# 2024–25 Dual Enrollment Opportunities Middle College and Early College Grant



**Request for Applications**

**Funded by the Budget Act of 2022**

**Application Due Date:**

**March 29, 2024**

Administered by the:

California Department of Education

Career and College Transition Division

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## Overview

In order to enable more local educational agencies (LEAs) to establish either middle college high schools (MCHSs) or early college high schools (ECHSs) that provide students with access to college courses while in high school, Chapter 3.2 of Part 24 of Division 3 of Title 2 of the California *Education Code* Section 41585 provides $100 million dollars to assist with the costs to plan for and start-up a new MCHS or ECHS or to expand an existing MCHS or ECHS to include robust pupil advising, student success support services, and outreach campaigns to promote dual enrollment.

MCHSs and MCHS programs are secondary schools located on a college campus. These schools offer challenging academic programs designed to serve high-potential, at-promise students. MCHSs and MCHS programs feature effective support services, small class size, and the opportunity for students to concurrently take some college classes at typically minor cost to the student.

ECHSs are small, autonomous schools that blend high school and college into a coherent educational program. ECHSs facilitate a greater participation of at-promise, low-income, and students of color in college level courses. ECHSs potentially decrease high school drop-out rates while increasing students’ access to post-secondary education. Students are rewarded for hard work by the opportunity to accelerate at typically minor cost to the student.

An ECHS program within a comprehensive high school mirrors all of the qualities and goals of an autonomous ECHS. The ECHS program within a comprehensive high school would have a cohort of students who were enrolled in both college and high school simultaneously. Ideally, students would also have similar high school courses/teachers and a dedicated and/or semi-dedicated counselor. An ECHS program within a comprehensive high school can be comprised of several grade levels.

The California Department of Education (CDE) has been charged with implementing the Middle College and Early College (MCEC) competitive grant in consultation with the California Community Colleges Chancellor’s Office.

### Purpose

The CDE is accepting applications from qualifying entities for the 2024–25 MCEC Grant. Funds in the amount of $100 million have been appropriated for the grant in Assembly Bill 181, Education Omnibus Budget Trailer Bill, Section 21 (b)(1)(A).

Grant funding may be used for any of the following purposes:

* Planning for and starting-up a new, autonomous MCHS or MCHS program located on a community college campus, and is consistent with the specifications of Chapter 14 (commencing with Section 11300) of Part 7 of Division 1 of Title 1.
* Planning for and starting-up a new, autonomous ECHS located on a site determined by the LEA, and is consistent with the specifications of Chapter 14 (commencing with Section 11300) of Part 7 of Division 1 of Title 1.
* Planning for and starting-up a new ECHS program on an existing high school campus.
* Expanding an existing MCHS, ECHS or MCHS/ECHS program by increasing the number of students served.
* Expanding an existing MCHS, ECHS, or MCHS/ECHS program to include robust pupil advising, success support services, and outreach campaigns to promote dual enrollment. Outreach shall be focused toward families and pupils who may not be college bound or who are underrepresented in higher education.

### Assumptions

The MCEC grant is built on the following assumptions **for new schools**:

MCHSs and ECHSs that plan to apply for a County-District School (CDS) code have reviewed the CDE Definition of a School web page at <https://www.cde.ca.gov/ds/si/ds/dos.asp> to ensure that the school meets the definition of a school. If the school does meet the definition of a school, the agency may apply for a CDS code.

Applicants must indicate that their school is an MCHS or ECHS in the school name on the application. This notation is the only way the CDE will know that the school is an MCHS or ECHS. For assistance in applying for a CDS code, please contact the CDS Administrator at cdsadmin@cde.ca.gov or at 916-327-4014. You may also the visit the CDE Application for a CDS code web page at <https://www3.cde.ca.gov/opuscds/appcdscode/>.

Charter schools must also indicate that their school is an MCHS or ECHS in the school name or in the educational program elements of the charter petition. Additionally, a letter from the petitioner may be included in the Charter School Numbering Submission Package indicating the school’s designation as an MCHS or ECHS. Again, this notation is the only way the CDE will know that the school is an MCHS or ECHS. For assistance with the process for numbering a charter school, please visit the CDE Charter School Numbers web page at <https://www.cde.ca.gov/sp/ch/chrterpkg.asp> or contact the Charter Schools Division at Charters@cde.ca.gov or at 916-322-6029.

