive model comprehensive transition and postsecondary programs for students with intellectual disabilities through the Model Comprehensive Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) program which can be accessed at the US Department of Education TPSID web page at <https://www2.ed.gov/programs/tpsid/index.html>.

In the federal TPSID model, a survey of students who completed a TPSID program published in the Annual Report of the Cohort 2 TPSID Model Demonstration Projects (Year 5, 2019–20) found that one year after completing the program, 59% of students had a paid job, and 26% of respondents reported they were pursuing further education. The TPSID annual reports can be accessed at the Think College TPSID Annual Reports web page at <https://thinkcollege.net/researchproducts/tpsid-annual-reports>.

The state Budget Act of 2023 enacted *Education Code* (*EC*) Sections 66030–66031, which directed the California State University and the University of California to establish and maintain inclusive college programs for students with intellectual and developmental disabilities at four-year public postsecondary educational institutions.

With the passage of the state Budget Act of 2024, state funds were appropriated to enact *EC* Sections 66032–66032.2 to further support inclusive college for students with disabilities. In accordance with EC Section 66032.1(b), inclusive college programs are defined as:

“Inclusive college program” means a college program administered by a public postsecondary educational institution for students with intellectual disabilities in the state that offers students an inclusive program of study that includes opportunities to take courses, learn independent living skills, have employment experiences, and engage in social activities and organizations in a setting with other peers with and without disabilities, and that requires students with intellectual disabilities to have at least one-half of their participation in the program, as determined by the institution, focus on academic components through one or more of the following activities:

1. Taking credit-bearing courses with students with and without disabilities.
2. Auditing or otherwise participating in courses with students with and without disabilities for which the student does not receive regular academic credit.
3. Taking noncredit-bearing, nondegree courses with students with and without disabilities.
4. Participating in internships or work-based training in settings with individuals with and without disabilities.

California strives to establish and expand upon existing inclusive college programs with the goal of providing access to college programs for students with intellectual and developmental disabilities at four-year public postsecondary educational institutions. Comprehensive transition and postsecondary programs are critical as California continues to work toward improving education and postschool outcomes for students and young adults with disabilities.

### II. Program Purpose and Goals

Pursuant to the state Budget Act of 2024, Assembly Bill (AB) 447, Chapter 2, *EC* Section 66032 was enacted to do the following:

1. It is the intent of the Legislature that the California Center for Inclusive College increase awareness of, and access to, inclusive and experiential postsecondary education and employment opportunities for students with intellectual disabilities through degree, certificate, or nondegree programs that ideally include an independent living component.
2. It is the intent of the Legislature to establish statewide support and coordination of the dissemination of information regarding programs and services for students with intellectual disabilities.
3. It is the intent of the Legislature that the California Center for Inclusive College increase access to meaningful postsecondary education credentials and work experiences to afford students with intellectual disabilities inclusive and meaningful campus experiences to prepare for gainful employment and community living.
4. It is further the intent of the Legislature that the California Center for Inclusive College support the establishment and expansion of programs on college campuses that model inclusivity of all students, including those with intellectual disabilities.

To meet these goals, as per *EC* Section 66032.2(a), the California Center for Inclusive College (CCIC) was established with the California Department of Education (CDE) awarding one grant to an eligible county office of education (COE) that meets the eligibility requirements to implement the CCIC.

### III. Eligibility Requirements and Funding Available

Pursuant to *EC* Section 66032.2(a), individual applicants must be a COE that works in partnership with its local regional center, its local public postsecondary educational institutions, and the University of California, Davis MIND Institute. For more information on Regional Centers, visit the California Department of Development Services Regional Centers web page at <https://www.dds.ca.gov/rc/>.

To meet the program purpose and goals, as per *EC* Section 66032.2(b), commencing with Fiscal Year (FY) 2024–25, the CDE will award one grant to one selected COE in the amount of $2,000,000 annually for a term ending no later than FY 2028–29. This RFA covers the grant period beginning on July 1, 2024, through June 30, 2025. Grant awards issued thereafter through FY 2028–29 is contingent upon the availability of annual funds. If the California Legislature takes action to reduce or defer the annual funding upon which this grant award is based, then awards will be amended accordingly.

Additionally, pursuant to *EC* Section 66032.2(d):

1. For the 2024–25 fiscal year, of the amount appropriated pursuant to subdivision (b), up to five hundred thousand dollars ($500,000) shall be available for the center to convene an advisory workgroup consisting of representatives from at least two, but not more than five, existing inclusive college programs throughout the state to consult with the center and to do all of the following:
2. Collect and share best practices for inclusive college programs.
3. Advise and assist the center in determining areas of greatest need for technical assistance for inclusive college programs.
4. Support the center in exploring methods of capacity building to strengthen existing inclusive college programs.
5. Each inclusive college program with representatives in the advisory workgroup shall be reimbursed for any actual and necessary expenses incurred in connection with their participation in the advisory workgroup, in an amount not to exceed one hundred thousand dollars ($100,000) for each inclusive college program.

**Note:** Although $500,000 is allocated for convening the advisory workgroup, it is part of the overall $2 million grant. Therefore, the total funding amount available is $2 million, not $2.5 million.

### IV. Project Requirements

In accordance with *EC* Section 66032.2(c), the responsibilities of the center shall include, but are not limited to, all the following:

1. Assisting inclusive college programs in aligning with the federal requirements, standards, and quality indicators identified by the National Center for Information and Technical Support for Postsecondary Students with Disabilities and the coordinating center described in 20 U.S.C. Sec. 1140q(b), pursuant to 20 U.S.C. Sec. 1140q.
2. Assisting inclusive college programs with the development and submission of federal comprehensive transition and postsecondary program applications.
3. Facilitating collaboration between local educational agencies, regional centers, local Department of Rehabilitation field offices, and inclusive college programs to support students with intellectual disabilities and their parents, families, and supporters to plan for postsecondary transition.
4. Assisting public postsecondary educational institutions and inclusive college programs with the identification of potential funding sources to establish, sustain, or expand upon inclusive college programs, including student financial assistance opportunities.
5. Supporting inclusive college programs with guidance and assistance when applying for potential funding sources and student financial assistance opportunities.
6. Holding meetings and annual workshops to share best practices and provide technical assistance on developing and establishing an inclusive college program, including opportunities to transition two-year programs to four-year programs and to incorporate a residential living component.
7. Disseminating to local educational agencies, local Department of Rehabilitation field offices, and regional centers information about, but not limited to, all the following:
8. Education programs, services, and resources that are available at inclusive college programs.
9. Supports, accommodations, technical assistance, and training provided by inclusive college programs.
10. Mentoring, networking, and employment opportunities available at inclusive college programs.
11. Meeting regularly with interested parties, including, but not limited to, people with intellectual disabilities and their parents, families, and supporters; staff of the State Department of Education, the State Board of Education, the State Department of Developmental Services, the Department of Rehabilitation, and the State Council on Developmental Disabilities; and public postsecondary educational institutions, with the goal of providing continuous improvement to the delivery of inclusive college programs to students with intellectual disabilities, by doing both of the following:
12. Identifying federal grant funding opportunities for state agencies and assisting inclusive college programs in investigating options for long-term programmatic and fiscal sustainability.
13. Sharing best practices, barriers, and challenges to establishing or expanding inclusive college programs.
14. For the 2024–25 fiscal year, of the amount appropriated pursuant to subdivision (b), up to five hundred thousand dollars ($500,000) shall be available for the center to convene an advisory workgroup consisting of representatives from at least two, but not more than five, existing inclusive college programs throughout the state to consult with the center and to do all of the following:
15. Collect and share best practices for inclusive college programs.
16. Advise and assist the center in determining areas of greatest need for technical assistance for inclusive college programs.
17. Support the center in exploring methods of capacity building to strengthen existing inclusive college programs.
18. Each inclusive college program with representatives in the advisory workgroup shall be reimbursed for any actual and necessary expenses incurred in connection with their participation in the advisory workgroup, in an amount not to exceed one hundred thousand dollars ($100,000) for each inclusive college program.
19. To the extent practicable, the center shall leverage resources from the National Center for Information and Technical Support for Postsecondary Students with Disabilities and the coordinating center described in 20 U.S.C. Sec. 1140q(b), pursuant to 20 U.S.C. Sec. 1140q, for best practices, frameworks, and effective implementation of programs for students with disabilities, including long-term planning to increase inclusive college programs.
20. Beginning in the 2025–26 fiscal year, and annually thereafter, on or before March 1 each fiscal year, the center shall provide to the Governor, the Legislature, and the Department of Finance a report regarding the implementation of this section; relevant data, including, but not limited to, student activities and demographic information, to the extent feasible and meaningful to measure access, equity, and outcomes; and recommendations to expand evolving best practices.

