# California Serves Grant Program Request for Applications 2024–25

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**California Department of Education  
December 2024**

Funded by Assembly Bill 181, Section 71, Budget Act of 2022

**Application Due Date:**

**Monday, January 27, 2025, 4 p.m.\***

Administered by the:

California Department of Education

Professional Learning Support Division

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\*Timeline subject to change.

## 

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# Overview

The California Department of Education (CDE) invites eligible local educational agencies (LEAs), which include school districts, county offices of education (COEs), or charter schools to apply for a California Serves Grant to be used for the purpose of promoting access to effective service learning with the goal of expanding access for high school graduates in obtaining a State Seal of Civic Engagement (SSCE) through service learning.

This grant will be used for planning time, professional development (PD), purchase of instructional materials, participation costs, and/or personnel costs that support expanded access to the SSCE through high quality service learning.

## Background

### Civic Education Initiative

For close to a decade, the CDE has supported projects that promote civic learning and engagement. This work began in 2013, when then-Chief Justice Tani G. Cantil-Sakauye and then-State Superintendent of Public Instruction (SSPI) Tom Torlakson joined together to establish the California Task Force on kindergarten through grade twelve (K–12) Civic Learning. The task force sought to define the skills, knowledge, and dispositions that students need to be informed and involved citizens and community members, as well as made recommendations for how to achieve those outcomes for all students in California. The result was Revitalizing K–12 Civic Learning in California: A Blueprint for Action, which may be found on the California Educators Together web page at <https://www.caeducatorstogether.org/resources/116944/revitalizing-k-12-civic-learning-in-california-blueprint> (**Note**: logon required). The Blueprint outlines a plan of action for students, teachers, administrators, business and community leaders, courts, and local government and elected officials to improve civic learning in all California schools and communities.

### State Seal of Civic Engagement

In 2017, Assembly Bill 24, Chapter 604 (California *Education Code* [*EC*] sections 51470–51474) directed the SSPI to develop, and the State Board of Education (SBE) to adopt, a set of criteria for LEAs choosing to offer the SSCE locally. The SBE adopted statewide criteria and guidance for awarding a SSCE on September 10, 2020. More information about the development of the SSCE, including the adopted statewide criteria and guidance, is available from the “Criteria and Guidance” tab on the CDE SSCE web page at <https://www.cde.ca.gov/pd/ca/hs/hssstateseal.asp>.

### California Serves

The 2022 Education Omnibus Budget Trailer Bill (AB 181, Section 71) added *EC* Section 51475, which established the California Serves Program, administered by the CDE in collaboration with California Volunteers. The CDE and California Volunteers developed criteria for the awarding of grants, develop and facilitate the application process, request data from participating LEAs, and award grants. In June 2023 the CDE awarded 12 LEAs with pilot California Serves grants totaling $5 million. Eleven LEAs received California Serves grants totaling $5 million in June 2024. Additional information about the California Serves program, including lists of past grantees, is available on the CDE California Serves web page at <https://www.cde.ca.gov/pd/ca/hs/californiaserves.asp>.

## Program Description

### Purpose

Funding for the annual grant program is intended to support expanding access for high school graduates to the SSCE through high quality service-learning programs. Emphasis shall be on programs that demonstrate rich civic engagement and learning in pursuit of a SSCE specifically through service learning.

### Grant Information

AB 181, Section 71, Budget Act of 2022 (<https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB181#:~:text=SEC.%2071.,appropriation%20is%20made>) authorized the California Serves Grant Program, which provides funding for an annual grant program. Funds available to each applicant are based on the content and quality of the submitted application and proposed activities. The total grant budget for this Request for Applications (RFA), as appropriated in AB 181, Section 71of the General Fund, is up to $5 million. Eligible LEAs may apply for a grant of up to $500,000.

### Eligibility

Per *EC* Section 51475(a), applicant eligibility is limited to LEAs, defined as a school district, COE, or charter school, within the State of California that serves students in grade twelve.

Additionally, per *EC* Section 51475(d), at least 55 percent of the pupils enrolled in the applicant LEA shall be unduplicated pupils as defined in Section 2574 or 42238.02, as applicable. Please review the California Serves Eligibility spreadsheet available from the CDE California Serves web page at <https://www.cde.ca.gov/pd/ca/hs/californiaserves.asp> to determine your LEA’s Unduplicated Pupil Count and eligibility to apply for this grant.

Community agencies, private schools, individual public school sites, state special schools, and LEAs that previously received a California Serves grant and are still participating in a grant cycle are not eligible to apply for the California Serves Grant Program. Applicants who have not received prior funding may be considered before applicants that have received funds in the past.

### Applying as a Consortium

An LEA may apply as part of a consortium, so long as all consortium members meet the eligibility criteria established in *EC* Section 51475 and in this RFA. If applying as a consortium, each participating LEA in a consortium is eligible to apply for up to $500,000. The maximum grant award for each consortium depends on the number of participating LEAs. For instance, a consortium of three LEAs would be permitted to apply for a maximum grant of up to $1,500,000.

The lead applicant will serve as the fiscal agent and will be responsible for all grant deliverables. The lead applicant should:

* Submit one application on behalf of the consortium and indicate in the Executive Summary all LEAs to be included in the consortium.
* Include one project budget for the consortium. (The budget narrative should clearly explain how funds will be spent among the consortium members.) No consortium member may expend more than $500,000.
* Provide any additional information related to the operations of the consortium in the Proposed Activities section of the online application.
* Be prepared to provide Letters of Commitment from all consortium members prior to a Grant Award Notification being issued.

### Funding Levels

Each award amount for the California Serves Grant shall be no more than $500,000 for the entirety of the grant period. An LEA that applies for funds shall, at a minimum, demonstrate a need for service-learning resources and training in support of offering the SSCE locally, and describe how the funds will be used.

The CDE will fund successful grant applications at the level requested if the program application is well-justified, the proposed activities are realistic and well-supported, and sufficient funding exists. If successful applications exceed the funds available, the CDE will apportion the grant funds at its discretion.

### Fund Distribution

The California Serves Grant funds will be available for distribution beginning May 2025. (Timeline subject to change. Refer to the CDE California Serves web page at <https://www.cde.ca.gov/pd/ca/hs/californiaserves.asp> for the most up-to-date timeline.) These funds are available for expenditure or encumbrance through June 30, 2027. 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 California Serves Grant Project Statement of Assurances.

### Allowable Activities and Costs

Grant funding can be used for a wide range of purposes that promote access to effective service learning for students in grade twelve, with the goal of expanding access for high school graduates in obtaining a SSCE through service learning.

Allowable expenditures may include:

* Paid planning time for teachers to increase the use of service learning in instruction.
* PD on service learning for administrators and teachers.
* Purchase of instructional materials to help integrate service learning in instruction.
* Participation costs, including materials or travel expenses related to service-learning activities.
* Personnel costs for coordinating service learning at the LEA or a school site.
* Participation costs associated with grant program evaluation.

