Welcome to the Culturally Specific After School Learning Webinar!

As you enjoy some music, in the chat please share your name, the organization you represent, and what superpower you would choose and why.

We will begin our webinar promptly at 3:30

Oregon Department of Education

2022-24
Culturally Specific After School Learning (CSASL)
Program Grants

February 21, 2023

This grant provides opportunities for culturally affirming and enriching after school learning programs for students, including focal students.

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Goal:

- **Review the Culturally Specific After School Learning (CSASL) application**
- **Capture questions and help clarify any wonderings or concerns you may have**
- **Introduce the team, our support, and your single point of contact**

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Point of Clarity

- **Attachment D**
  - **If you are a community-based organization or early learning provider, it may be possible to advance a percentage of the total grant award at the outset of the grant. Please indicate if you will request an initial upfront grant payment of your total allocated amount by checking the box in the next column. If so, further payments will be dispersed upon approval of financial and narrative reports.**
- **SMARTER Goals**
  - **Page 13 #4**
    - **Specific, measurable, achievable, relevant, time-bound, evaluated, and readjusted where/when needed (S.M.A.R.T.E.R.) Project goals.**
  - **Page 14 #1-2**
    - **Multi-year S.M.A.R.T.E.R. project goals**
    - **Project activities that clearly align and support achievement of S.M.A.R.T.E.R. project goals**

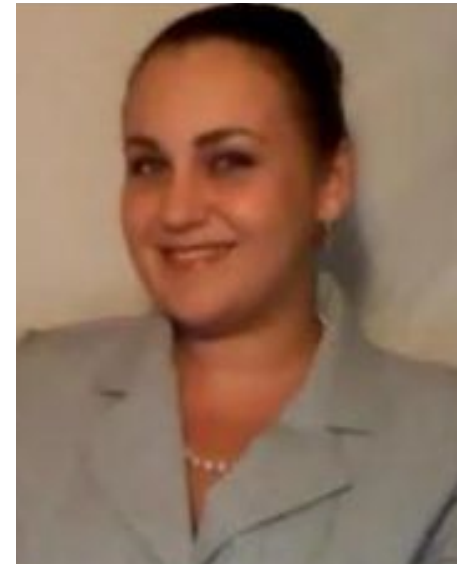# Our Equity Diversity and Inclusion (EDI) Support System

Deb Lange
Assistant Superintendent

Laura Lien
Director

Mariana Praschnik-Enriquez
Office Team Lead & EL Equity
Education Program Specialist

MEET OUR CSASL TEAM

April Holmes

CSASL Program Coordinator

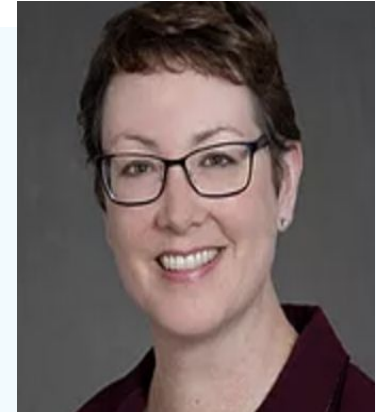**DeAndra Brooks**

CSASL Grant Manager

Tamara Neeley

CSASL Team Support

Tim Beaver
Single Point of Contact
Senior Contracting Officer - Procurement Services /Office of Finance and Technology

Cynthia Stinson
Senior Manager - Strategic investments and Pandemic Renewal

AGENDA

➜ **Housekeeping**

➜ **Procurement**

➜ **Elementary and Secondary School Emergency Relief Fund III/Insurance**

➜ **Four Pillars**

➜ **Three Dimensions of Equity**

➜ **Funding Amounts and Grant Eligibility**

➜ **Grant Evaluation**

➜ **Budget Table**

➜ **Project Requirements**

➜ **How to Apply**

➜ **Timeline**

Submit your questions or requests for clarification *to the SPC listed below*

by 5:00 p.m. February 24, 2023

How To Apply

Oregon Buys #: S-58100-00005730

[State of Oregon - Bid Solicitation (oregonbuys.gov)](oregonbuys.gov)

Submit your application through [ODE's Secure File](#)Transfer Process by

3/10/2023 at 3:30 PM

All materials will be submitted to Single Point of Contact (SPC):

Tim Beaver

Tim.Beaver@ode.oregon.gov

According to **RFA Section 3**

Elementary and Secondary School Emergency Relief Fund III (ESSER III)

Why?