## Program Description

### Grant Information

The MCEC Grant is for LEAs defined as a school district, charter school, or county office of education (COE). Regional Occupational Programs (ROPs) are also eligible to apply. If the LEA received grant funding for the 2023–24 award, the LEA is eligible to apply again for the 2024–25 funding for additional schools. The MCEC is a one-time grant to support the costs to plan for and start up an MCHS, ECHS, or MCHS/ECHS programs by increasing the number of students served and/or to include robust pupil advising, success support services, and outreach campaigns to promote dual enrollment. Outreach shall be focused toward families and pupils who may not be college bound or who are underrepresented in higher education. Funds will be disbursed in October 2024. The grant provides funding for the period beginning July 1, 2024, through June 30, 2027. Funds available to each applicant are based on the content and quality of the submitted application. The total grant budget for this Request for Applications (RFA) for each applicant is $250,000.

LEAs that are also interested in establishing a College and Career Access Pathway (CCAP) dual enrollment partnership agreement to enable students at the participating high school to access dual enrollment opportunities, should consider applying for the CCAP Grant.

### Competitive Priorities

As defined in Section 21 of Assembly Bill 181 Education Finance: Education Omnibus Budget Trailer Bill, Statutes of 2022, the application scoring process will prioritize grant funding to qualifying entities that meet any of the following competitive priorities, not listed in any specific order of importance:

1. Applicants serving students in schools in which at least 50 percent of the pupil population are unduplicated pupils.
2. Applicants have a higher than state average rate of suspension and a higher than state average rate of expulsion.
3. Applicants have a higher than state average rate of child homelessness and/or foster youth.
4. Applicants have a lower than state average rate of pupils completing all of the A-G courses required to be eligible for admission to the California State University (CSU) or University of California (UC).

These competitive priorities are subject to an application meeting all requirements outlined in the 2024–25 MCEC Grant RFA, responses to all prompts in the 2024–25 MCEC Application Questionnaire, and completing all required forms.

### Funding Levels

The award amount for the MCEC grant shall be exactly $250,000 for a three-year period.

Applicants that apply to start a new autonomous MCHS or ECHS or expand an existing MCHS, ECHS or MCHS/ECHS program to include robust pupil advising, student success support or outreach to their existing school can be funded at $250,000. The CDE will fund successful grant applications at $250,000 if the grant application is well-justified, the budget is realistic and well-supported, and the grant application is reflective of the entire student population and representative of all student subgroups. The CDE reserves the right to fund applications at a lesser amount if state funding is not sufficient to fully fund all applications that merit an award.

### Fund Distribution

The MCEC Grant funds will be distributed by October 2024. The CDE reserves the right to withhold up to 10 percent of grant funds to ensure program compliance, and funds will be released when grantees comply with MCEC Program Deliverables and Requirements. The grant period will cover the 2024–27 school years. All funds must be expended by June 30, 2027.

### Eligibility Requirements

For the purposes of this grant, an LEA is defined as a school district, charter school, or COE. Regional Occupational Programs (ROPs) are also eligible to apply. All school districts, charter schools, ROPs or COEs interested in starting a new, autonomous MCHS or MCHS program on the campus of a community college, or all school districts, charter schools, ROPs or COEs interested in starting a new autonomous ECHS or ECHS program within an existing school or an existing MCHS, ECHS or program wanting to increase the number of students served, and to strengthen robust pupil advising, student success support services, and outreach campaigns to promote dual enrollment are encouraged to apply. Please note — only the school district may apply for this grant. If the LEA received grant funding for the 2023–24 award, the LEA is eligible to apply for the 2024–25 funding to start or expand new MCHSs, ECHSs or programs. LEAs must show evidence of an existing or planned partnership with an institution of higher education for the creation of a dual enrollment program.

### Allowable Activities and Costs

Budgets for the use of grant funds will be reviewed and scored as part of the application process. Budget must be exactly $250,000. Generally, all expenditures must contribute to establishing an autonomous MCHS or a MCHS program on the campus of a community college, ECHS or ECHS program on an existing comprehensive high school, alternative school, or community school. Items deemed non-allowable, excessive, or inappropriate by the CDE will be eliminated and the budget adjusted accordingly, if awarded. Budgets that include non-allowable, excessive, or inappropriate items will receive a lower score. Allowable expenditures may include, but are not limited to, the following:

#### Program Capacity

* Professional development (for teachers/faculty, advisors, counselors, classified professionals, and/or administrators) in effective practice, including teaching and learning strategies, culturally relevant and affirming instructional and student support practices.

#### Establish Partnerships

* Stipends, planning time, and support for high school and community college, administrators, counselors, and teachers to develop shared resources, shared staffing, shared professional development, and collaboration processes.