### Definitions

**Service Learning:** *EC* Section 51475(d)(4) defines “service learning” as an educational approach that intentionally combines meaningful community service activities with instruction and reflection to support pupil progress toward academic and civic engagement learning objectives while meeting societal needs.

**Evidence-Based Practices:** PD and instructional materials for the California Serves Grant Program shall use evidence-based practices. For the purposes of this grant, the CDE has borrowed the following definition for evidence-based practice. As defined by the Every Student Succeeds Act (ESSA), an evidence-based practice is an activity, strategy, or intervention that “demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes” based on strong evidence, moderate evidence, promising evidence, or a rationale with “ongoing efforts to examine the effects of activity, strategy or intervention.”[[1]](#footnote-2)

This is a shift from “scientifically-based research” to “evidence-based” interventions. This shift was designed to help increase the impact of educational investments by ensuring that interventions being implemented have proven to be effective in leading to desired outcomes, namely improving student achievement. The evidence described in the ESSA has generally been produced through formal studies and research. More information on evidence-based interventions is available on the CDE Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.

### Non-allowable Activities and Costs

Grant monies shall not be used for any purpose outside the State of California. In addition, funds provided under this grant may not be used for:

* Preparation, delivery, and travel costs associated with the application
* Supplanting of existing funding and efforts
* Law enforcement activities, including personnel or equipment
* Telephone systems, fax machines, and telephones, including cell phones, landlines, and WiFi services (including WiFi hotspots)
* Purchasing of vehicles
* Acquiring equipment for administrative or personal use
* Purchasing furniture (e.g., bookcases, chairs, desks, file cabinets, tables)
* Purchasing or leasing facilities
* Remodeling facilities not directly related to accessibility to instruction or services
* Payment for memberships in professional organizations
* Travel outside the United States
* Childcare
* Purchasing food services, refreshments, banquets, and meals
* Purchasing promotional favors, such as bumper stickers, pencils, pens, or t-shirts
* Purchasing subscriptions to journals, magazines, or other periodicals
* Financial awards for students
* Any other cost not reasonable or necessary to meet the grant purposes

### Administrative Indirect Cost Rate

Indirect costs are agency-wide, general management costs (i.e., activities for the direction and control of the agency as a whole). General management costs consist of administrative activities necessary for the general operation of the agency, such as accounting, budgeting, payroll preparation, personnel services, purchasing, and centralized data processing. The grantees must limit administrative indirect costs to CDE’s approved indirect cost rates, which may be found on the CDE Indirect Cost Rates (ICR) web page at <https://www.cde.ca.gov/fg/ac/ic/index.asp>.

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

* Subagreements for Services (Object Code 5100), which include expenditures for subagreements and subawards pursuant to certain contracts, subcontracts, and subgrants.

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

## Additional Considerations

### The Quality Professional Learning Standards

In 2015, the CDE published the Quality Professional Learning Standards (QPLS). The authors note that, “Quality professional learning focuses on equitable access, opportunities, and outcomes for all students, with an emphasis on addressing achievement and opportunity disparities between student groups.”[[2]](#footnote-3) The QPLS serve as a foundation for the content, processes, and conditions essential to all educator professional learning over time, which leads to improved educator knowledge, skills, and dispositions. Seven interdependent standards support professional learning that is rooted in student and educator needs demonstrated through data; focused on content and pedagogy; designed to ensure equitable outcomes; designed and structured to be ongoing, intensive, and embedded in practice; collaborative with an emphasis on shared accountability; supported by adequate resources; and coherent and aligned with other standards, policies, and programs. More information about the QPLS is available on the CDE Quality Professional Learning Standards web page at <https://www.cde.ca.gov/pd/ps/qpls.asp>.

### Service Learning and the Inquiry Cycle

Below are some general considerations and resources related to service learning to keep in mind when applying for the grant. Strong applications will keep in mind the following considerations and resources:

* *EC* Section 51475(d)(4) defines “service learning” as an educational approach that intentionally combines meaningful community service activities with instruction and reflection to support pupil progress toward academic and civic engagement learning objectives while meeting societal needs. Applications should include programs that clearly reflect this definition and integrate service learning throughout the program.
* Consider service-learning programs that require students to engage in a cycle of inquiry (for example, the inquiry arc outlined in the College, Career, and Civic Life [C3] Framework[[3]](#footnote-4)) that guides students from developing compelling civic questions and investigating those questions, finding and evaluating evidence to answer them, and communicating and/or taking civic action on those answers.
* Consider incorporating suggestions and research from *Appendix H: Practicing Civic Engagement: Service-Learning in the History–Social Science Framework*[[4]](#footnote-5) of the 2017 California History–Social Science Framework.
* All service-learning programs should explicitly support student progress towards a SSCE upon graduation, including fulfilling all five SSCE statewide criteria in addition to any additional local criteria and additional program requirements.
* Develop service-learning experiences in an ongoing process that allows educators, administrators, communities, and students to define civic engagement and service needs.
* Set specific goals based on the needs of the school and any problems identified to be addressed.

The CDE Resources to Support Civic Engagement web page at <https://www.cde.ca.gov/ci/pl/civicengprojects.asp> also features foundational resources on civic learning, civic engagement, and service learning.

## Accountability

### Reporting Requirements

To ensure the successful implementation of the California Serves Grant Program, grantees are required to submit interim progress and end-of-project reports to show that program outcome measures are being met alongside an expenditure report to show how funds were actually spent. 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.

LEAs will be expected to measure outcomes in areas specifically identified in the LEA’s grant application. Program outcomes identified in the California Serves Grant Program application can target and include, but are not limited to:

* Number of SSCE insignias awarded or anticipated
* Government or U.S. History course pass rate
* School attendance rate
* Chronic absenteeism rate
* Pupil suspension rate
* Pupil engagement
* School climate, as measured by the California Healthy Kids Survey School Climate Module found at <https://www.cde.ca.gov/ls/he/at/chks.asp>, or other applicable school climate survey (applicants should identify measurable outcomes on cultural sensitivity, discipline, and enforcement of rules)
* Interview and focus groups with participating students

Applicants should measure the number of SSCE insignias awarded and/or anticipated, as well as at least one other measurable objective.

### Program Deliverables

The grantees must provide a summary of activities in a report identifying contributions including, but not limited to:

* Proposed measures to evaluate progress towards the program goals, including implementing service-learning programs that lead towards awarding of the SSCE
* Resources (including training materials, videos, briefs, etc.) to support teachers, administrators, pupils, and other school staff that provide support for local SSCE programming
* Technical assistance and professional learning opportunities provided for purposes of implementing and expanding access to the SSCE through service learning
* Number of participating educators, disaggregated by role, classrooms, and schools
* Number of students earning and actively working towards the SSCE through service learning

## Application Procedures and Processes

### Program Timeline\*

| **Activity** | **Date** |
| --- | --- |
| RFA Release | Week of December 2, 2024 |
| Application Workshop Webinar | Monday, December 16, 2024 |
| Notice of Intent to Apply Due | Thursday, January 9, 2025, by 4 p.m. |
| Application due to the CDE | Monday, January 27, 2025, by 4 p.m. |
| Intent to Award posted | Week of March 10, 2025 |
| Last day for Appeals to be received by the CDE | One week after the Intent to Award is posted |
| Final Awards posted | Week of April 28, 2025 |

\*Timeline subject to change. Refer to the CDE California Serves web page at <https://www.cde.ca.gov/pd/ca/hs/californiaserves.asp> for the most up-to-date timeline.

