



2023-2025

Integrated Community Partnership Grants

This grant provides opportunities for community-rooted approaches to addressing the root causes of chronic absenteeism

TODAY'S



- Introduce the team, our support, and your single point of contact
- Provide an overview of the Integrated Community Partnership Grant purpose
- Review the Integrated Community Partnership Grant application process
- Capture questions and help clarify any wonderings or concerns you may have

Meet Our Team today



Single Point of Contact (SPC)

Ufemia Castaneda

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Dany Douglas



Marnie Jewell

To Ensure that Every Day Matters for all Students ...



[Chronic Absenteeism Report / Chief Education Office / March 2017](#)

Elevating attendance, belonging and engagement

- Create a positive school climate and culture extending beyond the school campus that focuses on the physical setting, emotional health and safety of school staff, students, and families.
- Utilize disaggregated data to identify evidenced-based supports to build or adjust student support systems, especially systems impacting focal student groups.
- Center engagement and re-engagement strategies by establishing equal partnerships with students, families, and communities built around caring connections and healthy relationships.
- Coordination of support between educators and community service providers focuses on the accessibility of resources, information, and extended learning opportunities representing the unique needs of students and families, particularly across focal student groups.

Program Specific Definitions

Focal Students include:

- Students experiencing poverty;
- Students of color (Asian, Black/African American, American Indian/Alaska Native, Native Hawaiian/Pacific Islander, Hispanic/Latino/a/x, Multiracial);
- Students with disabilities;
- Students who are emerging bilinguals;
- Students experiencing homelessness;
- Students experiencing foster care;
- LGBTQ2SIA+ students;
- Students recently arrived;
- Migrant students; and
- Students navigating the justice system

***60.8% of Students experiencing homelessness are chronically absent. Priority points will be awarded to Projects specifically supporting Students and families experiencing houselessness**

Digging Deeper - Student Belonging and Engagement

- Addressing the root causes of Chronic Absenteeism by centering Student belonging, engagement and relationship building.
 - Student belonging and engagement is positively connected to both the experience of learning and the outcomes of learning
 - Requires a thoughtful, coordinated and complex response from all education partners.
 - Cross-sector partnerships

Program Specific Definitions

Chronic Absenteeism: a Student missing 10 percent or greater of the total number of days enrolled during the school year. It includes excused absences, unexcused absences, out-of-school suspensions, and in-school suspensions.



Definitions-Root Causes of CA

Barriers

- Chronic and acute illness
- Family responsibilities or home situation
- Trauma
- Poor transportation
- Housing and food insecurity
- Inequitable access to needed services
- System involvement
- Lack of predictable schedules for learning
- Lack of access to tech
- Community violence

Aversion

- Struggling academically and/or behaviorally
- Unwelcoming school climate
- Social and peer challenges
- Anxiety
- Biased disciplinary and suspension practices
- Undiagnosed disability and/or disability accommodations
- Caregivers had negative educational experiences

Disengagement

- Lack of challenging, culturally responsive instruction
- Bored
- No meaningful relationships to adults in the school (especially given staff shortages)
- Lack of enrichment opportunities
- Lack of academic and behavioral support
- Failure to earn credits
- Need to work conflicts with being in high school

Misconceptions

- Absences are only a problem if they are unexcused
- Missing 2 days per month doesn't affect learning
- Lose track and underestimate TOTAL absences
- Assume students must stay home for any symptom of illness
- Attendance only matters in the older grades
- Suspensions don't count as absence



Integrated Community Partnership Grant

This Grant provides opportunities for community partners to offer local, community-rooted approaches that address the root causes of Chronic Absenteeism. These will span across all Four Common Goals of the Project (see slide #28).

Projects must include direct services

AND

capacity-building strategies and activities





Grant Eligibility & Funding Amounts

Grant Eligibility

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

- Applicant must be a Community-Based Organization;
- Applicant must be a Culturally-Specific Organization;
- Applicant must be an early learning hub or an early learning provider;
- Applicant must be an Education Service District;
- Applicant must be a Tribal Government; or
- Applicant must be a consortia (partnership) of the above eligible entities.

Program Specific Definitions

Community-Based Organization: a Nonprofit Organization that is representative of a community or significant segments of a community, which is located within or in close proximity to the community it serves. This includes Culturally Specific Organizations that have an expressed mission of providing services to specific populations within a community.

Culturally Specific Organization: an organization that serves a particular cultural community and is primarily staffed and led by members of that community; these organizations demonstrate: intimate knowledge of lived experience of the community; knowledge of specific disparities, barriers or challenges documented in the community; commitment to the community's strength-based and self-driven thriving and resilience; ability to describe and adapt their services to the community's cultural practices, health and safety beliefs/practices, positive cultural identity/pride, religious beliefs, etc. (see RFA for expanded definition).

Partnerships

- Applicants must submit a Letter of Support from a school(s) or district(s)
- Partnerships with other eligible entities is encouraged



Funding Amounts

The Integrated Community Partnerships grant will be funded through June 30, 2025.