#### Enrollment and Related Processes

* Improving systems and processes for students (such as systems/process redesign to streamline enrollment/registration; new technology, software to enable virtual/digital solutions; sharing common learning management systems/platforms [such as Canvas] across segments; systems to monitor and support student progress and tailor just-in-time, proactive supports).

#### Program Pathway Design

* Planning for collaboration time among educators (high school and college) to clarify and align programs and services, to link increasing levels of certification, education, and employment; to support students in choosing among the opportunities that interest them.

#### Embedded Student Supports

* Designing of processes for academic intervention when needed.
* Designing of embedded schedule of support.
* College specialists who help students apply, enroll, and make sure they are up and running in their classes.
* Embedded tutors.
* High school teachers who access Canvas to provide support for students in college classes.
* Education plans and regular meetings with counselors.
* Student centered innovations in instructional delivery and student supports such as team teaching; co-requisite supports in the high school context; proactive, embedded student supports; remote and hybrid delivery.

#### College Textbooks

* Lab supplies or other needed instructional materials for dual enrollment courses.

#### Collaboration and Planning time

* Helping colleges identify, share, and implement successful strategies and approaches.
* Data sharing, tracking, and analysis across segments/partnerships; continuous and longitudinal analysis of student outcomes; and creation of internal and public facing data dashboards.
* Integration of dual enrollment into college and school district goals, planning processes and policies (such as Local Control Accountability Plans, College and Career Indicator, enrollment management plans, educational master plans, strategic plans, Guided Pathways Plans, and Student Equity and Achievement Plans).
* Identification and removal of barriers to equitable access and success for students historically underserved in dual enrollment, including reviewing and revising relevant policies, processes, and requirements with an equity lens.

#### Outreach

* Encouraging partnerships to reach out and support underrepresented students and those who may not already be college bound with specifically designed programs and services, including by taking into account the needs of their families and communities.
* Communications, awareness building, and engagement of students, families and communities about dual enrollment benefits and opportunities.

### Non-allowable Activities and Costs

Funds provided under this grant may not be used to:

* Supplant existing services and funds;
* Acquire equipment for administrative or personal use;
* Purchase furniture (e.g., bookcases, chairs, desks, file cabinets, tables);
* Purchase or lease facilities;
* Remodel facilities not directly related to accessibility to instruction or services;
* Purchase food services, refreshments, banquets, and meals––possible exceptions are allowed, with evidence that the provision of food is necessary to implement a programmatic intervention strategy or training event conducted beyond normal school hours or off site for students, staff, and/or parents;
* High school textbooks;
* Paying tuition, fees, or books for a master’s degree for a teacher;
* Purchase items for personal gain, a benefit or advantage that relates to a particular person rather than to the program as a whole (i.e., gift cards, stipends to families and students); or
* Purchase subscriptions to journals, magazines, or other periodicals.

### Administrative Indirect Cost Rate

An LEA must limit administrative indirect costs (overhead) to the rate approved by the CDE for the applicable fiscal year in which the funds are expended. The approved rates can be found on the CDE’s Indirect Cost Rates web page at <https://www.cde.ca.gov/fg/ac/ic/index.asp>.

## Accountability

### Performance Measures

To ensure the successful implementation of the MCEC Grant, grantees are required to submit a mid-project expenditure report, mid-project progress report, end-of-project expenditure report, and an end-of-project report consisting mainly of a qualitative description of how the funding was used and other program deliverables described below, to show the program outcome measures and goals are being met. These must include any and all elements required by the CDE, as well as any locally-determined measures. The applicant is responsible for submitting all data required by the CDE in a format to be determined by the CDE.

Failure to submit required reports, or evidence that deliverables have been met, or failure to show student progression, could result in the loss and/or remittance of some or all awarded funds.

### Program Outcome Measures

In order to prepare a report to the Legislature at the end of the grant period, the CDE has determined a set of common outcome measures that all grantees will be required to establish and report as baseline data, which includes the following, disaggregated by student subgroups.

* The total number of high school students by school site enrolled in dual enrollment programs.
* The total number of community college courses by category taken by students.
* The total number of successful course completions by course category disaggregated by participation in MCHS, ECHS, CCAPs, and other dual enrollment programs.

As the CDE is required to prepare a comprehensive report to the Governor and Legislature by June 30, 2027, the items listed above will be addressed and collected from grantees to help inform the report.