### Application Submission Procedures

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

#### 1. Notice of Intent to Apply

Each applicant (or the lead applicant, if applying as a consortium) must submit a notice of the intent to apply via email to [SSCE@cde.ca.gov](mailto:SSCE@cde.ca.gov) by Thursday, January 9, 2025 at 4 p.m. to be added to an email list to receive access to the online application system and any relevant answers to questions, clarifications, or updates.

The email must:

* Be titled “California Serves Grant Intent to Apply.”
* Include, in the email body:
  + The name of the LEA intending to apply.
  + The 14-digit County-Digit-School (CDS) code of the eligible LEA intending to apply. For help locating your 14-digit CDS code, please access the California School Directory at <https://www.cde.ca.gov/schooldirectory/>.
  + A statement of the intent to apply for a grant.
  + The name, email address, and phone number of a contact person for the application.

**Applications will not be accepted from LEAs that do not submit a Notice of Intent to Apply that follows the above instructions by Thursday, January 9, 2025, at 4 p.m.**

#### 2. Application Package

The application package includes:

* Application Narrative Responses—Entered into online application system
* Project Timeline—Word, Excel, or PDF file attachment
* Proposed Budget—Excel file attachment

See Appendix B for online application instructions. The Project Timeline and Proposed Budget will be saved into a single zip file, for uploading into the online application system.

Refer to the evaluation rubric in Appendix A for how each of the items will be evaluated and scored by application reviewers. No additional information included will be reviewed.

#### 3. Application Submission

Applicants must submit the California Serves Grant Program application, required forms, and all supporting documents, through the online application system by

**4 p.m. on January 27, 2025.** (Timeline subject to change. Refer to the CDE California Serves web page at <https://www.cde.ca.gov/pd/ca/hs/californiaserves.asp> for the most up-to-date timeline.)

Please make note of the following:

* The online application system does not capture formatting (i.e., bulleting, paragraph breaks, etc.).
* The applicant will receive email confirmation. If changes need to be made, resubmit the entire application prior to the submission deadline.
* The last submitted application will be the one considered for review.
* The CDE is not able to modify application information after it is submitted.
* The CDE may reject an application if it is incomplete, late, incorrectly formatted, if it contains any alterations of forms, if it contains other irregularities of any kind, if it is not responsive, does not meet the technical standards, or is not from an eligible LEA.
* The CDE may choose to reject all applications.

Questions regarding submission of an application should be directed via email to [SSCE@cde.ca.gov](mailto:SSCE@cde.ca.gov).

### Application Review

Complete applications will be reviewed and scored by the reading panel and evaluated using the Evaluation Rubric (Appendix A). Care is taken to ensure that reviewers have no conflicts of interest with the applicants.

Each applicant will receive a single score. Reading members will be instructed to take a holistic approach in the application review process to rank and evaluate the application. The readers will make every effort to allow any part of the narrative to satisfy the evaluation points in the rubric. Although scores from the review of the applications are important, they are not the sole determiners for funding.

### Appeals Process

The CDE must receive the request for appeal no later than **4 p.m. one week after the Intent to Award is posted.** (Timeline subject to change. Refer to the CDE California Serves web page at <https://www.cde.ca.gov/pd/ca/hs/californiaserves.asp> for the most up-to-date timeline.) Only the project director may electronically submit an appeal via the link on the CDE California Serves web page at <https://www.cde.ca.gov/pd/ca/hs/californiaserves.asp>. Appeals submitted via means other than instructed on the CDE California Serves web page at <https://www.cde.ca.gov/pd/ca/hs/californiaserves.asp> 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, include 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 via email within 10 business days of appeals closing. (Timeline subject to change. Refer to the CDE California Serves web page at <https://www.cde.ca.gov/pd/ca/hs/californiaserves.asp> for the most up-to-date timeline.)

## Grant Awards

### Grant Award Notification

Applicants selected for funding will receive a Grant Award Notification (CDE Form AO-400), the official CDE document that awards funds to local projects. The grantees must sign and return the form AO-400 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 applicants and the 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

The Superintendent of the LEA, acting as the fiscal agent, must agree to the California Serves Grant Statement of Assurances.

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. The general 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 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 exceed 10 percent of the authorized budget item total in the approved budget for a single year. The budget revision must be approved by the CDE before expenditures are made.

The budget 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.

## California Serves Grant Program Application

### Application Narrative

Provide complete responses to the following items. Applicants should address the prompts in each section of the narrative description and refer to the Evaluation Rubric in Appendix A. Additional information, including character limits, is provided in Appendix B. Applicants must adhere to character limits for each of the fields. Responses that exceed the character limits will not be captured by the system and will not be reviewed.

#### Section A: Executive Summary

1. *Executive Summary*

Provide an executive summary statement, containing the following:

1. The current status of the SSCE in the applicant LEA.
2. A summary of the theory of action (applicants will expand on this in the next section) which addresses how the LEA will promote access to effective service learning for students in grade twelve, with the goal of expanding access for high school graduates in obtaining a SSCE through service learning.
3. An approximate number of educators and students to be affected by this work.
4. How the LEA plans to use these funds to promote access to effective service learning for students in grade twelve, with the goal of expanding access for high school graduates in obtaining a SSCE through service learning.
5. *Funding Uses*

Which allowable uses for funding are you proposing over the course of the grant period (select all that apply):

1. Paid planning time for teachers to increase the use of service learning in instruction.
2. PD on service learning for administrators and teachers.
3. Purchase of instructional materials to help integrate service learning in instruction.
4. Participation costs, including materials or travel expenses related to service-learning activities.
5. Personnel costs for coordinating service learning at the LEA or a school site.
6. Participation costs associated with grant program evaluation.

#### Section B: Theory of Action

1. *Theory of Action*

Articulate a theory of action which will support the goals of the grant to promote access to effective service learning for students in grade twelve, with the goal of expanding access for high school graduates in obtaining a SSCE through service learning. The U.S. Department of Education defines a theory of action as:

Exactly how a policy is intended to change behavior and improve outcomes is described in a theory of action. A theory of action is a logical argument of how a policy is intended to work; specifically, it is the logical sequence of steps and policy mechanisms that collectively influence one another to result in the long-term objective of the policy in question. If the stated purpose of the policy is the why, the theory of action depicts the how.[[5]](#footnote-6)

Include each of the following in the response:

1. What are the LEA’s specific goals based on the needs of the LEA and any problems identified to be addressed?
2. How will the LEA identify participants for the activities of this grant?
3. How will the LEA ensure active participation?
4. What are the outcomes expected by the LEA as a result of the grant activities?

