Bobcat RCO Assistance Grant
Request for Proposal (RFP)
2020-2021

Introduction | Overview of the Bobcat RCO Assistance Grant RFP

The Office of Student Involvement (OSI) is committed to building a sense of belonging and school spirit by helping student explore ways to get involved on campus, develop new leadership skills, and engage in meaningful experiences that will prepare them for the opportunities of tomorrow. We invite you to complete the following proposal form to request funding for your UC Merced undergraduate Registered Club and Organization (RCO).

The Bobcat RCO Assistance Grant is an opportunity for UC Merced undergraduate RCOs may apply for funding to support professional development, student develop, interpersonal connections, or membership/ recruitment programs/initiatives. The Bobcat RCO Assistance Grant contributes to student success by designing opportunities to increase sense of belonging, build community, develop critical skills, learn about the impact of assessment on creating meaningful programs and initiatives, and gain valuable grant proposal writing experience.

Funding Levels | Grant Award

Minimum Award: $500.00
Maximum Award: $1,000.00
Approximate Number of Awards for 2020-2021: Ten (10)
Funding: One-Time
One Grant per RCO per academic year

Requirements | Bobcat RCO Assistance Grant Criteria and Guidelines

The following Criteria are required of all eligible RCOs that submit a proposal:
- Recognized Club/Organization must be in good standing
- Agree to uphold UC Merced Principles of Community
- Alignment with OSI's mission, core competencies, learning outcome and the Division of Student Affairs (DSA) mission, vision and values
- Attend Information Session
    - October 7th, 5:30-6:30pm, Zoom
    - November 12th, 1-2pm, Zoom
- Meet with OSI at least one time (excluding information session) before submitting grant proposal
    - Proposal Support Sessions during OSI Office Hours or schedule an appointment
    - Fall 2020 Appointments: October 13 – November 1, 2020
    - Spring 2021 Appointments: January 26 – February 25, 2021
- Supports student success by selecting one of the four funding options
- Complete all sections of the proposal form
- Complete an Assessment using the guidelines found in this document

- Submit a final report and submit the report three weeks after the program/event
- Submit proposal at least **SIX (6)** weeks prior to the event date
- Funding cycle: During the 2020-2021 academic year (program/event must take place before "dead week")

If the proposal is accepted, RCOs must agree to the following guidelines:
- All advertising materials must include the OSI logo
  - Submit advertising for approval no later than three weeks before the event
- *Provide a final program/event report which includes
  - Impact summary of program/event
  - Number of attendees
  - Assessment and evaluation
  - Budget

*If the final report is not submitted three weeks after the date of the RCOs program/event, the RCO:
- Will not be eligible for future Bobcat RCO Assistance Grant funds.
- Status will be restricted to "frozen" for the upcoming Fall or Spring semester.
- Will not be eligible for leadership awards (local and national).

Given competing demands and limited resources, OSI cannot honor every request. We reserve the right to decline proposals. All funding decisions are final.

Funding Restrictions | Expenses not Allowed

The Office of Student Involvement will not fund the following (no exceptions):

- Any program/event that does not align with OSI's mission, core competencies, learning outcomes and the Division of Student Affairs (DSA) mission, vision and values
- Programs/events found in violation of state law and/or university principles of community, rules, regulations, policies, and procedures or activities.
- Research grants*
- Wage or salary
- Gifts to members** (Swag, incentives for your events, are acceptable)
- PPE (e.g. face coverings, hand sanitizer, etc.)
- Fundraisers***
- Donations to organizations
- Payment to members of the organization for services rendered to that organization
- Honoraria and/or salary or service payments to UC University faculty and/or staff

*Events/Activities associated with research are acceptable
**Swag, incentives for your events, are acceptable
***OSI supports funding the event used to raise funds for the RCO, however the RCO has to return the grant portion used if they raise above the amount of the grant award.