### V. Administrative Requirements

#### Required Forms

##### Assurances and Certifications

Applicants do not need to sign and return the general assurances and certifications with the application. Instead, applicants must download assurances and certifications and keep them on file and available for compliance reviews, complaint investigations, or audits. Assurances and certifications are available on the CDE Funding Forms Web page at <https://www.cde.ca.gov/fg/fo/fm/ff.asp>. Grant applicants must print and keep the document on file for compliance reviews, complaint investigations, or audits.

#### Reporting

As a condition of grant funding, applicants must collect and submit data annually, starting on March 1, 2026, in accordance with *EC* Section 66032.2(f):

Beginning in the 2025–26 fiscal year, and annually thereafter, on or before March 1 each fiscal year, the center shall provide to the Governor, the Legislature, and the Department of Finance a report regarding the implementation of this section; relevant data, including, but not limited to, student activities and demographic information, to the extent feasible and meaningful to measure access, equity, and outcomes; and recommendations to expand evolving best practices.

Failure to comply with data reporting requirements, or a determination by the CDE that the applicant is not delivering the level or quality of services described in their grant application or required by the *EC* related to the center’s provision of services, may result in termination of funding of the grant*.*

#### Grant Award

Applicants selected for grant funding will receive a CDE form AO-400 Grant Award Notification, the official CDE document that awards funds to grantees. Each grantee must sign and return the notification to the CDE before project work begins and disbursement of funds can be made.

#### Grant Payments

For the CDE to process grant payments once the grant is awarded and the applicant is notified, the following will be needed:

* Signed CDE form AO-400 Grant Award Notification, which certifies that the grantee accepts and agrees to the conditions of the grant.
* The grantee must submit to the CDE an **Interim Expenditure Report** no later than **February 27, 2025**. If reported interim expenditures are less than the initial payment, then the scheduled interim payment will be reduced proportionately.
* The grantee must submit to the CDE a **Final Expenditure Report** no later than **July 31, 2025.** Upon receipt of the Final Expenditure Report, up to 100 percent of the grant total will be reimbursed. Failure to submit the Final Expenditure Report, prior to next year’s state grant award issuance, will affect the timely release of next year’s payment and will result in conditions imposed on the grant.

Upon completion and submission of the aforementioned documents, the grant payments will be issued and determined by the expenditures reported.

#### Indirect Cost Rate

The applicant will use and must limit administrative indirect costs to the rate approved by the CDE for the applicable fiscal year in which the funds are spent. For a listing of indirect cost rates, visit the CDE Indirect Cost Rates web page at <https://www.cde.ca.gov/fg/ac/ic/>. This rate should be used when submitting the proposed RFA budget.

### VI. Selection Process

Applications will be screened to ensure all components of the RFA are included in the application package. Refer to RFA Section VIII, Application Format and Submission Requirements, and Section IX, Application Checklist, to review requirements. Only fully completed applications will be considered eligible to be read and scored by trained readers per the rubric found in Appendix I of this RFA. Points will be awarded based on the completeness and responsiveness of the application to each of the required application components. An application must receive a minimum score of 70 points to be eligible to receive the grant award.

Care is taken to ensure that reviewers have no conflict of interest with the applicants. Virtual interviews with potential grantees may be conducted. Final approval of grant awards for successful applications will be decided by the CDE, Special Education Division (SED).

### VII. Application Narrative, Budget, and Appendix

##### Section A. Form B: Application Face Page [not scored]

Applicants shall complete Form B: Application Face Page and attach it to the front of the completed application. Note that this form is not scored. The Application Face Page shall include the name of the applicant's local educational agency (LEA), program office, contact information, requested award amount, service location number, a physical address of the proposed CCIC, and a program summary not to exceed 250 words. The Application Face Page must be signed in blue ink or include a digital signature by the applicant agency’s authorized agent (Superintendent).

The 30-page limit requirement does not include Form B: Application Face Page

##### Section B. California Center for Inclusive College Program Design [30 points total]

Applicants shall describe their proposed CCIC program. The narrative should specify the training and support services for inclusive college programs and students with disabilities.

Subsections B.1 through B.7 should each be titled and organized according to the assigned prompt and accompanying response for the assigned reader to differentiate between each subsection. Per *EC* Section 66032.2, applicants must describe and elaborate on how they will assist college inclusive programs, support students with disabilities, and coordinate each of the following programmatic aspects of the proposed center:

1. Assisting inclusive college programs with the development and submission of federal comprehensive transition and postsecondary program applications. [3 points]
2. Facilitating collaboration between local educational agencies, regional centers, local Department of Rehabilitation field offices, and inclusive college programs to support students with intellectual disabilities and their parents, families, and supporters to plan for postsecondary transition. [3 points]
3. Assisting public postsecondary educational institutions and inclusive college programs with the identification of potential funding sources to establish, sustain, or expand upon inclusive college programs, including student financial assistance opportunities. [3 points]
4. Supporting inclusive college programs with guidance and assistance when applying for potential funding sources and student financial assistance opportunities. [3 points]
5. Holding meetings and annual workshops to share best practices and provide technical assistance on developing and establishing an inclusive college program, including opportunities to transition two-year programs to four-year programs and to incorporate a residential living component. [3 points]
6. Disseminating to local educational agencies, local Department of Rehabilitation field offices, and regional centers information about, but not limited to, all the following:
* Education program resources including how to access a high school diploma to support accessing postsecondary education and support services that are available at inclusive college programs.
* Supports, accommodations, technical assistance, and training provided by inclusive college programs.
* Mentoring, networking, and employment opportunities available at inclusive college programs.

[9 points]

1. Meeting regularly with interested parties, including, but not limited to, people with intellectual disabilities and their parents, families, and supporters; staff of the State Department of Education, the State Board of Education, the State Department of Developmental Services, the Department of Rehabilitation, and the State Council on Developmental Disabilities; and public postsecondary educational institutions, with the goal of providing continuous improvement to the delivery of inclusive college programs to students with intellectual disabilities, by doing both of the following.
* Identifying federal grant funding opportunities for state agencies and assisting inclusive college programs in investigating options for long-term programmatic and fiscal sustainability.
* Sharing best practices, barriers, and challenges to establishing or expanding inclusive college programs.

[6 points]

##### Section C. Transitional Support for Incoming and Graduating High School Students [10 points total]

Subsections C.1 and C.2 should be titled and organized according to the prompt and accompanying response for the assigned reader to differentiate between each subsection. To the extent possible, answer the following questions:

1. Describe the applicant’s current program of support for recruitment of students with intellectual disabilities transitioning from high school to college, or partnership with an organization that provides support for graduating high school students. Applicant must describe how they support incoming students with intellectual disabilities, including but not limited to, resources, technical assistance, professional development, services, trainings, and collaboration activities. [5 points]
2. How does the applicant plan to further support the students transitioning from high school to college with this project? Describe cross-collaboration and coordination efforts, resources, services, and proposed training. [5 points]

##### Section D. Inclusive College Advisory Workgroup [20 points]

Per *EC* Section 66032.2(d)(1), beginning in FY 2024–25, up to $500,000 of the appropriated funds will be made available for the proposed CCIC program to convene an advisory workgroup consisting of representatives from at least two, but not more than five, existing inclusive college programs throughout the state to consult with the center and to do all of the following:

1. Collect and share best practices for inclusive college programs.
2. Advise and assist the center in determining areas of greatest need for technical assistance for inclusive college programs.
3. Support the center in exploring methods of capacity building to strengthen existing inclusive college programs.