#### Section C: Demonstrated Need

1. *Service-Learning Climate*
2. Describe the general climate within your LEA as it pertains to civic engagement, service learning, and the SSCE for the past 12–24 months.
3. Describe student population subgroups that have been involved in these opportunities and the nature of their involvement.
4. *Equitable Access*
5. Who are the students that would benefit most from achieving the SSCE through service learning?
6. What do you know about their academic, social, and civic experiences?
7. In what ways would a service-learning program help promote civic engagement and learning, including equitable access to the SSCE?
8. *Past and Ongoing Service-Learning Efforts*

Describe past and/or ongoing opportunities that exist for students to engage in service learning and civic engagement, including working towards a SSCE.

* If the LEA currently offers the SSCE, please describe relevant local programming to offer the SSCE through service learning.
* If the LEA does not yet offer the SSCE, please describe service learning and civic engagement opportunities available to students that will form the basis of a local SSCE program.

#### Section D: Proposed Activities

1. *Summary of Proposed Activities*

Proposed activities should reflect an understanding and integration of the five statewide SSCE criteria, and the definition of service learning as outlined in *EC* Section51475(d)(4).

1. Articulate the LEA’s proposed activities regarding how they will address the goals of the California Serves Grant Program.
2. Explain how funds will be used for eligible training, resources, and other activities to promote access to effective service learning for students in grade twelve, with the goal of expanding access for graduates in obtaining a SSCE through service learning.
3. *Current Research*
4. Describe how the applicant will leverage current research and work related to service learning and student civic engagement.
5. If the LEA proposes to implement PD and/or curriculum, detail which evidence-based strategies will be utilized.

#### Section E: Proposed Metrics

1. *Measures and Data*

Grant recipients will be required to report to the CDE all of the following information:

* The number of participating pupils, schools;
* The demographics of pupils engaged in service learning as a result of the grant; and
* The impact of the service performed by pupils and school staff as a result of the grant

1. Describe what other measures the LEA will use to assess pupil outcomes in the academic, civic engagement, and other learning objectives.
2. What other types of data would you expect to see to demonstrate that effective service-learning programs are leading to expanded access to the SSCE?
3. *Methods*

Describe the methods that will be used to collect the outcome data.

1. *Capacity*
   * + - 1. Describe the LEA’s capacity to collect the identified outcome measures.
         2. Explain how the LEA will handle internal administration of the grant, including personnel, record-keeping, and communication.
2. *Process*

Describe the process the LEA will use to analyze and respond to the data collected to ensure optimal student and educator impact.

### Application Attachments

Required attachments will be requested at the end of the online application. The only attachments allowed are the required California Serves Grant Program Project Timeline and Proposed Budget. These files must be saved into a single zip file for uploading into the system as only one file may be uploaded per applicant. No additional information included in the zip file will be reviewed. The zip file size limit is 20MB.

#### Project Timeline

A project timeline is required as part of the application package. The timeline may be provided as a Microsoft Word, Excel, or PDF file.

The timeline should thoroughly and convincingly:

1. Illustrate the sequence of events and activities of the project.
2. Include the person or organization responsible for each activity.
3. Include the expected goal of the activity.
4. Include how the effectiveness of the activity will be measured.

Name the timeline file as follows:

CalServesTimeline\_[LEAname]

Example: CalServesTimeline\_CaliforniaUnifiedSchoolDistrict

#### Proposed Budget

Applicants must use the California Serves Grant Program Budget template, provided as an Excel spreadsheet, available from the RFA web page found at <https://www.cde.ca.gov/pd/ca/hs/californiaserves.asp>.

The California Serves Grant Program Proposed Budget must be submitted as an Excel file through the online application. Please do not convert the Excel file to a PDF. The budget will be reviewed and scored.

Please note that although the grant period ends on June 30, 2027, LEAs may expend all California Serves Grant Program funds early.

Complete only the sections of the budget forms necessary to align with the project’s timeline. Provide expenditure amounts for the following areas, as needed:

1. Internal staff compensation
2. Compensation for educators’ or substitute costs associated with participation at professional learning events
3. Supplies required to support LEAs and grant participants
4. Services provided by the applicant and external entities
5. Any travel and/or communication expenses
6. Indirect charges

Please see Appendix A for the Evaluation Rubric, and Appendix C for a description of each budget category.

##### Proposed Budget Narrative

Within the proposed budget, the applicant must provide a thorough and detailed justification for each identified cost associated with implementing the proposed goals and activities, including why the costs are reasonable and necessary to support the proposal’s goals and activities.

1. A detailed budget narrative (description) must be provided for each line item included in the grant period.
2. The narrative should include how the proposed costs are necessary and reasonable in terms of grant activities, benefits to participants, and grant outcomes.
3. Provide sufficient detail and a breakdown/calculation that justifies each line item. Group line items by the Object Code series and provide lines for Object Code totals.
4. The Proposed Budget Summary should provide totals for each Object Code and should align with the Proposed Budget Narrative.

Name the Excel Proposed Budget file as follows:

CalServesProposedBudget\_[LEAname]

Example: CalServesProposedBudget\_CaliforniaUnifiedSchoolDistrict

## Appendices

## Appendix A: Evaluation Rubric

The scoring rubric is valued at a maximum of 76 points. The grant may not necessarily be awarded to the application that has the highest score. These scores are advisory to the panelists who will make the final decisions to ensure that the applications meet the goals and requirements of the program. The table below displays the maximum point values for each section:

| **Application Sections** | **Description** | **Point Value** |
| --- | --- | --- |
| Section A | Executive Summary | 4 |
| Section B | Theory of Action | 12 |
| Section C | Demonstrated Need | 12 |
| Section D | Proposed Activities | 16 |
| Section E | Proposed Metrics | 16 |
| Timeline | Project Timeline | 8 |
| Budget | Proposed Budget | 8 |
| **Total Points** |  | **76** |

### Application Narrative

#### Section A: Executive Summary (4 Total Possible Points)

| Question | Outstanding  (4 points) | Strong  (3 points) | Adequate  (2 points) | Minimal  (1–0 points) |
| --- | --- | --- | --- | --- |
| 1. Executive Summary | LEA provides all of the information required in the executive summary:   1. The current status of the SSCE. 2. Summary of the theory of action which addresses how the LEA will promote access to effective service learning for students in grade twelve, with the goal of expanding access for high school graduates in obtaining a SSCE through service learning. 3. An approximate number of educators and students to be affected by this work. 4. How the LEA plans to use these funds to promote access to effective service learning for students in grade twelve, with the goal of expanding access for high school graduates in obtaining a SSCE through service learning. | Not applicable | Not applicable | LEA provides partial or none of the information required in the executive summary:   1. The current status of the SSCE. 2. Summary of the theory of action which addresses how the LEA will promote access to effective service learning for students in grade twelve, with the goal of expanding access for high school graduates in obtaining a SSCE through service learning. 3. An approximate number of educators and students to be affected by this work. 4. How the LEA plans to use these funds to promote access to effective service learning for students in grade twelve, with the goal of expanding access for high school graduates in obtaining a SSCE through service learning. |