The Agency reserves the option to add funds and renew the term of a grant for an additional biennium (2025-2027). To be considered for a renewal for the 2025-2027 and additional funds, Agency will evaluate Grantee's outcomes for the 2023-2025 term.

The amount of each Grant is anticipated to be **up to \$300,000.00** for the term of the Grant

Funds will be distributed on a disbursement basis.

Reporting Requirements

- Reports may include: quarterly reports, expenditure reports, data on specific measures of the Project, final Grant reports, and other information as needed (e.g. timeline of progress, plans for sustaining the program).
- Meet regularly with the OEI team and engage in opportunities for regional collaboration.
- Share about Grantees Project at various education partner events.

Insurance Coverage Requirements

- See Attachment B of the RFA 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.



Grant Evaluation

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.
- Page limits are maximums. There is no minimum length for responses.
 - All information beyond the maximum page allowed will be redacted and not considered or scored during evaluation.

Evaluation Criteria

Evaluation Item	Points Possible
1. Applicant Information	unscored
1.1 Applicant Priority Points (CBO, CSO, Tribal Nation)	5
2. Region(s) Where Services Will Be Provided	5
3. Applicant and Community Overview	10
4. Partnerships	20
5. Focal Student and Community Engagement	20
6. Project Description - Activities Table and Overview	25
7. Project Roles	5
8. Progress Measures and Evaluation	10
Subtotal:	100
* Unscored sections are still required for an Application to be considered complete; incomplete Applications will be considered non-responsive and may be rejected.	

Competitive Priority Points

Optional Competitive State Priority Narratives	Points
Projects Centering Students experiencing homelessness	10
Mental Health & Well-Being	10
Subtotal:	20

Base Grant (Evaluation Items 1-8)	/100
Optional Competitive Priority Points	/20
Total Points	/120

Applicant Information

Lead Applicant/Organization Name:

Applicant Mailing Address:

Applicant Website:

Lead Organization Type (choose one):

- Community-Based Organization
- Culturally Specific Organization
- Early Learning Hub
- Early Learning Provider
- Educational Service District
- Tribe or Tribal Nation
- Other (please describe)

Focal Students, Families and Communities Centered in Project (select all that apply)

Will your project be in partnership with another eligible organization?