As per *EC* Section 66302.2(d)(2), each inclusive college program with representatives in the advisory workgroup shall be reimbursed for any actual and necessary expenses incurred in connection with their participation in the advisory workgroup, in an amount not to exceed one hundred thousand dollars ($100,000) for each inclusive college program.

Applicants must describe and elaborate on how they will establish and convene the Inclusive College Advisory Workgroup and how they will address the requirements as per *EC* Section 66032.2(d)(1) (A‒C).

##### Section E. Community Partnerships [20 points]

Describe the key organizations that will partner with the proposed CCIC program to deliver essential programs and services to students with disabilities and assist college inclusive programs, include working in partnership with its local regional center, its local public postsecondary educational institutions, and the University of California, Davis MIND Institute as per *EC* Section 66023.2(a). Include how these partnerships support the specific activities and outcomes described in Section B, CCIC Program Design, of the RFA.

**Provide a Letter of Support from each community partner contributing to the work of the proposed CCIC in the Appendix**.

Letters of Support should clearly delineate how the partnering organization will support the activities and outcomes of the proposed CCIC program described in this application. Letters of Support are limited to one page per community partner organization and must be included in the appendix of the completed application.

The 30-page limit requirement does not include the Letters of Support.

##### Section F. Form C: Project Work Plan [10 points]

Applicants shall complete Form C, Project Work Plan, which presents the key milestones and tasks of the proposed CCIC for July 1, 2024, to June 30, 2025. The Project Work Plan shall include the following information:

* Timeline of major program activities which must align with services detailed in Section B of this RFA, as listed in *EC* Section 66032.2.
* Performance outcome(s) for each activity
* Person(s) responsible for ensuring that activities are completed on time and consistent with CCIC program design, stated goals, and objectives.

The 30-page limit requirement does not include Form C: Project Work Plan.

##### Section G. Organizational Plan and Project Staffing [10 points total]

Subsections G.1 and G.2 should be titled and organized according to the prompt and accompanying response for the assigned reader to differentiate between each subsection.

1. Discuss the applicant agency’s organizational structure, how the CCIC program and fiscal oversight will be accomplished, and how these activities ensure that program objectives are completed on time and within the proposed budget. [5 points]
2. Provide the names, qualifications, and experience for key project staffing. Quantify the amount of time to be spent accomplishing program activities in full-time equivalency (FTE) or number of hours per staff. Attach resumés or curriculum vitae, not to exceed two pages per staff person, to this application. If proposed positions are not yet staffed, provide a job description that details the required duties and responsibilities of each position. Include the resumés, curriculum vitae, and/or proposed position descriptions in the appendix of the completed application. [5 points]

The 30-page limit requirement does not include the resumés, curriculum vitae, and/or proposed position descriptions that are required of subsection G.2.

##### Section H. Data Collection and Program Monitoring [10 points]

Beginning with the 2025–26 fiscal year, the CDE will require the CCIC to annually collect program data that demonstrates they are accomplishing statutory program requirements as stipulated in *EC* Section 66032.2(f). This includes, but is not limited to, the following:

* Student activities, which were listed in Section B of this RFA
* Student demographic information
* To the extent feasible and meaningful to measure access, equity, and outcomes
* Recommendations to expand evolving best practices

Describe the processes and systems the applicant will use to collect, compile, and report these required data elements to the CDE, on or before March 1, 2026.

##### Section I. Budget: [10 points]

Note that two items need to be submitted for Section I.: Item (1) Form D: Budget Detail workbook, and item (2) the Budget Narrative in Word or PDF

Provide a line-item in (1) Form D, Budget Detail workbook, and a (2) Budget Narrative in Word or PDF document for July 1, 2024, to June 30, 2025. Use the annual grant allocation amount of two million dollars ($2 million) from Section III, Eligibility Requirements and Funding Available, of this RFA. Applicants must use (1) Form D, Budget Detail workbook, and complete the CCIC Contact Information and Budget Detail pages of this form to complete this task. Applicants are **not required** to complete any of the Budget Revision pages.

In a separate Word or PDF document, provide a Budget Narrative and explanation of the Budget Detail. This Budget Narrative should detail, in narrative form and separate from Form D, Budget, how the proposed costs were calculated, including salaries, wages, employee benefits, and itemize for each object code such as books and supplies, travel, operational costs, subcontracted services, and indirect charges. The Budget Narrative needs to include justification for how each identified cost is reasonable and necessary to support the implementation of the proposed goals and activities described in the application. The Form D, Budget Detail workbook, and separate Word or PDF document that includes the Budget Narrative will be reviewed and scored.

The 30-page limit requirement does not apply to (1) Form D, Budget Detail workbook, or to the (2) separate Budget Narrative document.

##### Appendix

The appendix of an application being submitted must include:

1. Letters of Support from community partner organizations and individuals
2. Resumes, curriculum vitae, and/or proposed position descriptions of key project personnel

The 30-page limit requirement does not include documents within the Appendix.

### VIII. Application Format and Submission Requirements

Interested applicants must submit **Form A: Intent to Submit an Application for the CCIC Grant** to the CDE, SED by email at PPL@cde.ca.gov **by 5 p.m. on September 30, 2024**. Use **“2024 CCIC Grant Intent to Submit Application”** for the subject line and an email confirmation from CDE will be sent within one business day. Submitting this Form does not require a LEA to apply, however, an application will not be accepted if the applicant organization has not submitted this form by the required deadline.

The person who submits Form A, Intent to Submit an Application for the CCIC Grant, will be the main contact person on behalf of their organization’s application and will be referred hereto as the **lead applicant contact**.

##### Formatting Requirements

The formatting and page limit requirements will be carefully evaluated, and applications that do not adhere to these requirements may be disqualified from review*.* Applications that are incomplete or not completed in compliance with the application instructions may be deemed ineligible at the sole discretion of the CDE. Although the CDE has the right to exercise reasonable discretion and waive minor discrepancies in application and submission requirements that do not impact the integrity of the submission, it is not required to do so. Disqualified applicants will be informed in writing of the reasons for the disqualification.

It is the applicant’s sole responsibility to carefully review the RFA information and requirements before applying for funding.

* Format: Applications can be submitted in Portable Document Format (PDF) or as a Microsoft Word document
* Font/Size: Applications must be typed in Arial or Times New Roman font and in 12-point font size
* Sequence: Applications must follow the alphabetical sequencing as outlined in this RFA. Review Section IX, Application Checklist, for reference.
* Numbering: All pages beginning with Section A, Form B: Application Face Page, must be numbered sequentially. This includes all forms, narrative sections, documentation, and appendix documents.
* Page limit requirement/Margins/Spacing: The **application narrative, which consists of Sections B, C, D, E, G, and H, is limited to 30 double-spaced pages** formatted to 1” margins. The 30-page limit requirement does not apply to the following sections and documents:
	+ Section A which includes Form B: Application Face Page
	+ Letters of Support from Section E. Community Partnerships
	+ Section F which includes of Form C: Project Work Plan
	+ Resumés, curriculum vitae, and/or proposed position descriptions in the appendix of the completed application from Subsection G.2. Organizational Plan and Project Staffing
	+ Section I. Budget: (1) Form D: Budget Detail workbook, and (2) the Budget Narrative which is a separate Word or PDF document
	+ Any other documents required in the Appendix. Review Section VII, Appendix, for more information.