Common Language | Definition of Terms

To ensure applicants have a full understanding of this application process and co-sponsorship, it is important to understand some of the language we utilize.

Terms	Definition or *Example of Achievement (Source: CAS Standards for Campus Activities Program 2006)
Effective Communication	Writes and speaks coherently and effectively; Writes and speaks after reflection; Able to influence others through writing, speaking or artistic expression; Effectively articulates abstract ideas; Uses appropriate syntax; Makes presentations or gives performances.
Interpersonal Connections	A strong bond between two or more people refers to interpersonal relationship. Individuals sharing a interpersonal connection share common goals and objectives; Recognize the importance of interpersonal skills; Effectively apply active listening skills; Perceive and respond to the listeners interpersonal needs; Gain information about other individuals through interactions and communication; Build a context of understanding through effective communication; Demonstrate respect for others' viewpoints; Exhibit de-escalatory behaviors in situations of conflict. Receive, and reflect on, critical feedback from others; Give critical feedback effectively (non-threatening); Demonstrate acknowledgment and validation of the feelings, opinions, and contributions of others.
Meaningful Interpersonal Relationships	Develops and maintains satisfying interpersonal relationships; Establishes mutually rewarding relationships with students, faculty and staff members, friends, and colleagues; Listens to and reflects upon others' points of view; Treats others with respect.
Personal Growth, Integrity & Educational Goals	Personal growth is a lifelong process. It encompasses an assessment of skills qualities, goals in order to maximize potential; Sets, articulates, and pursues individual goals; Articulates personal and educational goals and objectives; Uses personal and educational goals to guide decisions; Understands the effect of one's personal and educational goals on others; Obtains a degree or credential; Produces personal and educational goal statements; Employs critical thinking in problem solving; Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Applies previously understood information and concepts to a new situation or setting; Expresses appreciation for literature, the fine arts, mathematics, sciences, and social sciences; Makes connections between campus involvement and curricular studies.
Transformative Leadership/ **Leadership Development**	Understands that leadership is a process rather than a position; Acknowledges that leadership is relationship-oriented; Understands that everyone has a leadership capacity and that styles vary; Engages in the leadership process; Is identified by others as a capable leader; Relates insights to the application of the leadership process; Recognizes the ethical components of leadership; Acknowledges that leadership behaviors depend upon context; Articulates leadership philosophy as it evolves; Comprehends and responds to group dynamics; Encourages group members to be engaged in serving the group; Engages in the leadership process; Is identified by others as a capable leader; Relates insights to the application of the leadership process; Recognizes the ethical components of leadership; Acknowledges that leadership behaviors depend upon context; Articulates leadership philosophy as it evolves; Comprehends and responds to group dynamics; Encourages group members to be engaged in serving the group.

Funding Categories and Request Options

INTERPERSONAL CONNECTIONS

Developing a cohesive and diverse campus community that prioritizes student wellness, expression, creativity and self-acceptance.

Example Events/Initiatives: Virtual Retreat, Brotherhood or Sisterhood event, etc.

Category:
Meaningful Interpersonal Relationships
& Personal Growth and Integrity

Category:
Meaningful Interpersonal Relationships
& Personal Growth and Integrity

MEMBERSHIP AND RECRUITMENT

Devoting and maintaining significant retention of student participation in student-ran organizations by increasing community, engagement, resources and support.

Example Events/Initiatives: Meet and Greet, Informationals, etc.

PROFESSIONAL DEVELOPMENT

Supporting students with resources, services and programs that increase their school performance and lead to higher achievement.

Example Events/Initiatives: Virtual Conference, workshops, etc.

Category:
Communication & Transformative Leadership

Category:
Communication & Transformative Leadership

STUDENT DEVELOPMENT

The creation of services and programs that diversity student experiences, enhances or develops skillsets,

Example Events/Initiatives: Trainings, Competitions, etc.