#### Section B: Theory of Action (12 Total Possible Points)

| Question | Outstanding  (12–10 points) | Strong  (9–7 points) | Adequate  (6–4 points) | Minimal  (3–0 points) |
| --- | --- | --- | --- | --- |
| 1. Theory of Action | Thoroughly and convincingly articulates a theory of action that supports the goals of the grant to promote access to effective service learning for students in grade twelve, with the goal of expanding access for high school graduates in obtaining a SSCE through service learning.  The LEA includes all of the following:   1. The LEA’s specific goals based on the needs of the LEA and any problems to be addressed. 2. How the LEA will identify participants for the activities of this grant. 3. How the LEA will ensure active participation. 4. Outcomes expected by the LEA as a result of the grant activities. | Clearly articulates a theory of action that supports the goals of the grant to promote access to effective service learning for students in grade twelve, with the goal of expanding access for high school graduates in obtaining a SSCE through service learning.  The LEA includes most of the following:   1. The LEA’s specific goals based on the needs of the LEA and any problems to be addressed. 2. How the LEA will identify participants for the activities of this grant. 3. How the LEA will ensure active participation. 4. Outcomes expected by the LEA as a result of the grant activities. | Adequately articulates a theory of action that supports the goals of the grant to promote access to effective service learning for students in grade twelve, with the goal of expanding access for high school graduates in obtaining a SSCE through service learning.  The LEA includes some of the following:   1. The LEA’s specific goals based on the needs of the LEA and any problems to be addressed. 2. How the LEA will identify participants for the activities of this grant. 3. How the LEA will ensure active participation. 4. Outcomes expected by the LEA as a result of the grant activities. | Minimally articulates a theory of action that supports the goals of the grant to promote access to effective service learning for students in grade twelve, with the goal of expanding access for high school graduates in obtaining a SSCE through service learning.  The LEA minimally includes the following:   1. The LEA’s specific goals based on the needs of the LEA and any problems to be addressed. 2. How the LEA will identify participants for the activities of this grant. 3. How the LEA will ensure active participation. 4. Outcomes expected by the LEA as a result of the grant activities. |

#### Section C: Demonstrated Need (12 Total Possible Points)

| Question | Outstanding (4 points) | Strong (3 points) | Adequate (2 points) | Minimal (1–0 points) |
| --- | --- | --- | --- | --- |
| 1. Service-Learning Climate | Thoroughly and convincingly describes:   1. The general climate within the LEA as it pertains to civic engagement, service learning, and the SSCE for the past 12–24 months. 2. The student population subgroups that have been involved in these opportunities and the nature of their involvement. | Clearly describes:   1. The general climate within the LEA as it pertains to civic engagement, service learning, and the SSCE for the past 12–24 months. 2. The student population subgroups that have been involved in these opportunities and the nature of their involvement. | Adequately describes:   1. The general climate within the LEA as it pertains to civic engagement, service learning, and the SSCE for the past 12–24 months. 2. The student population subgroups that have been involved in these opportunities and the nature of their involvement. | Minimally describes:   1. The general climate within the LEA as it pertains to civic engagement, service learning, and the SSCE for the past 12–24 months. 2. The student population subgroups that have been involved in these opportunities and the nature of their involvement. |
| 1. Equitable Access | Thoroughly and convincingly describes:   1. The students that would benefit most from achieving the SSCE through service learning. 2. What is known about their academic, social, and civic experiences. 3. The ways in which a service-learning program would help promote civic engagement and learning, including equitable access to the SSCE. | Clearly describes:   1. The students that would benefit most from achieving the SSCE through service learning. 2. What is known about their academic, social, and civic experiences. 3. The ways in which a service-learning program would help promote civic engagement and learning, including equitable access to the SSCE. | Adequately describes:   1. The students that would benefit most from achieving the SSCE through service learning. 2. What is known about their academic, social, and civic experiences. 3. The ways in which a service-learning program would help promote civic engagement and learning, including equitable access to the SSCE. | Minimally describes:   1. The students that would benefit most from achieving the SSCE through service learning. 2. What is known about their academic, social, and civic experiences. 3. The ways in which a service-learning program would help promote civic engagement and learning, including equitable access to the SSCE. |
| 1. Past and Ongoing Service-Learning Efforts | Thoroughly and convincingly describes past and/or ongoing opportunities that exist for students to engage in service learning and civic engagement, including working towards a SSCE.   * If the LEA currently offers the SSCE, thoroughly and convincingly describes relevant local programming. * If the LEA does not yet offer the SSCE, thoroughly and convincingly describes service learning and civic engagement opportunities available to students that will form the basis of a local SSCE program. | Clearly describes past and/or ongoing opportunities that exist for students to engage in service learning and civic engagement, including working towards a SSCE.   * If the LEA currently offers the SSCE, clearly describes relevant local programming. * If the LEA does not yet offer the SSCE, clearly describes service learning and civic engagement opportunities available to students that will form the basis of a local SSCE program. | Adequately describes past and/or ongoing opportunities that exist for students to engage in service learning and civic engagement, including working towards a SSCE.   * If the LEA currently offers the SSCE, adequately describes relevant local programming. * If the LEA does not yet offer the SSCE, adequately describes service learning and civic engagement opportunities available to students that will form the basis of a local SSCE program. | Minimally describes past and/or ongoing opportunities that exist for students to engage in service learning and civic engagement, including working towards a SSCE.   * If the LEA currently offers the SSCE, minimally describes relevant local programming. * If the LEA does not yet offer the SSCE, minimally describes service learning and civic engagement opportunities available to students that will form the basis of a local SSCE program. |

#### Section D: Proposed Activities (16 Total Possible Points)

| Question | Outstanding (8–7 points) | Strong (6–5 points) | Adequate (4–3 points) | Minimal (2–0 points) |
| --- | --- | --- | --- | --- |
| 1. Summary of Proposed Activities | Thoroughly and convincingly:   1. Articulates the LEAs proposed activities regarding how they will address the goals of the California Serves Grant Program. 2. Explains how funds will be used for eligible training, resources, and other activities to promote access to effective service learning for students in grade twelve, with the goal of expanding access for graduates in obtaining a SSCE through service learning.   Proposed activities reflect deep understanding and integration of the five statewide SSCE criteria. | Clearly:   1. Articulates the LEAs proposed activities regarding how they will address the goals of the California Serves Grant Program. 2. Explains how funds will be used for eligible training, resources, and other activities to promote access to effective service learning for students in grade twelve, with the goal of expanding access for graduates in obtaining a SSCE through service learning.   Proposed activities reflect clear understanding and integration of the five statewide SSCE criteria. | Adequately:   1. Articulates the LEAs proposed activities regarding how they will address the goals of the California Serves Grant Program. 2. Explains how funds will be used for eligible training, resources, and other activities to promote access to effective service learning for students in grade twelve, with the goal of expanding access for graduates in obtaining a SSCE through service learning.   Proposed activities reflect adequate understanding and integration of the five statewide SSCE criteria. | Minimally:   1. Articulates the LEAs proposed activities regarding how they will address the goals of the California Serves Grant Program. 2. Explains how funds will be used for eligible training, resources, and other activities to promote access to effective service learning for students in grade twelve, with the goal of expanding access for graduates in obtaining a SSCE through service learning.   Proposed activities reflect minimal understanding and integration of the five statewide SSCE criteria. |
| 1. Current Research | 1. Thoroughly and convincingly describes how the applicant will leverage current research and work related to service learning and student civic engagement. 2. If the LEA proposes to implement PD and/or curriculum, thoroughly and convincingly details which evidence-based strategies will be utilized. | 1. Clearly describes how the applicant will leverage current research and work related to service learning and student civic engagement. 2. If the LEA proposes to implement PD and/or curriculum, clearly details which evidence-based strategies will be utilized. | 1. Adequately describes how the applicant will leverage current research and work related to service learning and student civic engagement. 2. If the LEA proposes to implement PD and/or curriculum, adequately details which evidence-based strategies will be utilized. | 1. Minimally describes how the applicant will leverage current research and work related to service learning and student civic engagement. 2. If the LEA proposes to implement PD and/or curriculum, minimally details which evidence-based strategies will be utilized. |