"Students and teachers are simply exhausted."

"Emerging stronger post-pandemic"
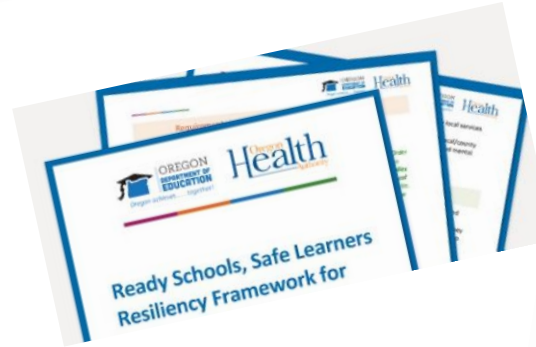
"Capacity building for the future"

Oregon governor issues executive order to reopen all public schools by April

by KATU Staff | Friday, March 12th 2021

## Oregon Governor Announces Closure Of Public Schools For Rest Of School Year

By Dirk VanderHart (OPB)
Portland, Ore. April 8, 2020 1 p.m.

Ready Schools, Safe Learners Resiliency Framework for

Students came back from the pandemic different. What happened?

Mia Ryder-Marks   March 16 2022

As students jump back into pre-pandemic schooling, teachers face the most challenging year of their careers.
Pamplin Media Group special report
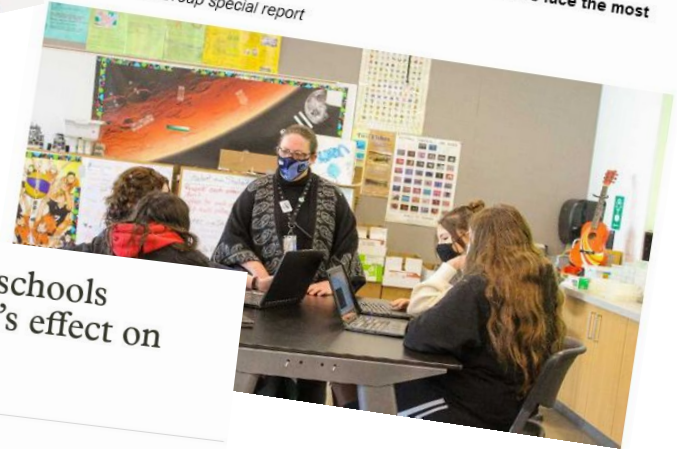
HEALTH
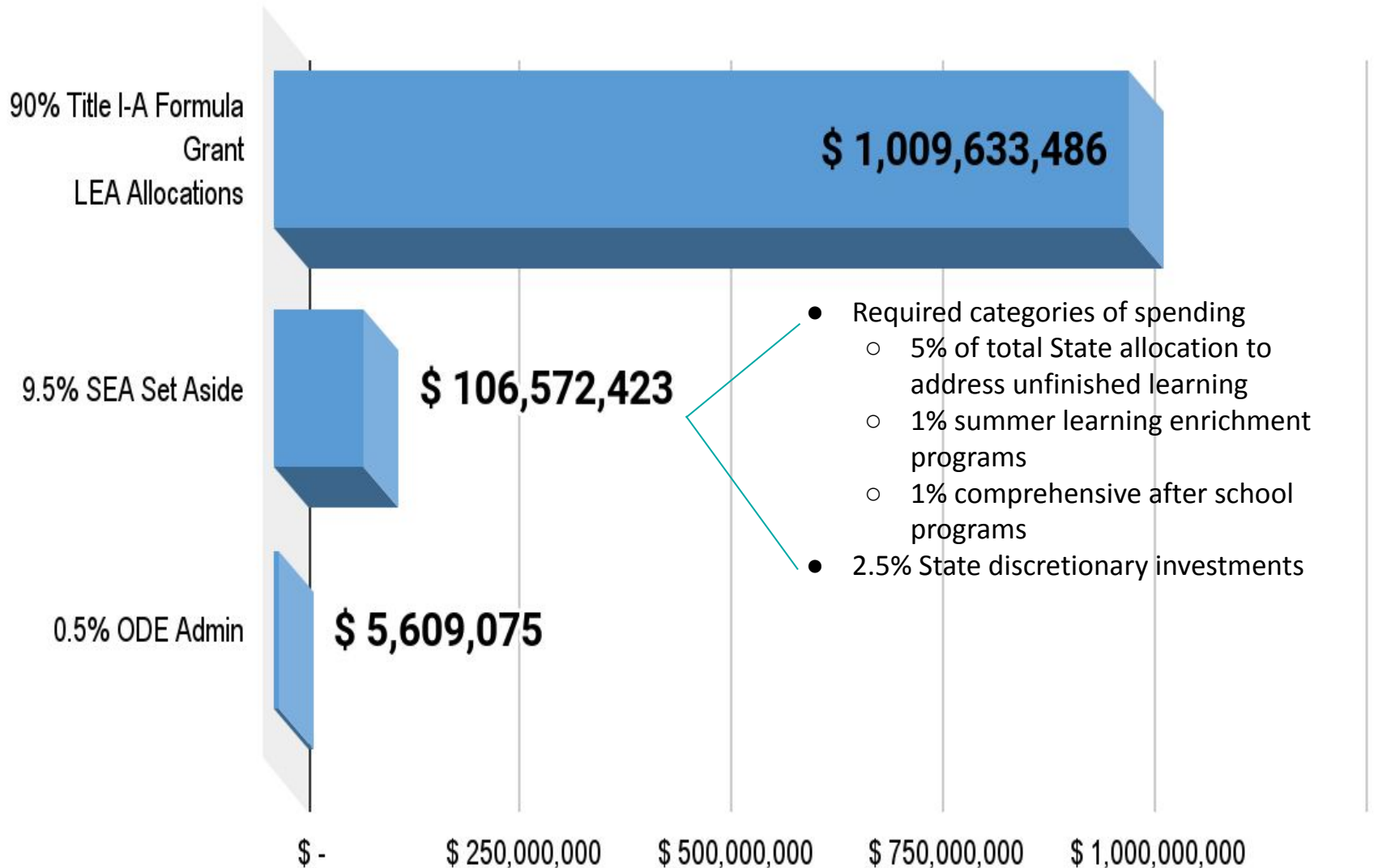## COVID-19 updates: Oregon schools continue to confront omicron's effect on staff and students

By Rob Manning (OPB)
Jan. 17, 2022 3:25 p.m. Updated: Jan. 18, 2022 6:05 a.m.

A letter from 36 school nurses questions the relative health and safety of school buildings in Oregon's largest district.

ESSER III background

ESSER III Funding to Oregon

90% Title I-A Formula Grant LEA Allocations — **$ 1,009,633,486**

9.5% SEA Set Aside — **$ 106,572,423**

- Required categories of spending
  - 5% of total State allocation to address unfinished learning
  - 1% summer learning enrichment programs
  - 1% comprehensive after school programs
- 2.5% State discretionary investments

0.5% ODE Admin — **$ 5,609,075**

$ - $ 250,000,000 $ 500,000,000 $ 750,000,000 $ 1,000,000,000

Insurance Coverage Requirements

- Oregon has very specific insurance coverage requirements for organizations working with children.
- See Section 5.2.2 and Attachment A, Exhibit B for specific information.
- Strongly recommend that you contact your insurance provider when you decide to apply for the grant. It may take some time for them to be able to provide you a quote.
- ODE will not be able to finalize (execute) a grant with your organization without proof that insurance requirements are already met.
- Be sure to write the insurance costs into your grant application.