Terms:	Definition or Examples of Achievement
Registered Club and Organization	A Registered Campus Organization is an organization whose membership predominantly comprises students, faculty, and/or staff of a particular University campus, and that attains recognition as a Registered Campus Organization by complying with the requirements and procedures set forth in campus implementing regulations. Such regulations shall require that the organization furnish a written statement of its name and its purposes, signed by its officers or other authorized representatives, and that includes such other pertinent information as well as the campus may specify. Membership in a Registered Campus Organization shall be open to any student, consistent with the Nondiscrimination Policy Statement for University of California Publications Regarding Student-Related Matters, with the exception that membership in an officially recognized sorority or fraternity may be limited by gender. Membership in a Registered Campus Organization may be extended to individuals other than students, faculty, and staff, under conditions specified in campus implementing regulations. An authorized student government of a campus shall not be eligible for registration also as a Registered Campus Organization of that campus.

	Source: Student Code of Conduct, 70.10 Definition; Registration and Membership Requirements
Registered Club and Organization in Good Standing	A Registered Campus Organization in good standing has (1)Four officers, (2) one on-campus advisor, (3) completed registration re-registration process, (4) attended the RCO Bobcat Academy workshops, (5) paid or waived club registration fee and (6) compliant with MERCED Promise or Bobcat Pledge.
UC Merced Principles of Community	The UC Merced Principles of Community were developed by the Chancellor's Advisory Council for Campus Climate, Culture and Inclusion in collaboration with the campus community. These principles were issued on March 25, 2014. Download the [Principles of Community](#).
Collaboration **Co-sponsor**	Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of a group goal; Contributes as an active member of an organization; Exhibits effective listening skills. Co-sponsor- person, company, or other organization that is one of the two sponsors of an event or program/initiative.
Social Responsibility	Understands and participates in relevant governance systems; Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Participates in service/volunteer activities and understands the importance of civic engagement.
Sense of Belonging	*Sense of Belonging, Strayhorn:* In terms of college, sense of belonging refers to students perceived social support on campus, a feeling or sensation of connectedness, and the experience of mattering or feeling cared about, accepted, respected valued by, and important to the campus community or others on campus such as faculty staff and peers (Strayhorn, 2019, 4) *Sense of Belonging, Hurtado:* It is important to understand how students' internal sense of validation indicates whether the educational environment is inclusive whether staff and faculty proactively empower students for success (Hurtado, 2011, 54)
Welcoming	Going the extra mile in every interaction with students, faculty, and staff by providing friendly, knowledgeable, personalized and helpful connection; Listening, analyzing, and answering questions with a sense of importance, care, and the goal to resolve it; Assisting in an equitable, efficient, and organized way.
Mattering	Appreciation and respect for individual contributions, helping to reflect the diversity of thought, styles, and goals of the community; Working collaboratively to achieve a welcoming environment, sense of community, and student development focus; Making the most of opportunities for significant interaction.
Connecting	Engaging in campus and community experiences; Getting involved and helping others to get involved; Building a network of support among peers, faculty and staff; increase the sense of community and affiliation with campus departments; Embracing and modeling UC Merced Principles of Community.
Problem Statement	What is the main **problem** you are trying to address? You can also think about what learning and insights do your members/target audience need and **why** do they need it? If they don't get this knowledge, what non-desired outcomes are at stake?
Assessment and Evaluation	The *periodic* review and reflection of data in order to identify how well your program is: 1) producing outcomes 2) being delivered with high quality.

The link to submit a proposal is at the *END* of this document.