### Program Deliverables

Grantees must meet the program deliverables listed below:

* Annual Progress Report
	+ - The Annual Progress Report will be developed by the CDE and will seek information on grantees’ progress on the planning or opening an MCHS or ECHS.
* Annual Expenditure Report
* Mid-Project Progress Report
	+ The Mid-Project Progress Report will be developed by the CDE and will seek information on grantees’ progress on the planning of opening an MCHS or ECHS.
* Mid-Project Expenditure Report
* End-of-Project Report
	+ A qualitative description of how the funding was used to establish either an MCHS or ECHS that provides pupils with access to obtain college credits while enrolled in high school.
	+ The total number of high school pupils by school site enrolled in dual enrollment programs disaggregated by participation in MCHS, ECHS, CCAPS, and other dual enrollment programs.
	+ The total number of community college courses by course category taken by pupils participating in MCHS, ECHS, CCAPs, and other dual enrollment programs.
	+ The total number of successful course completions by course category disaggregated by participation in MCHS, ECHS, CCAPs, and other dual enrollment programs.
	+ Course and program outcomes for pupils who were enrolled in dual enrollment programs, disaggregated by grade level, gender, socioeconomic status, race and ethnicity, and other disproportionately impacted groups.
* End-of-Project Expenditure Report

### Reporting Requirements

Grant Reporting Dates

| Date | Activity |
| --- | --- |
| August 2024 | Grant Award Notification Letter Signed by Grantee and Received by the CDE |
| October 2, 2024 | Baseline Data Report Due |
| June 30, 2025 | Mid-Project Progress Report and Mid-Project Expenditure Report Due |
| June 30, 2027 | End-of-Project Report and Expenditure Report Due |

## Application Procedures and Processes

### Program Timeline

Grant Program Timeline

| Date | Activity |
| --- | --- |
| February 1, 2024 | RFA Release Date |
| March 29, 2024 | Applications must be received by the CDE, no later than 4 p.m. Pacific Daylight Time (PDT) |
| April and May 2024 | Scoring of Applications |
| June 2024 | Grantees Announced  |
| Two weeks after grantee announcement | Appeals must be received by the CDE |
| July 1, 2024 | Project Term Begins  |
| August 2024 | Grant Award Notification Letters Released |
| October 2024 | Disbursement of Funds |
| June 30, 2027 | All Funds Must be Expended |

### Application Due Date

The MCEC Grant application and all supporting documents must be received by the CDE on or before **Friday, March 29, 2024**, no later than 4 p.m. PDT.

### Application Submission Procedures

The MCEC Grant application is submitted in two parts:

1. The 2024–25 MCEC Grant Application Questionnaire (online).
2. Documents to be emailed to the CDE at MCECgrant@cde.ca.gov include:
	1. Attachment 1: MCEC Budget Worksheet totaling exactly $250,000 (.xlsx).
	2. Attachment 2: Letter of Commitment from community college signed by the Chief Executive Officer (CEO) of the college or the College President.
	3. Attachment 3: Letter of Support from the school district superintendent.

It is the responsibility of each applicant to ensure their Application (online) is completed in full and submitted prior to the submission deadline on **Friday, March 29, 2024,** no later than 4 p.m. PDT.

#### 2024–25 MCEC Grant Application

Applicants shall complete and submit the online 2024–25 MCEC Grant Application on the CDE MCEC web page at <https://www.cde.ca.gov/fg/fo/r17/mcec24rfa.asp>.

#### LEA Budget Worksheet, Letter of Commitment, and Letter of Support

Attachment 1: MCEC Budget Worksheet, Attachment 2: Letter of Commitment from a community college signed by the college Chief Executive Officer or College President, and Attachment 3: Letter of Support signed by the District Superintendent and sent via email to MCECgrant@cde.ca.gov. Attachment 1 can be found on the MCEC Funding Description web page at <https://www.cde.ca.gov/fg/fo/profile.asp?id=6212>.

When submitting the Budget Worksheet, Letter of Commitment and Letter of Support, applicants must create one zip file and include the applying LEA’s name and LEA Name CDS Code[[1]](#footnote-1) in the file name.

Example: Shadow Unified School District-12123456000000.

Note: The Budget Worksheet must be submitted as an Excel document with the application; other file types will not be accepted.

### Costs of Preparing the Application

The costs of preparing and delivering an application are the sole responsibility of the applicant. The State of California and the CDE will not reimburse such costs.

### Incomplete and Late Applications

Incomplete or late applications will not be considered.

### Technical Assistance

The CDE staff will conduct one application webinar to provide an overview of the RFA and offer potential applicants an opportunity to ask clarifying questions. The date, time, and delivery format of the application webinars are posted on the CDE’s MCEC Grant Funding Description web page at <https://www.cde.ca.gov/fg/fo/profile.asp?id=6212>.