##### Submission Requirements

All application packages can be submitted via **one** of the following two methods by the lead applicant contact:

**1) Submit in hard-copy format, postmarked no later than 5 p.m. on October 9, 2024, to the following address:**

California Department of Education

Special Education Division

Programs and Partnerships Unit

ATT: 2024 CCIC Grant RFA

1430 N Street, Suite 2401

Sacramento, CA 95814-5901

**2) Submit as a PDF or Microsoft Word document, via email, to** PPL@cde.ca.gov **by 5 p.m. on October 9, 2024. Use “2024 CCIC Grant RFA” for the subject line.**

The lead applicant contact will receive an email confirmation of the information submitted within one business day. If changes need to be made, the lead applicant contact can resubmit the entire application *prior* to the submission deadline. The last submitted application version will be the one considered for review.

The CDE cannot modify the application information after it is submitted. Incomplete or late applications will not be considered.

### IX. Application Checklist

* **Section A**. **consists of** **Form B: Application Face Page** [not scored] — Include blue ink signature or a digital signature of the Authorized Agent (Superintendent)
* **Section B. California Center for Inclusive College Program Design** [30 points total – 3–6 points per subsection] — This section includes individual responses to subsections B.1–7
* **Section C. Transitional Support for Incoming and Graduating Students** [10 points – 5 points per section] — This section includes individual responses to subsections C.1 and C.2
* **Section D. Inclusive College Advisory Workgroup** [20 points]
* **Section E. Community Partnerships** [20 points]
* **Section F. consists of Form C: Project Work Plan** [10 points]
* **Section G. Organizational Plan and Project Staffing** [10 points total – 5 points per section] —This section includes individual responses to subsections G.1 and G.2
* **Section H. Data Collection and Program Monitoring** [10 points]
* **Section I. Budget: This section includes (1) Form D: Budget Detail workbook, and (2) a separate Budget Narrative in a Word or PDF document** [10 points] — Budget Narrative should be in narrative form and separated from Form D: Budget
* **Appendix**
	+ Letters of Support as described in Section E. Community Partnerships
	+ Resumés, Curriculum Vitae, and/or Proposed Position Descriptions, as described in Section G. Organizational Plan and Project Staffing

### X. Timeline

| **Activity** | **Important Date\*** |
| --- | --- |
| RFA Released | September 18, 2024 |
| RFA Technical Assistance Webinar | September 27, 2024, at 11 a.m. |
| Deadline for Applicants to Submit Notice of Intent to Submit Application for the CCIC Grant (Form A) | September 30, 2024, by 5 p.m. |
| Deadline for Applicants to Submit Applications  | October 9, 2024, by 5 p.m. |
| CDE Reviewers Evaluate and Score All Eligible Applications | October 10–October 16, 2024 |
| Notify Applicants of Score and Appeal Process | October 23, 2024 |
| Deadline for Applicants to Submit Appeal | November 6, 2024 |
| Notification to Applicants of Appeal Decision  | November 20, 2024 |
| Posting of Intent to Award | December 1, 2024 |
| Grant Award Notifications Mailed to Grantees | January 10, 2025 |

\* All dates are subject to change. It is the responsibility of applicants to keep checking the CDE RFA CCIC Web page for any changes to the timeline at <https://www.cde.ca.gov/fg/fo/r18/ccic24rfa.asp>.

### XI. Appeal Process

Applicants who wish to appeal an application scoring decision must submit an email to:

Special Education Division, email: PPL@cde.ca.gov

Subject line: 2024 CCIC Grant RFA Appeal

The email appeal must be received by **November 6, 2024, by 5 p.m.**

The lead applicant contact is the only one allowed to electronically submit an appeal. Appeals submitted via means other than using the email link 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. A final decision will be provided in writing within ten business days from the date that appeals are due to the CDE for this specific RFA. The final decision will be made by November 20, 2024. The CDE’s decision is the final administrative action afforded the appeal.

### XII. Technical Assistance

The CDE staff will conduct one application information session to provide an overview of the RFA and offer potential applicants an opportunity to ask clarifying questions. The Grant Application and Technical Assistance Webinar will be conducted on September 27, 2024, from 11 a.m. to noon.

Interested applicants may register for this webinar by accessing the webinar registration web page at <https://us02web.zoom.us/meeting/register/tZMude-tpjIuHdyvgLFFqr4aKK68BZtoB9Xg>.

### XIII. Assurances, Certifications, Terms and Conditions

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.

**Assurances and Certifications**

Applicants do not need to sign and return the general assurances and certifications with the application. Instead, applicants must download assurances and certifications and keep on file and available for compliance reviews, complaint investigations, or audits. Assurances and certifications are available on the CDE Funding Forms Web page at <https://www.cde.ca.gov/fg/fo/fm/ff.asp>.

**Terms and Conditions**

The grant award will be processed upon receipt of the signed CDE Form AO-400, Grant Award Notification (GAN). The AO-400 GAN must be signed by the Authorized Agent (Superintendent) and returned to the CDE within 10 working days of receipt.

All funds must be expended and legally obligated by the end of each fiscal year, beginning with the 2024–25 fiscal year, and for not more than the maximum amount indicated on the AO-400 GAN. Encumbrances may be made at any time after the beginning date of the grant stated on the AO-400 GAN. No extensions of this grant will be allowed.

A budget revision is required if expenditures for any budget category/code will exceed 10 percent of the budget category total in the approved budget. The budget revision must be approved by the CDE before expenditures are made.

The budgets should display annual implementation showing how the grant will be used to develop, implement, and sustain the proposed college inclusive programs. Proposed expenditures must demonstrate the appropriate use of state funds. Note that funding requested for purchases over $5,000 in Capital Outlay, Category 6000, requires the grantee to submit and receive the approval of an Application for Equipment Purchase Greater Than $5,000 Approval an additional form by the CDE.

**Note:** Funding requested for individual purchases over $5,000 in Capital Outlay, Category 6000, requires approval by the CDE.

## Required Forms for Submission

There are four required forms for this application. They are listed in bold font below with due dates and instructions. Reference Section IX. Application Checklist

### Form A: Intent to Submit an Application for the California Center for Inclusive College Grant

[https://www.cde.ca.gov/fg/fo/r18/documents/ccic24a-intent.pdf](https://www.cde.ca.gov/fg/fo/r18/documents/ccic24a-intent.pdf%22%20%5Co%20%22Form%20A%3A%20Intent%20to%20Submit%20an%20Application%20for%20the%20California%20Center%20for%20Inclusive%20College%20Grant%20)

This form will be submitted, by the lead applicant contact, to the CDE, SED, by email at PPL@cde.ca.gov, **by 5 p.m., on September 30, 2024.** Use **“2024 CCIC Grant Intent to Submit Application”** for the subject. Applications will not be accepted if the applicant organization has not submitted this form by the required deadline.

The lead applicant contact will receive an email confirmation within one business day once this form is received by the CDE.

### Form B: Application Face Page from Section A

<https://www.cde.ca.gov/fg/fo/r18/documents/ccic24b-app.pdf>

Applicants shall complete Form B and attach it to the front of the completed application.

### Form C: Project Work Plan from Section F

<https://www.cde.ca.gov/fg/fo/r18/documents/ccic24c-project.docx>

Applicants shall complete Form C, which presents the key milestones and tasks of the proposed CCIC program for the first year of the project (July 1, 2024, to June 30, 2025). Refer to Section VII, Section F of the RFA for detailed instructions.

### Form D: Budget Detail (1), and the Budget Narrative (2) from Section I

<https://www.cde.ca.gov/fg/fo/r18/documents/ccic24d-budget.xlsx>

Applicants shall complete Form D: Budget Detail (1), and the Budget Narrative (2) to be submitted with the application. Refer to Section VII, Section I of the RFA for detailed instructions.