REQUEST FOR PROPOSAL APPLICATION

Step 1
Applicant Information| Getting to know the RCO

Registered RCO Name:	Primary RCO Contact UC Merced Email:	On Campus Advisor Name:
Primary Contact Name:	Primary RCO Contact Phone Number:	Role of RCO Advisor on Campus:
Primary Contact Role in RCO:	Secondary RCO Contact Name, UC Merced Email and Best Contact Number	On-Campus Advisor UC Email address and Best Contact Number:

Step 2
Type of Funding Request| Select the Category and Type of Funding Request

Select Category:	Select one Funding Request Option:	Indicate the Program/ Event Type:

Step 3
Program/Event Information| Program/Event Details

Proposed Program/Event Title:	New Event or Past Event:	Requested Amount:
Problem Statement:	RCO support of OSI Learning Objective: Sense of Belonging- Welcoming, Connecting, Mattering:	Intended Outcome:

Guidelines & Support
Problem Statement | Ensuring your work is relevant and Needed

Based off of your feedback from members and campus community, data from previous event, data on campus climate and demographics, what is the main **problem** you are trying to address? You can also think about what learning and insights do your members or target audience need and **why** do they need it? If they don't get this knowledge, what non-desired outcomes are at stake? What **outcome** do you expect to see?

Problem Statement:

You can think about it as: *"As a result of participating in the RCO XXXX experience, participants will… "*
(One outcome is required)

Outcome 1:	
Outcome 2:	
Outcome 3:	

EXAMPLE
Data: "40% of UC Merced students who sought services from CAPS in 2018-2019 reported high levels of **loneliness**."

Problem: High levels of students feeling lonely on campus

Optional Goals: (1) Students know where to get on and off campus resources to reduce loneliness *(2) Students build meaningful peer and campus connections.*

Selected goal: #2- *Students build meaningful peer and campus connections*

Hypothesis**: IF** we provide a **concert experience** where students are provided empowering ways to build connections with each other and campus staff **THEN** student will build meaningful peer and campus connections.

EXAMPLE
Outcome 1: Students will meet someone new today that they plan to stay connected with.

Outcome 2: Students will feel more connected to campus after the event.

Outcome 3*:* Students will recall one of the messages (e.g. #Bobcats Together #You Matter, etc.) from the event*.*

Guidelines and Support
Student Learning | Designing to promote intended learning outcomes

This section will help you identify what type of learning you intend on cultivating with your audience. It also serves as the outline to meet the problem statement you've just stated. It is **critical** you have a clear understanding of how the Office of Student Involvement operationalizes "*Sense of Belonging"* and the subcategories of welcoming, connecting, and mattering. The following "steps' help guarantee your event/activity/workshop or program is undeniably in alignment with the learning objectives of the Office of Student Involvement.

Guidelines and Support
Event/Activity/Workshop Topic Category – what concepts will you be targeting?

Review the table below. To successfully respond to your problem statement, which learning categories will you be tackling? Consider OSI's **CORE** topical areas and put an "x" in the small box in front of it. Note: by selecting the core three, this does not mean that your material will not cover other areas. However, by selecting three, you will be designing with adherence to clearly identifiable outcome areas.

Office of Student Involvement's Core Outcomes		
SENSE OF BELONGING		
(Check all that apply)		
Welcoming	Mattering	Connecting
Inclusive	Confidence	Networking
Safe	Relevant – best practices	Emotional Intelligence
Self-Authorship	Visibility	Communication
Campus Awareness	Meaningful	Resources

The extra spaces are intentional. If there are areas that emerge, add them. This list should be dynamic.

Recommendation: This program/event should align with the following Division of Student Affairs (DSA) Learning Objectives. Please note the following categories that are critical for student development:

Agency	Civig Engagement & Responsibility	Confidence in One's Ability	Effective Communication	Impact on Others
Leadership	Resiliency	**Sense of Belonging**	Sense of Self	Teamwork

Guidelines and Support
Learning Outcomes connected to Student Success at UC Merced

The problem statement is critical to identify **outcomes** – the change your target audience experience through your program/event. By the end of the experience, participants should walk away with something important, a type of learning clearly in alignment with the RCO's goals. Whether they gain knowledge, build a skill, shift their attitudes and perceptions, acquire a new status/condition/tool, you need to identify an outcome that is connected to your problem statement.