### Application Review

Each application will be read and scored by a minimum of two reviewers. The application review process will occur during the months of April and May 2024.

Applications will be randomly assigned to reviewers, taking into consideration any conflicts of interest. Reviewers will base their scores on the degree to which an application provides evidence that it meets the RFA requirements.

### Evaluation Criteria

Each application will be reviewed and scored following a scoring formula determined by the CDE on priority need. After priority need consideration, 66.7 percent of an application’s total score will be based on the Application Questionnaire, 11.1 percent of an application’s total score will be based on the Budget Worksheet 11.1 percent of an application’s total score will be based on the Community College Letter of Commitment, and 11.1 percent of an application’s total score will be based on the District Letter of Support.

Applications will be evaluated and scored using the MCEC Scoring Rubric (see Appendix B).

Elements that will be used to determine priority need include:

* The LEA’s unduplicated pupil count for school year 2022–23.[[2]](#footnote-2)
* The LEA’s dropout rate for the 2022–23 school year.[[3]](#footnote-3)
* The LEA’s suspension rate for the 2022–23 school year.[[4]](#footnote-4)
* The LEA’s expulsion rate for the 2022–2023 school year.[[5]](#footnote-5)
* The LEA’s Non-Stability Rate for the 2022–23 school year.[[6]](#footnote-6)
* The LEA’s Non-Stability Rate for foster youth for the 2022–23 school year.[[7]](#footnote-7)
* The LEA’s Non-Stability Rate for homeless pupils for the 2022–23 school year.[[8]](#footnote-8)
* The LEAs A–G completion rate for the 2022–23 school year.[[9]](#footnote-9)

The CDE reserves the right to use 2023–24 in lieu or in addition to 2022–23 data if the 2023–24 data becomes available.

### Appeals Process

Applicants who wish to appeal a grant award decision must submit a letter of appeal via email to MCECgrant@cde.ca.gov.

The CDE must **receive** the letter of appeal, with a wet signature by the authorized applicant, no later than **two weeks after the day of the grantee announcement**. A link to the funding results will be posted on the CDE’s MCEC Grant Funding Description web page <https://www.cde.ca.gov/fg/fo/profile.asp?id=6212> and communication, via email, will be sent to all applicants. Letters of appeal can be submitted via email to MCECgrant@cde.ca.gov.

Grounds for appeal shall be limited to an assertion that the CDE failed to correctly apply the standards for reviewing the application as specified in this RFA. Dissatisfaction with the score received by the application is not grounds for appeal. 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 or rely on any new information that was not originally contained in the original application.

The director of the Career and College Transition Division will make the final decision in writing within three weeks from the date that appeals are due to the CDE. That decision shall be the final administrative action afforded the appeal. All appeal decisions will be made prior to the issuance of the Grant Award Notification letters.

## Grant Awards

### Grant Award Notification

LEAs selected for funding will receive a Grant Award Notification (CDE form AO-400) letter, the official CDE document that awards funds to local projects. Each grantee must sign and return the notification to the CDE before project work may begin and disbursement of funds can be made.

### Assurances, Certifications, Terms, and Conditions

Assurances, certifications, terms, and conditions are requirements of 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 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 <http://www.cde.ca.gov/fg/fo/fm/ff.asp>.

In addition, the LEA shall agree to the following assurances with the signing of the Grant Award Notification Letter:

* Expend grant funds based on the approved program grant application or written permission received from the CDE prior to implementing changes to the approved program grant application.
* Participate in all monitoring and evaluation activities provided by CDE staff or designated representative.
* Participate in technical assistance provided by the CDE or designated representative as a component of the grant.
* Submit all required deliverables and reports by the designated due date.

#### Terms and Conditions

The grant award will be processed upon the CDE’s receipt of the signed AO-400. The AO-400 must be signed by the authorized agent and returned to the CDE within 10 working days.

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 by June 30, 2027. No extensions of this grant will be allowed.

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

The budgets should display how the grant will be used to develop, implement, and sustain the proposed program(s). Proposed expenditures must demonstrate appropriate use of state funds. Note that funding requested for purchases over $5,000 in Capital Outlay, Category 6000, requires prior approval by the CDE.

## Application: Section for Submission

### Application Instructions

#### A complete application consists of the following components:

1. 2024–25 MCEC Grant Application, via online.
2. Supporting documents, via email MCECgrant@cde.ca.gov:
	1. Attachment 1: 2024–25 ECMC Budget Worksheet (.xlsx).
	2. Attachment 2: Letter of commitment from community college signed by the college CEO or College President.
	3. Attachment 3: Letter of support from school district superintendent.