## Budget Categories, Object Codes and Definitions

Each budget category is described below.

| **Object Code** | **Description** |
| --- | --- |
| **1000** | **Certificated Salaries**Certificated salaries are salaries that require a credential or permit issued by the Commission on Teacher Credentialing. List all certificated project employees, including percentage or fraction of FTE and rate of pay per day, month, and/or annual salary. **Note:** Funds in this category are not intended to supplant current fixed costs. |
| **2000** | **Classified Salaries**Classified salaries are salaries for services that do not require a credential or permit issued by the Commission on Teacher Credentialing. List all classified project employees, including percentage of FTE, and rate of pay per day, month, and/or year. **Note:** Funds in this category are not intended to supplant current fixed costs. |
| **3000** | **Employee Benefits**Record employer’s contributions to retirement plans and health and welfare benefits. List and include the percentage and dollar amount for each employee benefit being claimed. |
| **4000** | **Books and Supplies**This category includes expenditures for books and supplies (e.g., textbooks, other books, instructional materials). This category also includes supplies used in support services and auxiliary programs, publications, and subscriptions necessary to operate a project office. A listing of all equipment (inventory), including the serial and model numbers, purchased with any portion of these grant funds must be recorded and maintained in the file. |
| **5000** | **Services and Other Operating Expenditures** Record expenditures for services, rentals, leases, maintenance contracts, dues, travel, insurance, utilities, legal, and other operating expenditures. **Travel and Conference**Include expenditures incurred by and/or for employees and other representatives of the LEA for travel and conferences, including lodging, mileage, parking, bridge tolls, shuttles, taxis, and conference registration expenses necessary to meet the objectives of the program. Receipts are required to be kept on file by your agency for audit purposes. Bus transportation for students should be listed here. **Contracting Services**Services provided to the school by outside contractors appear under this category. Identify what, when, and where the services(s) will be provided. Appropriate activities include conducting workshops, training, and technical assistance activities. |
| **5100** | **Subagreement for Services**Record expenditures for subagreements and subawards pursuant to certain contracts, subcontracts, and subgrants. For additional information, refer to Procedure 330, page 23 of the CSAM. |
| **5200** | **Participant Travel/Project Staff Travel**Include expenditures incurred by and/or for employees for travel and conferences, including lodging, mileage, parking, bridge tolls, shuttles, taxis, and conference registration expenses necessary to meet the objectives of the program. Receipts are required to be kept on file by your agency for audit purposes. Transportation such as bus passes for students and parents should be listed here. |
| **5800** | **Professional/Consulting Services**Record expenditures for personal services rendered by personnel who are not on the payroll of the grantee. Professional/consulting services are delivered by an independent contractor (individual, entity, or firm) that offers its services to the public. |
| **6000** | **Capital Outlay**Record expenditures for sites, buildings, and equipment. (Equipment is movable personal property that has both an estimated useful life of over one year and an acquisition cost that meets the center's threshold for capitalization. A listing of all equipment, including the serial and model numbers, purchased with any portion of these grant funds must be recorded and maintained in the file.**Note**: Funding requested for purchases of items over $5,000 in Capital Outlay, Category 6000, requires approval by the CDE. Send an email to PPL@cde.ca.gov and provide details of the purchase and how it directly relates to the program, the intention to improve or enhance the program, noting the detail of why it’s “necessary” and “reasonable” to operate the program, and how will the equipment benefit the parents, and children/youth with disabilities.  |
| **7300** | **Indirect**Indirect if applicable (not to exceed CDE approved rate). Indirect costs are not assessed on expenditures for capital outlay. For a listing of indirect cost rates visit the CDE Indirect Cost Rates web page at <https://www.cde.ca.gov/fg/ac/ic/>.**Note**: Object Codes 5100 and 6000 are not included in this calculation. |

## Guidance on Expending Grand Funds

### Fiscal Responsibilities

The grantee is required to adhere to all grant terms, application requirements for the budget, and the policies stated in this RFA. Failure to comply with the fiscal policies and procedures for this grant award may lead to the termination of the grant award.

In matters of finance, accounting, budgeting, and purchasing, all decisions regarding the classification and appropriateness of expenditures must conform with state and federal law. It is the responsibility of the grantee to ensure compliance by maintaining fiscal safeguards.

The grantee shall:

* + 1. Allocate funds in a manner consistent with the program requirements as set forth in applicable federal and state legislation. The use of grant funds shall be consistent with, but not limited to the following:
			- **Use of Funds:** Grant funds shall be used only for allowable expenditures and equipment for the program.
			- **Supplement, Not Supplant:** Grant funds shall be used to complement, not replace required transition programs and services. The use of grant funds is restricted to **supplemental services** not funded or required by IDEA or other funding sources.
			- **Salaries and Wages:** The grantee shall accurately assess administrative charges for direct or indirect costs of funds for salaries and wages in proportion to the employee’s full time equivalent (FTE) to the CCIC grant.
			- **Indirect Costs:** The grantee shall only apply, and may not exceed, the CDE-approved indirect cost rate to the CCIC grant funds for the fiscal year in which funds were spent.
		2. Reallocate funds, through the budget revision process consistent with the CDE’s established timelines for amendments.
		3. Expend funds only based on a budget or Budget Revision approved by the CDE.
		4. Maintain fiscal procedures in conformity with state and federal law.
		5. Utilize fiscal control and fund accounting procedures as outlined in the Standardized Account Code Structure.
		6. Monitor all grant expenditures to ensure alignment with the services and costs as articulated in the center’s budget and RFA application.
		7. Adheres to record retention policies.
		8. Use procurement procedures that reflect applicable federal and state statutes and standards.
		9. Not "set aside” contingency funds or “roll over” unexpended funds beyond the fiscal year.
		10. Any grant funds not spent by the end of the fiscal year in which they were awarded shall be liquidated by the CDE.

### Branding Requirements

Applicant must ensure the CDE, and center logos and the following language is printed on tangible deliverables (i.e., newsletters, PowerPoints, websites, brochures, etc.) "Project administered by the California Department of Education.” The CDE will supply their logo.

### What costs are allowable?

Applicant budgets for the use of grant funds will be reviewed and any items that are deemed non-allowable will be eliminated. An applicant that is awarded the grant will be informed to adjust the budget once the final award is posted. All expenditures must contribute to the goals and objectives in *EC* Sections 66030–66032.2.

In accordance with *EC* Section 66031(c)(1), the following costs are also generally considered allowable in supporting inclusive college programs:

(1) Administrative salaries, including a program director at a campus with an inclusive pilot program and other administrative staff, including academic coordinators, employment and internship coordinators, social inclusion coordinators, and residential coordinators.

(2) Additional program staff, including instructors, peer mentors, residential support staff, and administrative assistants.

(3) Training for higher education faculty in evidence-based best practices.

(4) Augmentation of existing assistive technologies and other academic support services offered by campus disability programs and resource centers.

(5) Scholarships for student tuition, fees, and living expenses.

(6) Additional student supports, including counseling, residential needs, mentor services, and transportation services.

(7) Outreach, including internet website design, disseminating information to high school transition programs, local educational agencies, special education local plan areas, and college and career centers, and advertising placements and campaigns, including the cost of printing any materials.

(8) Data collection and dissemination.

### Can these costs be incurred via contract(s) and subcontract(s) for purchase of programs or services?

Yes. The grantee may enter subcontracts with one or more LEAs, institutions of higher education, or not-for-profit educational service providers to assist in fulfilling the goals and objectives in *EC* Sections 66030–66032.2, subject to the review and approval of the CDE.

### What costs are not allowable?

* Supplanting of existing funding and efforts
* Rental/lease-to-purchase (including but not limited to facilities and equipment) costs are not allowable.
* Gift cards or gift certificates
* Acquisition of equipment for administrative or personal use
* Acquisition of furniture (e.g., bookcases, chairs, desks, file cabinets, tables), unless an integral part of an equipment workstation or to provide reasonable accommodations to students with disabilities
* Food services such as banquets or plated meals
* Purchase of space
* Payment for memberships in professional organizations
* Purchase of promotional favors, such as bumper stickers, pencils, pens, or T-shirts
* Travel outside the United States

### Food for Staff

Expenditures for food at staff meetings or similar functions are not an allowable use of grant funds. Organizers should plan meeting schedules and locations to allow staff time to procure their own meals.