#### Section E: Proposed Metrics (16 Total Possible Points)

| Question | Outstanding (4 points) | Strong (3 points) | Adequate (2 points) | Minimal (1–0 points) |
| --- | --- | --- | --- | --- |
| 1. Measures and Data | Thoroughly and convincingly describes the:   1. Other measures the LEA will use to assess the impact of the grant program. 2. Other types of data the LEA would expect to see to demonstrate that effective service-learning programs are leading to expanded access to the SSCE. | Clearly describes the:   1. Other measures the LEA will use to assess the impact of the grant program. 2. Other types of data the LEA would expect to see to demonstrate that effective service-learning programs are leading to expanded access to the SSCE. | Adequately describes the:   1. Other measures the LEA will use to assess the impact of the grant program. 2. Other types of data the LEA would expect to see to demonstrate that effective service-learning programs are leading to expanded access to the SSCE. | Minimally describes the:   1. Other measures the LEA will use to assess the impact of the grant program. 2. Other types of data the LEA would expect to see to demonstrate that effective service-learning programs are leading to expanded access to the SSCE. |
| 1. Methods | Thoroughly and convincingly describes the methods that will be used to collect the outcome data. | Clearly describes the methods that will be used to collect the outcome data. | Adequately describes the methods that will be used to collect the outcome data. | Minimally describes the methods that will be used to collect the outcome data. |
| 1. Capacity | Thoroughly and convincingly:   1. Describes the LEA’s capacity to collect the identified outcome measures. 2. Explains how the LEA will handle internal administration of the grant, including personnel, record-keeping, and communication. | Clearly:   1. Describes the LEA’s capacity to collect the identified outcome measures. 2. Explains how the LEA will handle internal administration of the grant, including personnel, record-keeping, and communication. | Adequately:   1. Describes the LEA’s capacity to collect the identified outcome measures. 2. Explains how the LEA will handle internal administration of the grant, including personnel, record-keeping, and communication. | Minimally:   1. Describes the LEA’s capacity to collect the identified outcome measures. 2. Explains how the LEA will handle internal administration of the grant, including personnel, record-keeping, and communication. |
| 1. Process | Thoroughly and convincingly describes the process the LEA will use to analyze and respond to the data collected to ensure optimal student and educator impact. | Clearly describes the process the LEA will use to analyze and respond to the data collected to ensure optimal student and educator impact. | Adequately describes the process the LEA will use to analyze and respond to the data collected to ensure optimal student and educator impact. | Minimally describes the process the LEA will use to analyze and respond to the data collected to ensure optimal student and educator impact. |

#### Project Timeline (8 Total Possible Points)

| Item | Outstanding (8–7 points) | Strong (6–5 points) | Adequate (4–3 points) | Minimal (2–0 points) |
| --- | --- | --- | --- | --- |
| Timeline | Provides a timeline (as an attachment) that thoroughly and convincingly:   * + - * 1. Illustrates the sequence of events and activities of the project.         2. Includes the person or organization responsible for each activity.         3. Includes the expected goal of the activity.         4. Includes how the effectiveness of the activity will be measured. | Provides a timeline (as an attachment) that clearly:   * + - * 1. Illustrates the sequence of events and activities of the project.         2. Includes the person or organization responsible for each activity.         3. Includes the expected goal of the activity.         4. Includes how the effectiveness of the activity will be measured. | Provides a timeline (as an attachment) that adequately:   * + - * 1. Illustrates the sequence of events and activities of the project.         2. Includes the person or organization responsible for each activity.         3. Includes the expected goal of the activity.         4. Includes how the effectiveness of the activity will be measured. | Provides a timeline (as an attachment) that minimally:   * + - * 1. Illustrates the sequence of events and activities of the project.         2. Includes the person or organization responsible for each activity.         3. Includes the expected goal of the activity.         4. Includes how the effectiveness of the activity will be measured. |

#### Proposed Budget (8 Total Possible Points)

| **Item** | **Outstanding (4 points)** | **Strong (3 points)** | **Adequate (2 points)** | **Minimal (1–0 points)** |
| --- | --- | --- | --- | --- |
| Proposed Budget | Thoroughly and convincingly identifies the allowable and appropriate project expenses to support the activities of the grant for the project’s performance period. | Clearly identifies the allowable and appropriate project expenses to support the activities of the grant for the project’s performance period. | Adequately identifies the allowable and appropriate project expenses to support the activities of the grant for the project’s performance period. | Minimally identifies the allowable and appropriate project expenses to support the activities of the grant for the project’s performance period. |
| Budget Narrative | Provides a thorough and convincing budget narrative describing each line item and how each proposed cost is necessary and reasonable in terms of project activities, benefits to participants, and project outcomes.  **Budget narrative includes each of the following:**   1. A detailed budget narrative for each line item included in the grant period. 2. How the proposed costs are necessary and reasonable in terms of grant activities, benefits to participants, and grant outcomes. 3. Sufficient detail and a breakdown/calculation that justifies each line item. Line items are grouped by the Object Code series and lines are provided for Object Code totals. 4. Budget summary provides totals for each Object Code and aligns with the budget narrative. | Provides a clear budget narrative describing each line item and how each proposed cost is necessary and reasonable in terms of project activities, benefits to participants, and project outcomes.  **Budget narrative includes most of the following:**   1. A detailed budget narrative for each line item included in the grant period. 2. How the proposed costs are necessary and reasonable in terms of grant activities, benefits to participants, and grant outcomes. 3. Sufficient detail and a breakdown/calculation that justifies each line item. Line items are grouped by the Object Code series and lines are provided for Object Code totals. 4. Budget summary provides totals for each Object Code and aligns with the budget narrative. | Provides an adequate budget narrative describing each line item and how each proposed cost is necessary and reasonable in terms of project activities, benefits to participants, and project outcomes.  **Budget narrative includes some of the following:**   1. A detailed budget narrative for each line item included in the grant period. 2. How the proposed costs are necessary and reasonable in terms of grant activities, benefits to participants, and grant outcomes. 3. Sufficient detail and a breakdown/calculation that justifies each line item. Line items are grouped by the Object Code series and lines are provided for Object Code totals. 4. Budget summary provides totals for each Object Code and aligns with the budget narrative. | Provides a minimal budget narrative describing each line item and how each proposed cost is necessary and reasonable in terms of project activities, benefits to participants, and project outcomes.  **Budget narrative includes minimal or none of the following:**   1. A detailed budget narrative for each line item included in the grant period. 2. How the proposed costs are necessary and reasonable in terms of grant activities, benefits to participants, and grant outcomes. 3. Sufficient detail and a breakdown/calculation that justifies each line item. Line items are grouped by the Object Code series and lines are provided for Object Code totals. 4. Budget summary provides totals for each Object Code and aligns with the budget narrative. |