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Program Specific Definitions

➔ **After School Learning**

➔ **Focal Students**

➔ **Culturally Specific Organization**

➔ **Community-Based Organization**

According to **RFA Section 2.2.1.1**

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The Culturally Specific After School Learning program seeks to provide programming that is anchored in four (4) essential pillars of practice:

Addressing unfinished learning through academic and mental health supports

Culturally affirming practices, including cultural identity development.

Giving back to the community

Leadership and Self-Advocacy skills

According to **RFA Section 2.4.2**

Addressing unfinished learning through academic and mental health supports

➔ Evidence-based strategies to identify and address gaps in learning
➔ Cultivate a sense of confidence and achievement
➔ Increase student achievement and comprehension
➔ Create systems for educators to supplement and/or enrich student learning

According to **RFA Section 2.4.2**

STRATEGIES TO SOLVE
Unfinished Learning

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Photo by The Education Trust

Culturally affirming practices, including cultural identity development

➡ Provide opportunities to learn about culturally specific history and past events

➡ Increase knowledge and understanding

According to **RFA Section 2.4.2**

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Cultivating leadership and self-advocacy skills

Self Awareness

Problem Solving

Critical Thinking

Communication

Relationship Building

Goal Setting

According to **RFA Section 2.4.2**

Giving back to the community

➔ Cultivate a strong sense of comfort and **confidence in families**

➔ Develop **positive relationships with families**

➔ **Increase a meaningful connection**

According to **RFA Section 2.4.2**

Three Dimensions of Equity

Multicultural Education

Activities and strategies that celebrate the diversity of students.

Social Justice Education

Tools to understand historical events, policies, and practices

Culturally Responsive Practices

Build resilience and academic mindsets by pushing back on dominant narratives about people who hold marginalized identities.

Photo taken by the University of Washington

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According to **RFA Section 2.4.2**

Please take this time to put any questions you may have in the chat!

Funding Amounts & Grant Eligibility

Funding Amounts

The CSASL grant will be funded through September 30th, 2024.

The amount of each Grant is anticipated to be **between $100,000 and $750,000** for the term of the Grant, relative to scoring and ranking. (according to RFA Section 1.2)

Funds will be dispersed on a reimbursement basis.

Organizations who began implementation of their program beginning on **September 1, 2022** are eligible for reimbursement after providing proper documentation.
(according to RFA section 7.1.3)

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Grant Eligibility

To be eligible for a Grant under this RFA, Applicants must be:

➔ A Community-Based Organization;

➔ A Culturally Specific Organization;

➔ An early learning hub or an early learning provider;

➔ A school district;

➔ A charter school;

➔ A Tribal Government;

➔ An Education Service District;

➔ A post-secondary institution of education;

➔ A partnership of these entities.

According to

RFA Section 1.3

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CSASL Grant Evaluation Criteria

According to

RFA Section 4.2

Application Materials

All application materials can be found on
Oregon Buys using
Bid Number

S-58100-00005730.

Application Materials:

- The evaluation team will not access links included in the application.

- All responses to the RFA must be written out directly in the application to be considered.

- All information beyond the maximum page allowed will be redacted and not considered or scored during evaluation.

- Page limits are maximums. There is no minimum length for responses.

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EDUCATION

APPLICATION POSSIBLE SCORES

Category	Maximum Points Possible
Applicant Information	10 points
Regions Where Services Will Be Provided	2 points
Equity, Diversity, and Inclusion	15 points
Project Description	10 points
Student and Community Engagement	5 points
Performance Measures and Evaluation	10 points
Project Roles	5 points
Budget Table	Unscored*
Total Points Possible	57 points

* Unscored sections are still required for an application to be considered responsive; incomplete applications will be considered non-responsive and may be rejected.

Grant Evaluation:
Applicant(s) Info: 10 points

According to
RFA Section 4.2.1

Applicant Information:

Maximum Possible score: 10 points (Please see Section 4.2.1 of RFA)

Applicant Name:	Click or tap here to enter text.
Applicant Mailing Address:	Click or tap here to enter text.