Step 4
Target Audience| Intentional outreach and skill development

Target Audience:	Number of participants:	Collaborations or Co-sponsorship:
Marketing and Communication:	Confirm Reading RFP:	Confirm Understanding of RFP:

When thinking about your outcomes, you also need to consider your **target audience**. Are they freshmen? Seniors? Non-traditional students? Student leaders? Another campus stakeholder group? By identifying them, you will also get an idea of what are appropriate outcomes to go for, an introductory type of experience or advance learning. Name the target audience below and go back to those outcome statements. Are they in alignment?

Considering your audience context, revisit the core 1-3 outcomes participants should have at the end your program/events, the change they will have. These outcomes must describe what they will learn and what should they be able to do with this new and relevant information.

You can think about it as: "*As a result of participating in this RCO experience, participants will... "*

Revised Outcome 1:	
Revised Outcome 2:	
Revised Outcome 3:	

Important note: At this point, you are likely to start "knee jerking" to implementation – "what & how". While natural, try to pause the urge to think about what the RCO should do to achieve the outcomes. At this moment don't "jump out" ahead and put the planning off course of the outcome. If there is an inclination to think about "how" to get a plan executed, you are moving away from designing.

Learning can occur in many different ways. In the classroom setting, most are familiar with the lecture, where a high volume of detail information is presented to you and is reinforced through readings, assignments, and other practical applications. In the context of co-curricular experiences, there is a wide variety of instructional tools also available to help attain expected outcomes.

To ensure an engaging experience, it is important to consider, identify, and select the instructional tools that are most in line with your outcome. Please check out the comprehensive list at http://adprima.com/teachmeth.htm to understand the pro and cons of different instructional methods.

Be sure to pick the ones that most make sense to your learning outcome/objectives. For example, you wouldn't pick a panel if you are trying to teach a group how to fill out a form and process it. You may consider a case study analysis if you are trying to encourage leadership skills. You may couple a few of these together.

Given the outcome, target audience, and size of your group, what instructional approach will you incorporate into your event/activity/workshop? Put an "x" in the top 1-2 strategies. Again, the ones you select are the main instructional vehicles. You may have secondary approaches integrated, if of course, the outcome requires it.

Instructional Approach *Which instructional approach helps you get the outcomes you need?*

	Lecture [Direct Teaching]		Group Discussion
	Video or other media		Case Study Analysis
	Website/Application Walk Through		Hand-on Practice
	Panel		Editing and Drafting
	Conference-style Posters		Keynote Speaker
	Other:		

Guidelines and Support
Required Resources and Partners

Go back to revisit the outcomes, target audience, and review the selected instructional approach. In order to attain success – your outcomes – what resources will you need? Think space, people, content, etc. Do you need other RCOs or campus partners to contribute to the experience? What type of outreach and communication resources would you need to recruit your audience?

Guidelines and Support
Designing the Experience, Curriculum Outline/ Internal Agenda and Partners

Use the following agenda outline to help you think about the "flow" of the experience. To help ensure the learning is manageable and student-centered, this outline is recommended to maximize engagement and outcome levels. Also, it helps with time management because "bulking" sections into a certain distribution of time, you help the audience know where to focus and what they should walk away with.

Create your curriculum outline/internal agenda here that has all of your talking points, activities, etc. When done, consider creating a public facing agenda with only high-level details and relevant logistical details such as start time, room location, learning objective, etc. The latter is audience facing – the internal one is for you.