Note: Attachment I can be located on the MCEC Grant Funding Description web page at <https://www.cde.ca.gov/fg/fo/profile.asp?id=6212>.

Attachment I contains multiple worksheets/tabs; all worksheets/tabs need to be completed. Attachments I must be submitted as Excel documents with the application; documents in other formats will not be accepted.

### 2024–25 MCEC Application Questionnaire

Please answer each question thoroughly and carefully. There is a character limit of 2,500 characters per question.

1. Provide an overview of the new MCHS, ECHS or program, including its mission and vision, structure, and student population that will be served or if expanding an existing MCHS, ECHS or program, provide an overview, including its mission, vision, structure, student population, and how you plan to spend the funds to expand your existing school or program.
2. Discuss how your school or program will serve underserved populations or how your school or program is making progress towards more equitable participation and outcomes.
3. A strong, collaborative relationship between the high school, the college, families, community members, and industry partners is an important component of dual enrollment programs. Describe your current and or future partnership(s) with these entities.
4. Courses offered to high school pupils in dual enrollment programs should be part of structured, well-sequenced pathways and count toward postsecondary certificate or degree requirements and are counted toward high school graduation requirements in equivalent subject areas. Describe your pathway design.
5. Promising practice shows that student support is embedded in the dual enrollment classes and not an extra. Describe how student supports will be embedded in your dual enrollment program.
6. Describe how you will sustain your school after the grant funding period.

### 2024–25 MCEC Program Budget Worksheet (Attachment I)

Use the MCEC Budget Worksheet provided on the CDE’s MCEC Funding Description web page <https://www.cde.ca.gov/fg/fo/profile.asp?id=6212>.

* Create a proposed budget aligned to the purpose and goals of the MCEC Grant.
* Provide a detailed explanation of each proposed expenditure. Costs should be as accurate as possible. All proposed expenditures should be explicitly for MCEC Grant.
* Provide adequate detail and justification when significant funds are budgeted for planning and collaboration with a community college partner.
* Budget must be exactly $250,000.

### Letter of Commitment from Community College (Attachment II)

Your application must include a letter of commitment from the community college you intend to partner with signed by the Chief Executive Officer of the college or the College President.

### Letter of Support from School District Superintendent (Attachment III)

Your application must include a letter of support from the school district’s superintendent.

## Appendix A: Application Submission Checklist

A complete Middle College and Early College (MCEC) Grant application consists of the following components:

* 2024–25 MCEC Application, via online
* Supporting documents submitted to MCECgrant@cde.ca.gov.
	+ Attachment I: 2024–25 MCEC Budget Worksheet (.xlsx)
	+ Attachment II: Letter of Commitment for the Community College signed by the CEO of the college or the College President.
	+ Attachment III: Letter of Support from school district superintendent.
	+

## Appendix B: Scoring Rubric

The Middle College and Early College (MCEC) Grant will be scored in four sections, as follows:

* MCEC Application Questionnaire: 60 points
* MCEC Budget Worksheet and Narrative: 10 points
* Community College Letter of Support: 10 points
* District Superintendent Letter of Support: 10 points

### Priority Need

The MCEC Grant incorporates a system of points in determining the priority need level for each applicant. To determine an application’s point assignment for each of these elements, a range and point setting methodology will be employed. The CDE reserves the right to use 2023–24 in lieu of, or in addition to, 2022–23 data if the 2023–24 data becomes available.

MCEC Grant Measures and Descriptions

| **Measure** | **Measure Descriptor** |
| --- | --- |
| Total enrollment for school year 2022–23 | Not applicable for scoring, only used to find the percentage of the unduplicated pupil count |
| Unduplicated pupil count for school year 2022–23 | Total unduplicated pupil count divided by total enrollment |
| Local educational agency’s (LEA’s) dropout rate for the 2022–23 school year | Dropout rate for the 2022–23 school year |
| LEA’s suspension rate for the 2022–23 school year | Suspension rate for the 2022–23 school year |
| LEA’s expulsion rate for the 2022–23 school year | Expulsion rate for the 2022–23 school year |
| LEA’s Non-Stability Rate for the 2022–23 school year | Non-stability rate for the 2022–23 school year |
| LEA’s Non-Stability Rate for foster youth for the 2022–23 school year | Non-stability rate for foster youth for the 2022–23 school year |
| LEA’s Non-Stability Rate for homeless pupils for the 2022–23 school year | Non-stability rate for homeless youth for the 2022–23 school year |
| LEA’s A–G Completion Rate | Graduates meeting University of California/California State University requirements for the 2022–23 school year |