Organization Type (choose one; see Section 1.3 for eligible entities):

☐ Community-Based Organization

☐ Culturally Specific Organization

☐ Tribal Government

☐ Other (specify below)

Click or tap here to enter text.

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Grant Evaluation:
Applicant(s) Info: 10 points

Will your project be in partnership with another eligible organization?

☐ Yes   ☐ No

Name and Type of Partner Organization:

Click or tap here to enter text.

Does the Applicant currently hold any other ODE grant awards?

☐ Yes   ☐ No

If yes, provide below a disclosure of other ODE grant funds awarded to Applicant's organization and how the work described in this application serves a different group of students and/or regions than the work funded through other ODE grant dollars, along with start and anticipated end dates for each.

Disclosure:

Click or tap here to enter text.

According to
RFA Section 4.2.1

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Grant Evaluation:
Regions Where Services Will Be Provided: 2 points

Region Where Services Will be Provided

Maximum Possible score: 2 points (Please see Section 4.2.2 of RFA)

In this section, Applicants must specify the region in which they will be applying and delivering services. Applications will be reviewed and scored regionally – Northwest, Southwest, Metro, Central and East.

If an applicant provides services in more than one region, points will be awarded to the region with the largest funding/ service gaps

Region(s) served by the project: *(See map below for region numbers)*	Click or tap here to enter text.
County(ies) served by the project:	Click or tap here to enter text.
School district(s) served:	Click or tap here to enter text.
School(s) served:	Click or tap here to enter text.

Region Points

1. **Southwest:** Coos, Curry, Douglas, Jackson, Josephine, and Lane counties.
2. **Northwest:** Benton, Clatsop, Columbia, Lincoln, Linn, Marion, Polk, Tillamook and Yamhill counties.
3. **Metro:** Clackamas, Multnomah and Washington counties.
4. **Central:** Crook, Deschutes, Gilliam, Hood River, Jefferson, Klamath, Lake, Morrow, Sherman, Wasco, and Wheeler counties.
5. **East:** Baker, Grant, Harney, Malheur, Umatilla, Union and Wallowa counties.

According to
RFA Section 4.2.3

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Grant Evaluation:
Equity Diversity and Inclusion: 15 points

Assessing the extent to which the Applicant organization is structured to provide services and/or engage with its local communities to align with the vision and desired outcomes of the CSASL Program.

➔ Example(s) and/or vision of high-leverage efforts

◆ around **leadership development,** and advocacy specific to Students

◆ in **Culturally Affirming practices** including cultural identity development (refer to section 2.4.2)

➔ A description of

◆ how Applicant organization's **mission, vision, and purpose** is centered in a pursuit of educational equity

◆ the **needs assessments** employed to determine the needs of communities that are intended to be served;

◆ how evidence (data, results, findings) has been or will be gathered to demonstrate operationalization of equity, diversity, and inclusion to cause positive outcomes for Focal Students.

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Grant Evaluation:
Project Description: 10 points

According to

RFA Section 4.2.5

➔ An overview indicating how the Project will **meet the vision, values, and desired outcomes** of the Program;

➔ Activities table(s) that describes how **actions, timelines, and outcomes will meaningfully work to successfully meet the goals and all four of the CSASL Program's four essential pillars of practice**

Grant Evaluation: Project Description: 10 points

Activities table(s) that describes how actions, timelines, and outcomes will meaningfully work to successfully meet the goals and all four of the CSASL Program's four essential pillars of practice

Pillar #1: Addressing Unfinished Learning through Academic and Mental Health Supports

Pillar #2: Culturally Affirming Practices, Including Cultural Identity Development

Pillar #3: Leadership and Self-Advocacy Skills

Pillar #4: Giving Back to the Community

Pillar #						
Activities	Dimensions of Equity Addressed	Intended recipients (which focal student group(s), ages, numbers of students)	Timeline	Measurable Outcomes	Organization/ Partner/ Project Role	Estimated Cost

Grant Evaluation

Student & Community Engagement
5 points

➔ To what extent does your program **engage focal students and community** in the design, implementation and direction of the project?