Curriculum outline/internal agenda
1. Warm Up / Opening Event/Ice Breaker—What is the first activity participants will do to prepare for the program/event's main message? *(15% of your experience's time allocation)*

2. Program/Event Main Content—What are concepts, principles, theories, definitions, vocabulary, skills, etc. that you are teaching participants? This section is critical for your outcomes. *(40% of your experience's time allocation)*

3. Main or Featured Activity—How are you actively engaging participants to put the content into practice? This section is critical to reinforce your outcomes by clarifying, challenging, and making sense of the content *(20% of your experience's time allocation)*

4. Closing Activity—What is the plan to wrap up the program/event and bring the session to a close? This helps you reinforce your learning outcomes (*15% of your experience's time allocation)*

5. Evaluation and Next Steps— At this point, distribute the assessment/evaluation tool. Share what resources can participants use to deepen their understanding of the topic. Explain your follow up plan. *(10% of your experience's time allocation)*

Important note: The time you have to execute this experience matters. You have to know how much time you are given before you delve into the curriculum and make the professional decision of how much ground you can cover effectively and meaningfully. Go back to your outline. Are your outcomes clearly addressed? Can you accomplish this within the time allocated? Did you plan for unexpected scenarios that need time?

Step 5 (NOT submitted with Proposal link. Must be submitted after meeting with Bobcat RCO Assistance Grant staff.)
Assessment and Evaluation | Ensuring participants are truly learning and receive a quality experience

At the end of every audience-facing activity, an assessment and evaluation are needed. Why: 1) assess how much of your outcome was attained and 2) gain direct feedback on how to improve this experience. This helps you systematically understand your impact and helps you connect the parts of your experience that helped you attain it.

Vocabulary Reminder: In essence, **assessment** - the *periodic* review and reflection of data in order to identify how well your program is: 1) producing outcomes 2) being delivered with high quality. When deciding whether something is good/bad, you are conducting an evaluation and making a judgement call.

Important note: Depending on your event, certain data may be required to make sense of your impact. For example, you may want to do a first-generation experience and keep track of "number of years at UC Merced" and "race/ethnicity".

Here are some example assessment questions connected to Sense of Belonging. Once your office identifies the most pressing questions to monitor over the academic year, you should include these questions within **ALL** implemented activities.

- I feel welcomed in this space
- I met new people today
- I meaningfully connected with others
- I felt visible at this event

- I felt staff cared about me today
- I've learned more about myself today
- This experience increased my pride for UC Merced
- and...

When it comes to assessment questions connected to knowledge, skills, or behaviors, you can formulate those like a quiz, where the audience should be able to select the right answer. Thus, you can create these from your curriculum outline/internal agenda.

Your Assessment/Evaluation Tool

The tool you use to collect information on student learning and outcomes can incorporate a variety of areas that you wish to better understand. For the tool itself, you may want to use a survey, paper form/questionnaire, anonymous feedback/snowball, document/assignment review, etc. You need to have this created before you execute this program, event, activity – if too much time passes by, the quality of data is subject to a lot of error, which leads to faulty data.

Please note the recommended assessment/evaluation tool with the type of outcomes you are hoping to attain.
- **Knowledge and Skills:** Content Learning and Recollection [Pre-Post Test], Assignment Rubrics
- **Attitude and Perceptions**: Qualitative Sharing, Perception/Mindset Growth [Likert Scale]
- **Behavior**: Journals/Logs, Trackable Metrics
- **Quality:** General Satisfaction-of-Experience Feedback.

Important note: Your outcomes are fully connected with the quality of the execution of the event. In the event your data shows that you have not attained the outcomes you desired at the level you were looking for it, ask your participants to also give you feedback on data connected to quality improvement. At first these may feel uncomfortable because it may feel as it its opening a door to critique you as a person. We strongly invite you to look at this feedback as a powerful way for you to strengthen your capacity and skill to attain desired outcomes.

Depending on what "quality control" area that is of interest to you, consider asking the following quality improvement questions.
- Was the length of this experience appropriate given its content?
- Was the time and date offered accessible?
- How would you rank this experience "engagement level"?
- I felt the presenter(s) were knowledgably [Agree-Disagree]
- The presenter(s) had great energy

- I would recommend this experience to a friend [Agree-Disagree]
- Was this experience well-advertised?