### 2024–25 MCEC Application (60 points)

MCEC Application Scoring Rubric

| **Topic** | **Outstanding(10–9 points)** | **Strong(8–6 points)** | **Good(5–3 points)** | **Minimal(2–0 points)** |
| --- | --- | --- | --- | --- |
| Overview | Overview is outstanding and clearly shows the vision, context, structure, and student population that will be served in the school dual enrollment program. | Overview is comprehensive and clearly shows the vision, context, structure, and student population that will be served in the school or dual enrollment program. | Overview is sufficient and shows the context, structure, and student population that will be served in the school dual enrollment program. | Overview is limited in showing the context, structure, or student population that will be served in the school or the dual enrollment program. |
| Equity | Narrative demonstrates that disproportionately impacted students are being equitably served and there are no opportunity gaps. | Narrative demonstrates a commitment to ensure disproportionately impacted students are being equitably served and opportunity gaps are being narrowed over time. | Narrative demonstrates that the LEA is making some progress in addressing disproportionality in who is being served and who succeeds in dual enrollment. | Narrative demonstrates that LEA is working to address disproportionalityin who is being served and who succeeds in dual enrollment.Narrative does not demonstrate that LEA is addressing equity. |
| Partnerships | Narrative demonstrates outstanding, well-defined partnerships between school, district, college, families, and community organizations/ industry partners. | Narrative demonstrates promising, well-defined partnerships between school, district, college, families, and community organizations. | Narrative demonstrates emerging, defined partnerships between school, district, college, families, and community organizations. | Narrative demonstrates limited partnerships between school, district, college, families, and community organizations. |
| Pathway Design | Narrative shows well-defined pathways leading to a transfer or to completion of a certificate or degree, aligned with student interests and regional labor market indicators. | Narrative shows promising, well-defined pathways leading to transfer or to completion of a certificate or degree, aligned with student interests and/or local labor market indicators. | Narrative shows emerging, defined pathways leading to transfer or to completion of a certificate or degree, aligned with student interests or local labor market indicators. | Narrative shows limited pathways leading to transfer or to completion of a certificate or degree. |
| Student Supports | Narrative explains how student supports will be embedded and differentiated. Staff are designated to support students in dual enrollment. Partners share responsibility for student success. | Student supports are embedded and differentiated. Staff are designated to support students in dual enrollment. | Student supports are embedded and differentiated. | Student supports are offered. |
| Sustainability | Narrative shows a well-defined vision on how the school/program will be sustained. | Narrative shows a promising vision on how the school/program will be sustained. | Narrative shows an emerging vision on how the school/program will be sustained.  | Narrative shows a limited vision or no vision on how the school/program will be sustained. |

### Attachment I: MCEC Grant Budget Worksheet (10 points)

MCEC Budget Worksheet Rubric

| Outstanding(10-8 points) | Strong(7–6 points) | Good(5–4 points) | Minimal(3–0 points) |
| --- | --- | --- | --- |
| The budget is clear, includes a comprehensive estimate of the grant’s budget. Provides a very detailed justification and accurate breakdown/calculation for each expenditure. | The budget includes a detailed estimate of the grant’s budget and costs are clear. Provides a detailed justification and accurate/somewhat accurate breakdown/calculation for each expenditure. | The budget includes an adequate estimate of the grant’s budget and costs are clear. Provides an adequate justification and adequate breakdown/calculation for each expenditure or there are errors in the breakdown/calculation for each expenditure. | The budget does not include an estimate of the grant’s budget. Does not provide any justification or accurate breakdown/calculation for each expenditure or there are major errors in breakdown/calculation for each expenditure. |

### Attachment II: Letter of Commitment from Community College (10 points)

MCEC College Letter of Commitment Rubric

| Outstanding(10 points) | Strong(0 points) | Good(0 points) | Minimal(0 points) |
| --- | --- | --- | --- |
| A college letter of commitment was submitted and signed by college CEO or the College President. | Not applicable | Not applicable | A letter of commitment was not submitted.If letter of commitment is not included, the LEA is not eligible. |

### Attachment III: Letter of Support (10 points)

MCEC Letter of Support Rubric

| Outstanding(10 points) | Strong(0 points) | Good(0 points) | Minimal(0 points) |
| --- | --- | --- | --- |
| A signed letter of support was submitted. | Not applicable | Not applicable | A letter of support was not submitted. |

## Appendix C: Definitions

The following definitions are exclusive to this Request for Applications. Although some of these terms may be used by the California Department of Education and other state agencies, any differences that appear in this document do not imply changes in definitions and policies used by those agencies.