## Appendix B: Online Application Instructions

Applicants should use the instructions below for completing the California Serves Grant Program online application, a link to which will be available on the RFA web page, found on the CDE California Serves web page at <https://www.cde.ca.gov/pd/ca/hs/californiaserves.asp> shortly after the RFA is released. Complete all required fields in the application, upload attachments, and provide the appropriate digital signature. The CDE must receive your online submission **no later than 4 p.m. on date specified** on the RFA web page at <https://www.cde.ca.gov/pd/ca/hs/californiaserves.asp>.

You must adhere to character limits for each of the fields. **Responses that exceed the character limits will not be captured by the system and will not be reviewed.**

### Saving Responses

You must select the Save Responses button on the first or subsequent pages of the online application if you do not intend to complete the application in one session. Once you select the Save Responses button, a page will appear that asks for your email address. You will receive an email with a unique URL (web address) for entrance back into the application. It is recommended that you copy the URL on the application page and save it in case you do not receive the confirmation email. This URL will allow you to return to your application.

### Applicant Information

| Application Field | Instructions |
| --- | --- |
| **Project Director First Name** | Provide the first name of the Project Director. This person will be the main point of contact between the CDE and the grantee. |
| **Project Director Last Name** | Provide the last name of the Project Director. |
| **Project Director Title** | Provide the title of the Project Director. |
| Project Director Office | Provide the name of the Project Director’s office. |
| Project Director Telephone Number | Provide the Project Director’s telephone number. This number will be used to contact the Project Director, if needed. |
| Project Director Telephone Extension | Provide the Project Director’s telephone extension number, if necessary. |
| Project Director Email Address | Provide the Project Director’s email address. Most communication with the grantee will be through email, so please ensure the email address is correctly inputted. |
| Name of Entity Applying | Provide the name of the LEA applying for the grant. |
| Applicant Street Address | Provide the street address of the applying entity. |
| Applicant City | Provide the city where the applying entity is located. |
| Applicant State (Ex: CA) | Provide the state where the applying entity is located. |
| Applicant Zip Code (5-digit: 00000) | Provide the zip code where the applying entity is located. |
| County-District-School (CDS) Code | Provide 14-digit CDS code of the applying LEA. For help locating your code, please access the CDE California School Directory web page at <https://www.cde.ca.gov/schooldirectory/>. |
| Requested Grant Amount | Provide the amount of the grant for which you are applying. The maximum grant amount is $500,000 per eligible LEA. |
| Project Title (100 characters max) | Provide a project title. |
| Project Abstract (600 characters max) | Provide a brief outline of the project purpose, priorities, scope of this opportunity, and grant beneficiaries. Beneficiaries include any communities, persons, or entities that benefit from this funding. |
| Fiscal Agent Information (optional) | Provide the name of the person who will serve as the Fiscal Agent of the grant if this person is different from the Project Director. This person will be included on communications regarding budget and accounting for the grant. |
| Fiscal Agent First Name | Provide the first name of the Fiscal Agent. |
| Fiscal Agent Last Name | Provide the last name of the Fiscal Agent. |
| Fiscal Agent Title | Provide the title of the Fiscal Agent. |
| Fiscal Agent Office | Provide the office of the Fiscal Agent. |
| Fiscal Agent Telephone Number | Provide the Fiscal Agent’s telephone number. |
| Fiscal Agent Telephone Extension | Provide the Fiscal Agent’s telephone extension number, if needed. |
| Fiscal Agent Email Address | Provide the Fiscal Agent’s email address. |