Be ready to collect your assessment and evaluation data:
- What tool will you be collecting this information and how will you do it?
- At what meeting will you review this data?
- What student data is available via Institutional Research?
- Is the length of your collection instrument reasonable for the event, activity, or workshop?
- What decision makers will receive this data and how will you ensure they understand its context?
- When do you plan on letting participants know what you've heard and learned?

Student Retention | Continuous, data-informed learning through excellent design and implementation

At large, the goal of the Office of Student Involvement (OSI) is to provide and help RCOs offer programming that addresses students' academic, career, and personal goals. With the charge of supporting success through outcomes, programming must combine clear student learning outcomes to experiences and exchanges that cultivate a sense of belonging, relationships, and love (e.g. care, empathy, active listening, etc.).

It is very difficult to attain student outcomes without evaluative tools of anchoring on a problem statement, knowing your target audience, stating clear outcomes, having strong learning objectives, developing an intentional curriculum, and – most importantly –collecting student feedback. By following this process, implementers (e.g. RCOs, Departments) are equipped with a design plan and corresponding student data to help drive responsible decision making.

As implementers, the lens of outcomes falls on how students report back the value of the experience, on how they report back the learning that they gain. Also, how many students served and what contextual information known about them helps tell a rich story of how student development occurs within OSI at UC Merced. When there is much to do, it's natural to fall into the pressures of implementation and sidestep design and assessment and evaluation. However, it is critical to understand that outcomes are attained through both intentional design and high-quality implementation.
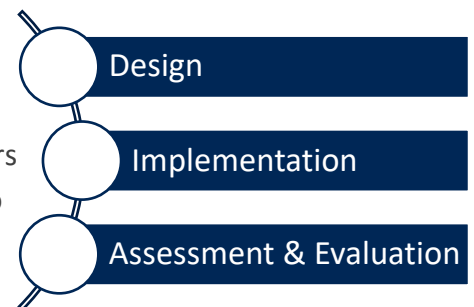
Design

Implementation

Assessment & Evaluation

Figure 1: All three yield student outcomes

13

Step 6

Budget | Budget Breakdown

Access and the RCO budget Template using the link below. Upload the budget breakdown.
Name the file: RCO Name FUND CATEGORY Date. *EXAMPLE: SAS studentdevelopmentproposal 6oct20*

Link to Budget Template: https://studentlife.ucmerced.edu/event-planning-budget

Step 7

Submit the Proposal | Electronic Application Submission

Proposals are reviewed by-weekly starting mid-October 2020. See the deadlines below for submissions per semester.

Click here, **Bobcat RCO Assistance Grant**, to submit your application.

Fall Deadline: November 2, 2020, 11:59pm
Spring Deadline: March 1, 2021, 11:59pm

DISCLAIMER

The information contained in this Request for Proposal document ("RFP") or subsequently provided to RCOs or "Applicants", whether verbally or in documentary or any other form by or on behalf of OSI or any of their employees, is provided to RCOs on the terms and conditions set out in this RFP and such other terms and conditions subject to which such information is provided.

This RFP is not an agreement and is neither an offer nor invitation by the OSI to the prospective RCOs or any other person. The purpose of this RFP is to provide interested parties with information that may be useful to them in the formulation of their Proposals pursuant to this RFP. The assumptions, assessments, statements and information contained in this RFP, may not be complete, accurate, adequate or correct. Each Applicant should, therefore, conduct its own investigations and analysis and should check the accuracy, adequacy, correctness, reliability and completeness of the assumptions, assessments and information contained in this RFP and obtain independent advice from appropriate sources.

OSI also accepts no liability of any nature whether resulting from negligence or otherwise however caused arising from reliance of any Applicant upon the statements contained in this RFP. This RFP can be revised and updated at any time. OSI may in its absolute discretion, but without being under any obligation to do so, update, amend or supplement the information, assessment or assumption contained in this RFP. ALL FUNDING DECISIONS ARE FINAL.