If staff are traveling on official work travel that contributes to the goals and objectives in *EC* Sections 66030–66032.2 or the implementation of the grant, travel per diems are allowable.

### Food for Students and/or Faculty Trainings

* Catering or plated food is not an allowable cost. However, light refreshments, snacks, and even meals (non-plated) may be considered reasonable and allowable when provided in connection to programmatic purposes, such as attending an all-day event or an event that coincides with a mealtime.
	+ The reasonableness depends on the cost of the food and the due diligence completed by the grantee to ensure that it is reasonable.
	+ Sign-in sheets must be collected at the training event to justify the expense of food.

### Audit Requirements

In the event of an audit, the applicant shall:

1. Comply with all state and federal regulations and guidelines relating to audits.
2. Maintain records—as described below—that may be needed to conduct an effective audit.
3. Resolve all fiscal and program audit exceptions.

### Standards for Financial Management Systems

#### Accounting Records

Records which identify the source and application of funds for grant or subgrant supported activities shall be maintained. These records shall contain information pertaining to grant or subgrant awards, authorizations, obligations, unobligated balances, assets, outlays, income, and interest.

#### Internal Control

Grantees shall adequately safeguard all property purchased with award funds and shall assure that it is used solely for authorized purposes.

Documentation must be maintained that demonstrates that effective controls and accountability exist for all grant or subgrant cash, real, and personal property.

#### Source Documentation

Accounting records shall be supported by source documentation such as purchase orders, invoices, payrolls, contracts, and subgrant documents.

## APPENDIX I: Evaluation and Scoring Rubric

### California Center for Inclusive College Grant

1. **Form B: Application Face Page:** All applicants must complete Form B: Face Page, which includes a 250-word summary of the proposed program. The Application Face Page is informational *only* and **is not scored**.
2. **California Center for Inclusive College Program Design:** Applicants shall describe their proposed California Center for Inclusive College (CCIC) program. The narrative should specify the training and support services for inclusive college programs and students with disabilities. **[30 points total]**

Per *EC* Section 66032.2 applicants must describe and elaborate on how they will assist college inclusive programs, support students with disabilities, and coordinate each of the following programmatic aspects of the proposed center:

1. Assisting inclusive college programs with the development and submission of federal comprehensive transition and postsecondary program applications. [3 points possible]

| **Outstanding (3 points)** | **Good (2 points)** | **Adequate (1 points)** | **Incomplete (0 points)** |
| --- | --- | --- | --- |
| Application describes:* A strong, thoroughly clear, and specific array of activities designed to assist inclusive college programs in the development and submission of federal comprehensive transition and postsecondary program applications.
 | Application describes:* A clear and sufficient array of activities designed to assist inclusive college programs in the development and submission of federal comprehensive transition and postsecondary program applications.
 | Application describes:* A limited array of activities designed to assist inclusive college programs in the development or submission of federal comprehensive transition and postsecondary program applications.
 | Application describes:* Activities are incomplete, described in vague terms, or are nonexistent.
 |

1. Facilitating collaboration between local educational agencies (LEAs), regional centers, local Department of Rehabilitation (DOR) field offices, and inclusive college programs to support students with intellectual disabilities and their parents, families, and supporters to plan for postsecondary transition. [3 points possible]

| **Outstanding (3 points)** | **Good (2 points)** | **Adequate (1 points)** | **Incomplete (0 points)** |
| --- | --- | --- | --- |
| Application describes:* A strong, thoroughly clear, and specific plan designed to facilitate collaboration between LEAs, regional centers, local DOR field offices, and inclusive college programs to support students with intellectual disabilities and their parents, families, and supporters to plan for postsecondary transition.
 | Application describes:* A clear and sufficient plan designed to facilitate collaboration between LEAs, regional centers, local DOR field offices, and inclusive college programs to support students with intellectual disabilities and their parents, families, and supporters to plan for postsecondary transition.
 | Application describes:* A limited plan that does not clearly linked to facilitating collaboration between LEAs, regional centers, local DOR field offices, and inclusive college programs to support students with intellectual disabilities and their parents, families, and supporters to plan for postsecondary transition.
 | Application describes:* An incomplete plan that described in vague terms or is nonexistent.
 |

1. Assisting public postsecondary educational institutions and inclusive college programs with the identification of potential funding sources to establish, sustain, or expand upon inclusive college programs, including student financial assistance opportunities. [3 points possible]

| **Outstanding (3 points)** | **Good (2 points)** | **Adequate (1 points)** | **Incomplete (0 points)** |
| --- | --- | --- | --- |
| Application:* A strong and thoroughly clear plan for assisting public postsecondary educational institutions and inclusive college programs with the identification of potential funding sources to establish, sustain, or expand upon inclusive college programs, including student financial assistance opportunities.
 | Application:* A sufficient and clearly relevant plan for assisting public postsecondary educational institutions and inclusive college programs with the identification of potential funding sources to establish, sustain, or expand upon inclusive college programs, including student financial assistance opportunities.
 | Application:* An adequate plan for assisting public postsecondary educational institutions and inclusive college programs with the identification of potential funding sources to establish, sustain, or expand upon inclusive college programs, including student financial assistance opportunities.
 | Application:* An incomplete or weak plan with activities described in vague terms or are nonexistent.
 |

1. Supporting inclusive college programs with guidance and assistance when applying for potential funding sources and student financial assistance opportunities.[3 points possible]

| **Outstanding (3 points)** | **Good (2 points)** | **Adequate (1 points)** | **Incomplete (0 points)** |
| --- | --- | --- | --- |
| Application describes:* A strong, thoroughly clear, and specific array of activities designed to support inclusive college programs with guidance and assistance when applying for potential funding sources and student financial assistance opportunities.
 | Application describes:* A clear and sufficient array of activities designed to support inclusive college programs with guidance and assistance when applying for potential funding sources and student financial assistance opportunities.
 | Application describes:* A limited array of activities designed to support inclusive college programs with guidance and assistance when applying for potential funding sources and student financial assistance opportunities.
 | Application presents:* Activities are incomplete, described in vague terms, or are nonexistent.
 |

1. Holding meetings and annual workshops to share best practices and provide technical assistance on developing and establishing an inclusive college program, including opportunities to transition two-year programs to four-year programs and to incorporate a residential living component. [3 points possible]

| **Outstanding (3 points)** | **Good (2 points)** | **Adequate (1 points)** | **Incomplete (0 points)** |
| --- | --- | --- | --- |
| Application describes:* A strong, thoroughly clear, and specific array of program activities to share best practices and provide technical assistance on developing and establishing an inclusive college program, including opportunities to transition two-year programs to four-year programs and to incorporate a residential living component.
 | Application describes:* A clear and sufficient array of program activities to share best practices and provide technical assistance on developing and establishing an inclusive college program, including opportunities to transition two-year programs to four-year programs and to incorporate a residential living component.
 | Application describes:* A limited array of program activities to share best practices and provide technical assistance on developing and establishing an inclusive college program, including opportunities to transition two-year programs to four-year programs and to incorporate a residential living component.
 | Application presents:* A vague description of program activities, or such activities are incomplete or non-existent.
 |

1. Disseminating to LEAs, local DOR field offices, and regional centers information about, but not limited to, all the following:
* Education program resources including how to access a high school diploma to support accessing postsecondary education and support services that are available at inclusive college programs.
* Supports, accommodations, technical assistance, and training provided by inclusive college programs.
* Mentoring, networking, and employment opportunities available at inclusive college programs.