### Application Narrative

| Application Field | Instructions |
| --- | --- |
| **Executive Summary—***Executive Summary*  (1,250 characters max) | Provide an executive summary statement, containing the following:   1. The current status of the SSCE in the applicant LEA. 2. A summary of the theory of action (applicants will expand on this in the next section) which addresses how the LEA will promote access to effective service learning for students in grade twelve, with the goal of expanding access for high school graduates in obtaining a SSCE through service learning. 3. An approximate number of educators and students to be affected by this work. 4. How the LEA plans to use these funds to promote access to effective service learning for students in grade twelve, with the goal of expanding access for high school graduates in obtaining a SSCE through service learning. |
| **Executive Summary—***Funding Uses*  (select all that apply) | Which allowable uses for funding are you proposing over the course of the grant period (select all that apply):   1. Paid planning time for teachers to increase the use of service learning in instruction. 2. PD on service learning for administrators and teachers. 3. Purchase of instructional materials to help integrate service learning in instruction. 4. Participation costs, including materials or travel expenses related to service-learning activities. 5. Personnel costs for coordinating service learning at the LEA or a school site. 6. Participation costs associated with grant program evaluation. |
| **Theory of Action—***Theory of Action*  (2,700 characters max) | Articulate a theory of action which will support the goals of the grant to promote access to effective service learning for students in grade twelve, with the goal of expanding access for high school graduates in obtaining a SSCE through service learning. The U.S. Department of Education defines a theory of action as:  Exactly how a policy is intended to change behavior and improve outcomes is described in a theory of action. A theory of action is a logical argument of how a policy is intended to work; specifically, it is the logical sequence of steps and policy mechanisms that collectively influence one another to result in the long-term objective of the policy in question. If the stated purpose of the policy is the why, the theory of action depicts the how.  Additional information about a theory of action is available from the U.S. Department of Education web page, *Evaluating State Accountability Systems Under ESEA: Module 1: Theory of Action (September 2024),* available from <https://www.ed.gov/teaching-and-administration/lead-and-manage-my-school/state-support-network/ssn-resources/evaluating-state-accountability-systems-under-esea-module-1-theory-of-action>.  The theory of action should include responses to the following questions:   1. What are the LEA’s specific goals based on the needs of the LEA and any problems identified to be addressed? 2. How will the LEA identify participants for the activities of this grant? 3. How will the LEA ensure active participation? 4. What are the outcomes expected by the LEA as a result of the grant activities? |
| **Demonstrated Need—***Service-Learning Climate*  (1,250 characters max) | 1. Describe the general climate within your LEA as it pertains to civic engagement, service learning, and the SSCE for the past 12–24 months. 2. Describe student population subgroups that have been involved in these opportunities and the nature of their involvement. |
| **Demonstrated Need—***Equitable Access*  (1,250 characters max) | 1. Who are the students that would benefit most from achieving the SSCE through service learning? 2. What do you know about their academic, social, and civic experiences? 3. In what ways would a service-learning program help promote civic engagement and learning, including equitable access to the SSCE? |
| **Demonstrated Need—***Past and Ongoing Service-Learning Efforts*  (1,500 characters max) | Describe past and/or ongoing opportunities that exist for students to engage in service learning and civic engagement, including working towards a SSCE.   * If the LEA currently offers the SSCE, describe relevant local programming to offer the SSCE through service learning. * If the LEA does not yet offer the SSCE, describe service learning and civic engagement opportunities available to students that will form the basis of a local SSCE program. |
| **Proposed Activities—***Summary of Proposed Activities*  (2,500 characters max) | Proposed activities should reflect an understanding and integration of the five statewide SSCE criteria, and the definition of service learning as outlined in *EC* Section51475(d)(4).   1. Articulate the LEA’s proposed activities regarding how they will address the goals of the California Serves Grant Program. 2. Explain how funds will be used for eligible training, resources, and other activities to promote access to effective service learning for students in grade twelve, with the goal of expanding access for graduates in obtaining a SSCE through service learning. |
| **Proposed Activities—***Current Research*  (2,500 characters max) | 1. Describe how the applicant will leverage current research and work related to service learning and student civic engagement. 2. If the LEA proposes to implement PD and/or curriculum, detail which evidence-based strategies will be utilized. |
| **Proposed Metrics—***Measures and Data*  (2,500 characters max) | Grant recipients will be required to report to the CDE all of the following information:   * The number of participating pupils, schools * The demographics of pupils engaged in service learning as a result of the grant * The impact of the service performed by pupils and school staff as a result of the grant  1. Describe what other measures the LEA will use to assess pupil outcomes in the academic, civic engagement, and other learning objectives. 2. Identify the other types of data would you expect to see to demonstrate that effective service-learning programs are leading to expanded access to the SSCE. |
| Proposed Metrics—*Methods*  (1,500 characters max) | Describe the methods that will be used to collect the outcome data. |
| Proposed Metrics—*Capacity*  (1,500 characters max) | 1. Describe the LEA’s capacity to collect the identified outcome measures. 2. Explain how the LEA will handle internal administration of the grant, including personnel, record-keeping, and communication. |
| Proposed Metrics—*Process*  (1,500 characters max) | Describe the process the LEA will use to analyze and respond to the data collected to ensure optimal student and educator impact. |

### Electronic Signature

| Application Field | Instructions |
| --- | --- |
| **Project Statement of Assurances** | Please select the checkbox to declare:  I have reviewed the California Serves Grant Program Statement of Assurances and hereby certify that each of the requirements contained therein will be met. |
| **Signature by Authorizing Official** | The authorizing official should type their name in the field which will serve as a signature that certifies agreement with the statement below.  I hereby certify that, to the best of my knowledge, the information in this application is correct and complete. I support the proposed project and commit my organization to completing all of the tasks and activities that are described in the application. |

### Attachment Instructions

Required attachments will be requested at the end of the online application. The only attachments allowed are the required California Serves Grant Program Project Timeline and Proposed Budget. These files should be saved into a single zip file for uploading into the system as only one file may be uploaded per applicant. No additional information included in the zip file will be reviewed. The zip file size limit is 20MB.

## Appendix C: Budget Categories

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 California Commission on Teacher Credentialing (CTC). 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 CTC. List all classified project employees, including percentage 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. |
| **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, publications, and subscriptions 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, 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.  **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, trainings, and technical assistance activities. |
| 6000 | **Capital Outlay**  (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 LEA’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. This category also covers sites, improvement of sites, buildings, and improvement of buildings. |
| 7000 | **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 ICR web page at <https://www.cde.ca.gov/fg/ac/ic/>. |

## Appendix D: Project Statement of Assurances

### California Serves Grant Program

I support the proposed project and commit my organization to completing all of the tasks and activities that are described in the application. I also certify that each of the following requirements of the California Serves Grant Program Application will be met:

* A budget revision is required if expenditures exceed 10 percent of the authorized budget item total in the approved budget for a single year. The budget revision must be approved by the California Department of Education (CDE) before expenditures are made.
* All of the parties entering into this grant agree to be subject to the examination and audit of the State Auditor for a period of five years after final payment under the grant. Grantees agree to obtain a timely audit where required in accordance with applicable audit guidelines.
* All subcontracts or subgrants pursuant to this grant shall be subject to the examination and audit by the State Auditor for a period of five years after the final payment under the grant.
* Grantees will be adaptive, responsive, and work to ensure coherence with existing systems of support and professional learning within the state.
* Grantees will work to build the capacity of local educational agencies through professional learning, if applicable, aligned to the Quality Professional Learning Standards.
* Grantees will provide information and all reports according to the predetermined reporting schedule. Reports shall include at a minimum, activities accomplished; the impact of these activities; and the number of educators and school leaders, local educational agencies, and counties impacted by these activities.
* Ownership of any copyrights, patents, or other proprietary interests that may result from grant activities shall be governed by applicable state regulations.
* Grantees shall ensure that any new professional learning or course materials, including curriculum, developed as a result of this grant are available as open educational resources.
* Grantees commit to reviewing the Family Educational Rights and Privacy Act (FERPA) in relation to the proposed project. Information on FERPA is available on the U.S. Department of Education FERPA web page at <https://studentprivacy.ed.gov/ferpa>.
* The Project Director will gather educator and student release forms for videos, interviews (which may include focus groups), and observations, if applicable. The Project Director must gather agendas and minutes for meetings of the partnership, professional learning activities, and follow-up professional learning.

California Department of Education   
December 2024

1. . *Every Student Succeeds Act, Public Law 114–95—December 10, 2015. Pages 290-291. Authenticated United States Government Information, Government Publishing Office.* <https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf>. [↑](#footnote-ref-2)
2. . *Quality Professional Learning Standards.* (2015).California Department of Education, 13. [↑](#footnote-ref-3)
3. . College, Career, and Civic Life (C3) Framework. (2013). <https://www.socialstudies.org/sites/default/files/c3/c3-framework-for-social-studies-rev0617.pdf>. [↑](#footnote-ref-4)
4. . California History–Social Science Framework, *Appendix H: Practicing Civic Engagement: Service-Learning in the History–Social Science Framework*. (2017). <https://www.cde.ca.gov/ci/hs/cf/documents/hssappendixh.pdf>. [↑](#footnote-ref-5)
5. . *Evaluating State Accountability Systems Under the ESEA: Module 1: Theory of Action.* U.S. Department of Education. (2024). <https://www.ed.gov/teaching-and-administration/lead-and-manage-my-school/state-support-network/ssn-resources/evaluating-state-accountability-systems-under-esea-module-1-theory-of-action> [↑](#footnote-ref-6)