According to
RFA Section 4.2.6

Performance Measures & Evaluation
10 points

Existing and/or proposed

➔ **Progress and performance measures**
➔ **Monitoring & evaluation** process(es) that use(s) feedback and data in real-time to inform Project goals;
➔ **Strategies** to communicate progress of the Project

According to
RFA Section 4.2.7

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Grant Evaluation

Project Roles

5 points

According to
RFA Section 4.2.8

➔ Existing **roles and/or new positions**

➔ A description of the **purpose of roles** and how they will specifically support the Project

➔ A description of **total full time equivalent (FTE) and cost for staff identified, retained, and/or hired** for the implementation of the Applicant's Project

Budget Table

Unscored

According to
RFA Section 4.2.9

Table that is aligned and tailored to Project activities, strategies, goals, and desired outcomes (Attachment D)

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Budget Table Categories

Staff
- **Salaries**
- **Benefits**

Professional Development
- **Training, Continued Education or other associated cost**
- **Curriculum Materials**

Travel
- **Instate Travel**
- **Lodging**

Supplies and Equipment
- **Office & instruction supplies solely used to execute project activities**

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Budget Table Categories

Student Direct Support & Incentives

- **Focal Student Activities**
- **Transportation**
- **Participation incentives or stipends**
- **Outsourced Counseling Support**

Family and Community Engagement

- **Transportation**
- **Participation incentives or stipends**
- **Leadership Development or training**

Partnerships

- **If applicable, indicate how much funding will be redistributed to Project partners. Please add rows for additional partners.**

Administrative or Indirect Cost

- **Cost incurred for project activities that also benefit and serve other activities within the organization**

Please use this time to put any questions you may have in the chat!

Project Requirements

Participate in regular check-ins, professional development, evaluation activities, and technical assistance with the Program and Agency Grant Manager and Program Manager.

This includes but is not limited to:
➔ Mid-year check in
➔ End of year check in

Data subject to evaluation includes but is not limited to:
➔ Program outcome data
➔ Local metrics that support outcomes identified in project description
➔ Student counts
➔ Successes and challenges

Project Requirements

Applicants awarded a Grant will be required to:

Submit report on expenditures to Agency grant manager via Smartsheets providing details that include but are not limited to:

-Quarterly expenditures aligned to budget categories identified in the approved budget

-Brief narrative describing how expenditures support project goals and implementation of program

Progress Measures and Evaluation

➔ How will you measure and report towards identified Project goals?

➔ How will you use feedback in real-time to inform your Project goals?

➔ How will you communicate progress of the Project to your community and stakeholders?

How to Apply

Application materials are available on Oregonbuys.gov

Oregon Buys #: S-58100-00005730

State of Oregon - Bid Solicitation (oregonbuys.gov)

Submit your application through ODE's Secure File Transfer Process by

3/10/2023 at 3:30 PM

All materials will be submitted to our SPC: **tim.beaver@ode.oregon.gov**

➔ Follow the instructions provided on the secure file transfer website.
➔ Multiple files must be compressed (zipped) into a single folder for submission.
➔ **Only complete Applications <u>submitted by Closing</u> will be evaluated and scored.**

Oregon Department of Education

CSASL Timeline

CSASL Webinar

February 21, 2023

3:30-5:00 p.m.

Questions / Requests for clarification due to CSASL SPC

Tim Beaver

February 24, 2023

5:00 p.m.

Applications Due

Oregon Buys #: S-58100-00005730

March 10, 2023

3:30 p.m.

Issuance of Notice of (intent to) award (approximate)

April 6, 2023

Oregon Department of Education

<u>Submit your questions</u> or requests for clarification *to the SPC listed below*

by 5:00 p.m. February 24, 2023

How To Apply

Oregon Buys #: S-58100-00005730

[State of Oregon - Bid Solicitation (oregonbuys.gov)](oregonbuys.gov)

Submit your application through [ODE's Secure File](#) Transfer Process by

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Tim Beaver Tim.Beaver@ode.oregon.gov