[9 points total]

| **Outstanding (9 points)** | **Good (6 points)** | **Adequate (3 points)** | **Incomplete (0 points)** |
| --- | --- | --- | --- |
| Application describes:* A strong, thoroughly clear, and specific plan that will disseminate all required information to LEAs, local DOR field office, and regional centers.
 | Application describes:* A clear and sufficient plan that will disseminate all required information to LEAs, local DOR field office, and regional centers.
 | Application describes:* A limited plan that will disseminate all required information to LEAs, local DOR field office, and regional centers.
 | Application presents:* A vague plan that is incomplete, or non-existent.
 |

1. Meeting regularly with interested parties, including, but not limited to, people with intellectual disabilities and their parents, families, and supporters; staff of the State Department of Education, the State Board of Education, the State Department of Developmental Services, the Department of Rehabilitation, and the State Council on Developmental Disabilities; and public postsecondary educational institutions, with the goal of providing continuous improvement to the delivery of inclusive college programs to students with intellectual disabilities, by doing both of the following.
* Identifying federal grant funding opportunities for state agencies and assisting inclusive college programs in investigating options for long-term programmatic and fiscal sustainability
* Sharing best practices, barriers, and challenges to establishing or expanding inclusive college programs.

[6 points total]

| **Outstanding (6 points)** | **Good (4 points)** | **Adequate (2 points)** | **Incomplete (0 points)** |
| --- | --- | --- | --- |
| Application describes:* A strong, thoroughly clear, and specific plan for meeting regularly with listed partners to continuously improve the delivery of inclusive college programs to students with intellectual disabilities by completing all listed requirements of this section.
 | Application describes:* A clear and sufficient plan for meeting with listed partners to continuously improve the delivery of inclusive college programs to students with intellectual disabilities by completing all listed requirements of this section.
 | Application describes:* A limited plan for meeting with listed partners to continuously improve the delivery of inclusive college programs to students with intellectual disabilities by completing all listed requirements of this section.
 | Application presents:* A vague plan that is incomplete or non-existent.
 |

1. **Transitional Support for Incoming and Graduating High School Students [10 points total]**

Subsections C.1 and C.2 should be titled and organized according to the prompt and accompanying response for the assigned reader to differentiate between each subsection. To the extent possible, answer the following questions:

1. Describe the applicant’s current program of support for the recruitment of students with intellectual disabilities transitioning from high school to college, or partnership with an organization that provides support for graduating high school students. Applicant must describe how they support incoming students with intellectual disabilities, including but not limited to, resources, technical assistance, professional development, services, trainings, and collaboration activities. [5 points]

| **Outstanding (5 points)** | **Good (3–4 points)** | **Adequate (1–2 points)** | **Incomplete (0 points)** |
| --- | --- | --- | --- |
| Application presents:* A clear, strong, and thorough description of programs or services for recruitment of students with intellectual disabilities transitioning from high school to college, or partnership with an organization that provides support for graduating high school students.
* Clearly and thoroughly describe support for students with intellectual disabilities that includes resources, technical assistance, professional development services, trainings, and collaboration activities.
 | Application presents:* A clear and sufficient description of programs or services or services for recruitment of students with intellectual disabilities transitioning from high school to college, or partnership with an organization that provides support for graduating high school students.
* Clearly defined support for students with intellectual disabilities that includes resources, technical assistance, professional development services, trainings, and collaboration activities.
 | Application presents:* An adequate but limited description of programs or services or services for recruitment of students with intellectual disabilities transitioning from high school to college, or partnership with an organization that provides support for graduating high school students.
* A limited description of support for students with intellectual disabilities that includes resources, technical assistance, professional development services, trainings, and collaboration activities.
 | Application presents:* An incomplete or vague description of programs or services or services for recruitment of students with intellectual disabilities transitioning from high school to college, or partnership with an organization that provides support for graduating high school students.
* No mention of support for students with intellectual disabilities that includes resources, technical assistance, professional development services, trainings, and collaboration activities.
 |

1. How does the applicant plan to further support the students transitioning from high school to college with this project? Describe cross-collaboration and coordination efforts, resources, services, and proposed training. [5 points]

| **Outstanding (5 points)** | **Good (3–4 points)** | **Adequate (1–2 points)** | **Incomplete (0 points)** |
| --- | --- | --- | --- |
| Application presents:* A clear, strong, and thoroughly convincing description of a plan to further support the students transitioning from high school to college.
* Clearly and thoroughly defined cross-collaboration and coordination efforts, resources, services, and training.
 | Application presents:* A clear and sufficient description of a plan to further support the students transitioning from high school to college.
* Clearly and sufficient cross-collaboration and coordination efforts, resources, services, and training.
 | Application presents:* An adequate but limited description of a plan to further support the students transitioning from high school to college.
* A limited number of cross-collaboration and coordination efforts, resources, services, and training.
 | Application presents:* No description of a plan to further support the students transitioning from high school to college.
* No mention of cross-collaboration and coordination efforts, resources, services, and training.
 |

1. **Inclusive College Advisory Workgroup [20 points total]:** Per *EC* Section 66032.2(d)(1), beginning in FY 2024–25, up to five hundred thousand dollars ($500,000) of the appropriated funds will be made available for the proposed CCIC program to convene an advisory workgroup consisting of representatives from at least two, but not more than five, existing inclusive college programs throughout the state to consult with the center and to do all of the following:
* Collect and share best practices for inclusive college programs.
* Advise and assist the center in determining areas of greatest need for technical assistance for inclusive college programs.
* Support the center in exploring methods of capacity building to strengthen existing inclusive college programs.

As per *EC* Section 66302.2(d)(2), each inclusive college program with representatives in the advisory workgroup shall be reimbursed for any actual and necessary expenses incurred in connection with their participation in the advisory workgroup, in an amount not to exceed one hundred thousand dollars ($100,000) for each inclusive college program.

| **Outstanding (16–20 points)** | **Good (11–15 points)** | **Adequate (6–10 points)** | **Incomplete Case (0–5 points)** |
| --- | --- | --- | --- |
| Application includes:* A strong and thoroughly clear plan to convene an advisory workgroup consisting of representatives from at least two, but not more than five, existing inclusive college programs throughout the state to consult with the center and to complete all listed requirements of this section.
 | Application includes:* A clear and sufficient plan to convene an advisory workgroup consisting of representatives from at least two, but not more than five, existing inclusive college programs throughout the state to consult with the center and to complete all listed requirements of this section.
 | Application includes:* An adequate plan to convene an advisory workgroup consisting of representatives from at least two, but not more than five, existing inclusive college programs throughout the state to consult with the center and to complete all listed requirements of this section.
 | Application:* Describes a minimal or incomplete plan to convene an advisory workgroup consisting of representatives from existing inclusive college programs throughout the state to consult with the center.
 |

1. **Community Partnerships [20 points total]:** Describe the key organizations that will partner with the proposed CCIC program to deliver essential programs and services to students with disabilities and assist college inclusive programs, including working in partnership with its local regional center, its local public postsecondary educational institutions, and the University of California, Davis MIND Institute. Include how these partnerships support the specific activities and outcomes described in Section B, CCIC, of the RFA.

| **Outstanding (16–20 points)** | **Good (11–15 points)** | **Adequate (6–10 points)** | **Incomplete Case (0–5 points)** |
| --- | --- | --- | --- |
| Application includes:* A strong and thoroughly clear description of a coordinated system to deliver essential programs and services to students with disabilities and assist college inclusive programs, include working in partnership with its local regional center, its local public postsecondary educational institutions, and the University of California, Davis MIND Institute.
* Strong and thoroughly defined partnerships that support Section B of the RFA.
 | Application includes:* A clear and sufficient description of a coordinated system to deliver essential programs and services to students with disabilities and assist college inclusive programs, include working in partnership with its local regional center, its local public postsecondary educational institutions, and the University of California, Davis MIND Institute.
* Clearly and sufficient defined partnerships that support Section B of the RFA.
 | Application includes:* An adequate description of a system to deliver essential programs and services to students with disabilities and assist college inclusive programs, include working in partnership with its local regional center, its local public postsecondary educational institutions, and the University of California, Davis MIND Institute.
* Adequate description of partnerships that support Section B of the RFA.
 | Application:* Describes a minimal or incomplete system of how to deliver essential programs and services to students with disabilities and assist college inclusive programs in partnering with the listed organizations.
* Minimal or incomplete description of partnerships that support Section B of the RFA.
 |