**Middle College High School—**Middle College High Schools (MCHS) are secondary schools located on a college campus. These schools offer challenging academic programs designed to serve high-potential, high-risk students. MCHS feature effective support services, small class size, and the opportunity for students to concurrently take some college classes at typically minor cost to the student.

**Early College High School —**As defined in *Education Code* Section 11302;Early college high schools are small, autonomous schools that blend high school and college into a coherent educational program. In early college high schools, pupils begin taking college courses as soon as they demonstrate readiness and the college credit earned may be applied toward completing an associate or bachelor's degree, transfer to a four-year university, or obtaining a skills certificate.

**Local Educational Agency—**A school district, charter school, or county office of education.

**Technical Assistance—**A structure to deliver training and technical assistance to grantees using regional collaboratives and state, regional, and local technical assistance providers that have expertise in pupil and family engagement, school- community collaboration of service delivery and financing, the coordination and integration of support services, and multi-indicator data collection and evaluation.

**Unduplicated Pupil—**As defined inCalifornia *Education Code* Section 42238.02; a pupil enrolled in a school district or a charter school who is either classified as an English learner, eligible for a free or reduced-price meal, or is a foster youth. A pupil shall be counted only once if any of the following apply:

1. The pupil is classified as an English learner and is eligible for a free or reduced-price meal.
2. The pupil is classified as an English learner and is a foster youth.
3. The pupil is eligible for a free or reduced-price meal and is classified as a foster youth.
4. The pupil is classified as an English learner, is eligible for a free or reduced-price meal, and is a foster youth.

## Appendix D: Budget Categories

Each budget category is described below.

Budget Category Object Codes and Descriptions

| 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 full time equivalent (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**Record expenditures for books, supplies, and other non-capitalized property/equipment (movable personal property of a relatively permanent nature that has an estimated useful life greater than one year and an acquisition cost less than the LEA capitalization threshold but greater than the LEA’s inventory threshold). 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 necessary to operate a project office. 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. |
| **5000** | **Services and Other Operating Expenditures**Record expenditures for services, rentals, leases, maintenance contracts, dues, travel, insurance, utilities, legal services, and other operating expenditures.**Contracting Services**: Services provided to the school by outside contractors appear under this category. Identify what, when, and where the services will be provided. Appropriate activities include conducting workshops, training, and technical assistance activities.**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, and taxis and conference registration expenses necessary to meet the objectives of the program. Receipts are required to be kept on file by the agency for audit purposes. Bus transportation for students should be listed here.Note:California state law restricts the use of state general funds to pay for travel costs to states that have laws that discriminate based on sexual orientation, gender identity, and gender expression. |
| **6000** | **Capital Outlay**Record expenditures for sites, buildings, and equipment. (Equipment is movable personal property that has both an estimated useful life over one year and an acquisition cost that meets the LEA’s threshold for capitalization. Refer to the district’s threshold amount for capitalization; anything less than this amount should be posted in Object Code 4000). 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. |
| **7000** | **Indirect Rate**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/index.asp>. |

1. . To locate a CDS Code, visit the CDE’s County-District-School Administration web page at <https://www.cde.ca.gov/ds/si/ds/>. [↑](#footnote-ref-1)
2. 1. The CDE’s CALPADS UPC Source File, <https://www.cde.ca.gov/ds/ad/filescupc.asp>. [↑](#footnote-ref-2)
3. . The CDE’s Adjusted Cohort Graduation Rate and Outcome Data web page, <https://www.cde.ca.gov/ds/ad/filesacgr.asp>. [↑](#footnote-ref-3)
4. . The CDE’s Suspension Data web page, <https://www.cde.ca.gov/ds/ad/filessd.asp>. [↑](#footnote-ref-4)
5. . The CDE’s Expulsion Data web page, <https://www.cde.ca.gov/ds/ad/filesed.asp>. [↑](#footnote-ref-5)
6. . The CDE’s Stability Data web page, <https://www.cde.ca.gov/ds/ad/filessr.asp>. [↑](#footnote-ref-6)
7. . The CDE’s DataQuest web page at, <https://dq.cde.ca.gov/dataquest/>. [↑](#footnote-ref-7)
8. . The CDE’s DataQuest web page at, <https://dq.cde.ca.gov/dataquest/>. [↑](#footnote-ref-8)
9. . The CDE’s DataQuest web page at, <https://dq.cde.ca.gov/dataquest/>. [↑](#footnote-ref-9)