1. **Form C: Workplan [10 points total]:** Applicants shall complete Form C, Project Work Plan, which presents the key milestones and tasks of the proposed CCIC for July 1, 2024, to June 30, 2025. The Project Work Plan shall include the following information:
* Timeline of major program activities which must align with services detailed in Section B of this RFA are listed in *EC* Section 66032.2
* Performance outcome(s) for each activity
* Person(s) responsible for ensuring that activities are completed on time and consistent with CCIC program design, stated goals, and objectives.

| **Outstanding (8–10 points)** | **Good (6–7 points)** | **Adequate (3–5 points)** | **Incomplete (0–2 points)** |
| --- | --- | --- | --- |
| Form C presents:* A strong and thoroughly clear delineation of key program milestones, measurable performance outcomes, and responsible staff resources within a realistic timeline. The Form C: Project Work Plan strongly supports CCIC goals and objectives.
 | Form C presents:* A clear and sufficient delineation of key program milestones, measurable performance outcomes, and responsible staff resources within a realistic timeline. The Form C: Project Work Plan strongly supports CCIC goals and objectives.
 | Form C:* Adequately delineates a limited number of program milestones, measurable performance outcomes, and responsible staff resources within a realistic timeline. The Form C: Project Work Plan adequately supports CCIC goals and objectives.
 | Form C:* Is incomplete or delineates few program milestones, vague performance outcomes, and responsible staff. The Form C: Project Work Plan does not clearly link to or support CCIC goals and objectives.
 |

1. **Organizational Plan and Project Staffing [10 points total]:** Subsections G.1 and G.2 should be titled and organized according to the prompt and accompanying response for the assigned reader to differentiate between each subsection.
2. Discuss the applicant’s organizational structure, how the CCIC program and fiscal oversight will be accomplished, and how these activities ensure that CCIC objectives are completed on time and within the proposed budget. [5 points possible]

| **Outstanding (5 points)** | **Good (3–4 points)** | **Adequate (1–2 points)** | **Incomplete (0 points)** |
| --- | --- | --- | --- |
| Application presents:* A strong and thoroughly clear description of how the applicant’s organizational structure will provide strong program and fiscal oversight to the CCIC program.
 | Application presents:* A clear and sufficient description of how the applicant’s organizational structure will provide strong program and fiscal oversight to the CCIC program.
 | Application:* Adequately describes how the applicant’s organizational structure will provide required program and fiscal oversight to the CCIC program.
 | Application:* Is incomplete or minimally describes how the applicant’s organizational structure will provide some program and fiscal oversight to the CCIC program.
 |

1. Provide the names, qualifications, and experience for key project staffing. Quantify the amount of time to be spent accomplishing program activities in full-time equivalency (FTE) or number of hours per staff. Attach resumés or curriculum vitae, not to exceed two pages per staff person, to this application. If proposed positions are not yet staffed, provide a job description that details the required duties and responsibilities of each position. Include the resumés, curriculum vitae, and/or proposed position descriptions in the appendix of the completed application. [5 points possible]

| **Outstanding (5 points)** | **Good (3–4 points)** | **Adequate (1–2 points)** | **Incomplete (0 points)** |
| --- | --- | --- | --- |
| Application presents:* A strong and thoroughly clear demonstration that administrative program staff are highly qualified to oversee the CCIC program.
 | Application presents:* A clear and sufficient demonstration that administrative program staff are highly qualified to oversee the CCIC program.
 | Application:* Adequately demonstrates that administrative program staff are well-qualified to oversee the CCIC program.
 | Application:* Is incomplete or does not include a description of any administrative program staff qualifications.
 |

1. **Data Collection and Program Monitoring [10 points total]:** Beginning with the 2025–26 fiscal year, *EC* Section 66032.2(f) requires the CCIC to annually collect program data that demonstrates they are accomplishing statutory program requirements. This includes, but is not limited to, the following:
* Student activities, which were listed in Section B of this RFA
* Demographic information
* To the extent feasible and meaningful to measure access, equity, and outcomes
* Recommendations to expand evolving best practices

Describe the processes and systems the applicant agency will use to collect, compile, and report these required data elements to the CDE, on or before March 1, 2026.

| **Outstanding (8–10 points)** | **Good (6–7 points)** | **Adequate (3–5 points)** | **Incomplete (0–2 points)** |
| --- | --- | --- | --- |
| Application presents:* A strong and thoroughly clear delineation of the systems and processes the applicant will employ to document all mandated CCIC program data elements. Data collection methods and staff resources are thoroughly described.
 | Application presents:* A clear and sufficient delineation of the systems and processes the applicant will employ to document all mandated CCIC program data elements. Data collection methods and staff resources are thoroughly described.
 | Application:* Adequately delineates the systems and processes the applicant will employ to document all mandated CCIC program data elements. Data collection methods and staff resources are adequately described.
 | Application:* Provides an incomplete or minimal description of the systems and processes the applicant will employ to document all mandated CCIC program data elements. Data collection methods and staff resources are not provided.
 |

1. **Budget: (1) Form D: Budget Detail, and (2) Budget Narrative) [10 points total]:** Provide a line-item budget detail (1) and budget narrative (2) for July 1, 2024, to June 30, 2025. Use the annual grant allocation amount of two million dollars ($2 million) from Section III, Eligibility Requirements and Funding Available, of this RFA. All program costs should be reasonable and necessary to support the goals and activities described in this application.

Use Form D, Budget Detail, to complete this task. In addition to Form D, Budget Detail, the applicant must provide the Budget Narrative which should detail, in narrative form, how the proposed costs were calculated, including salaries, wages, employee benefits, and itemized detail of the following cost objectives: books and supplies, travel, operational costs, and subcontracted services. The applicant must provide a thorough and detailed justification for each identified cost associated with implementing the proposed program.

| **Outstanding (8–10 points)** | **Good (6–7 points)** | **Adequate (3–5 points)** | **Incomplete (0–2 points)** |
| --- | --- | --- | --- |
| Application:* Provides a strong, thoroughly clear, and convincing identification of the allowable and appropriate project expenses to support the activities of the CCIC program for the grant period of July 1, 2024, to June 30, 2025 (Form D).
* Provides a strong and thoroughly clear budget narrative 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.
 | Application:* Provides clear and sufficient identification of the allowable and appropriate project expenses to support the activities of the CCIC program for the grant period of July 1, 2024, to June 30, 2025 (Form D).
* Provides a clear budget narrative 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.
 | Application:* Provides adequate identification of the allowable and appropriate project expenses to support the activities of the CCIC program for the grant period of July 1, 2024, to June 30, 2025, to June 30, 2029 (Form D).
* Provides an adequate budget narrative 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.
 | Application:* Provides minimal or vague identification of the allowable and appropriate project expenses to support the activities of the CCIC program for the grant period of July 1, 2024, to June 30, 2025 (Form D).
* Provides an incomplete, minimal, or vague budget narrative 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.
 |

## APPENDIX II: Resources

California *Education Code (EC)* Sections 66030–66031:

<https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=5.&title=3.&part=40.&chapter=2.&article=4>

California *EC* Sections 66032–66032.2:

<https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=5.&title=3.&part=40.&chapter=2.&article=4.1>

California Department of Development Services Regional Centers:

<https://www.dds.ca.gov/rc/>

California Department of Rehabilitation Field Offices:

<https://www.dor.ca.gov/Home/ContactUs>

University of California, Davis MIND Institute:

<https://health.ucdavis.edu/mind-institute/>

Model Comprehensive Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID):

<https://www2.ed.gov/programs/tpsid/index.html>

TPSID Annual Reports:

<https://thinkcollege.net/researchproducts/tpsid-annual-reports>