Yes

No

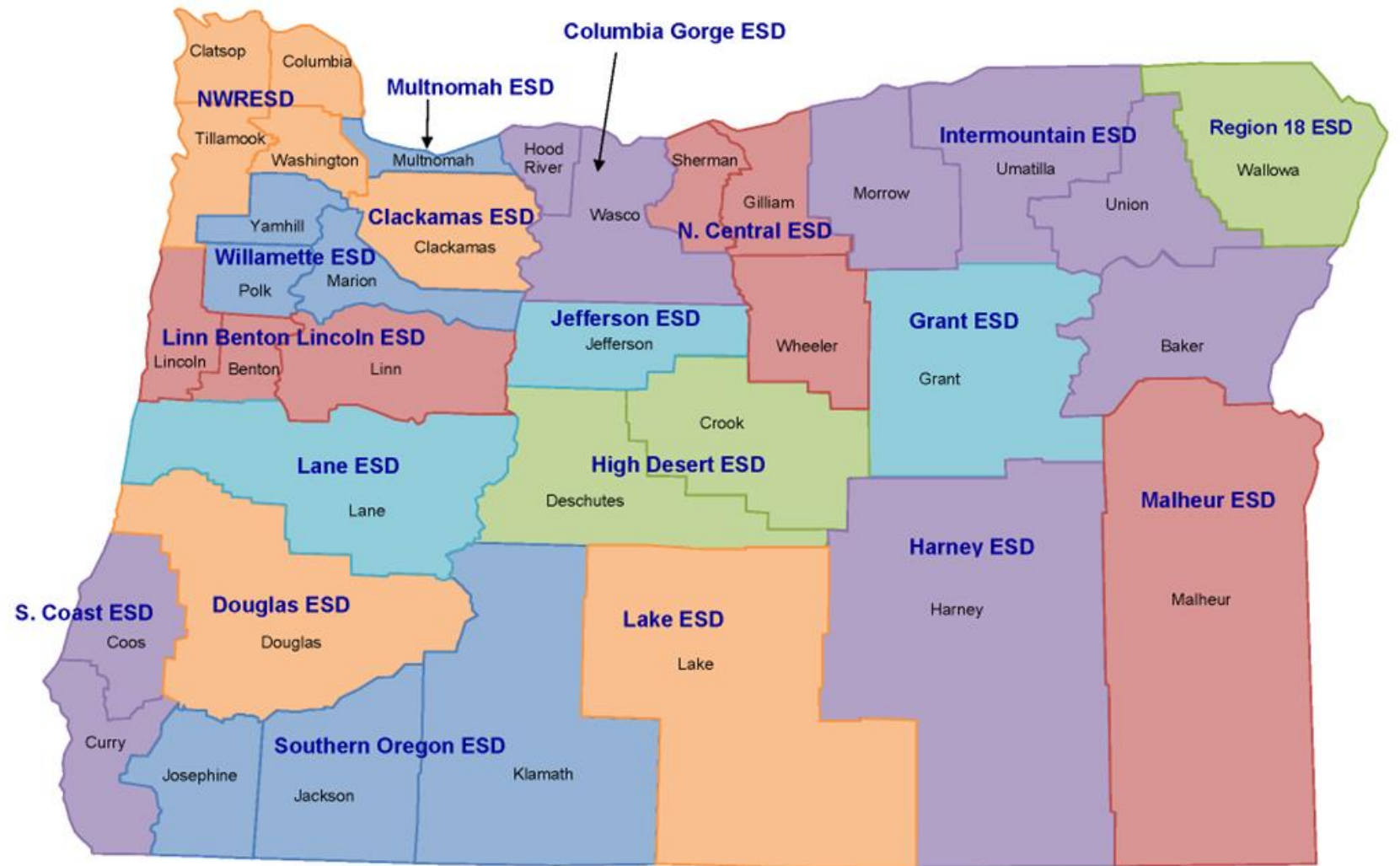


Grant Evaluation: Service Regions

Priority points awarded to Projects focused on serving:

- Jefferson ESD
- South Coast ESD
- Douglas ESD
- Multnomah ESD
- Willamette ESD
- Southern Oregon ESD
- Linn Benton Lincoln ESD
- High Desert ESD

Oregon State Map by County and ESD



Grant Evaluation: Applicant and Community Overview

- Describe the organization's or agency's mission, goals, and history for providing services and/or engaging with focal student groups, families and communities.
- Applicants may include examples of successful efforts to improve conditions, including addressing the root causes of chronic absenteeism, for focal students.
- Describe any specific efforts related to focal students success, family and community engagement, and/or systems change or capacity-building.

Grant Evaluation - Partnerships

- Why are they the right partner organization(s) for this Project?
- What is the unique strength each partner will contribute to the Project?
- What structures are in place to ensure accountability among the Project partners?
- Again, if you chose not to partner with another organization or agency, share why?
- How do you currently work with public schools and districts? How will you build, strengthen or expand new or current partnerships with schools and districts in your proposed Service Area?

Grant Evaluation - Focal Student and Community Engagement

- How will you recruit students, families, and/or community members to help lead the design and implementation of the Project?
- How will students, families and/or community members be involved in decision-making points?
- How will you center and uplift student voice and choice in all aspects of the Project?
- How will Applicant develop a communication plan to keep Students, families, community members and education partners informed of the Project in culturally and linguistically responsive way?
- What communication and/or participation barriers will you address to ensure authentic engagement opportunities for students and community members?
- How will you develop or expand positive relationships between students, families and other families, school staff and community partners?

Grant Evaluation - Project Description Overview

- Describe the Project and how it will address community-identified needs
- What direct services and activities does the Project support and why?
- What capacity-building strategies and activities does the Project support and why?

4 Common Goals

Equity Advanced:

systems, structures, practices, mindsets related to power, privilege and oppression.

Engaged Community:

deepening trusting relationships between Students, families, educators, and communities.

Well-Rounded Education:

education content and environments that focus on the whole Student

Strengthened Systems and Capacity:

sustaining effective practices around collective knowledge building, skill development, and leveraging resources.

Grant Evaluation: Project Activities Table

PROJECT ACTIVITIES TABLE							
Vision Statement:							
Outcomes (can be the same for multiple activities)	Common Goal(s) Addressed*	Strategies (one strategy per line)	Activities	Intended Participants **	Timeline	Organization/ Partner Project Role	Estimated Cost
TOTAL PROJECT COST							

Grant Evaluation - Optional Competitive State Priority Narratives

- Applicants are eligible to receive competitive priority points if a score of 70 points (70%) or higher is achieved on the base grant application. Zero to 10 additional points will be awarded for each competitive priority that is met by the applicant (20 additional points possible). *Applicants may apply for one or more of the priority areas:*
 - Address barriers to attendance and engagement for Students experiencing homelessness
 - Ensure Mental Health and Well-Being of Students, families, and staff

Grant Evaluation - Project Roles

- Which existing roles will support the Project, including the activities, strategies, goals and desired outcomes aligned to the Integrated Community Partnerships goals and values?
- Which roles and positions will be created with grant funds and how do they specifically support the Project?
- How did you consider the compensation structure for roles/positions created with these grant funds?

Grant Evaluation - Progress Measures and Evaluation

- What are the success indicators for each proposed Outcome?
- What tools and methods will you use to track progress and outcomes?
- How will you use feedback and data in real-time to inform the Project Strategies and Outcomes?
- What strategies will Applicant use to include Students, families and the community both in the evaluation and planning for improvement processes?

Grant Evaluation - 23-25 Cohort Opportunities

If selected, is Applicant willing to participate in a cohort with other selected Applicants?

Yes

No

If Applicant is not selected, is Applicant interested in participating in a cohort with other community organizations?

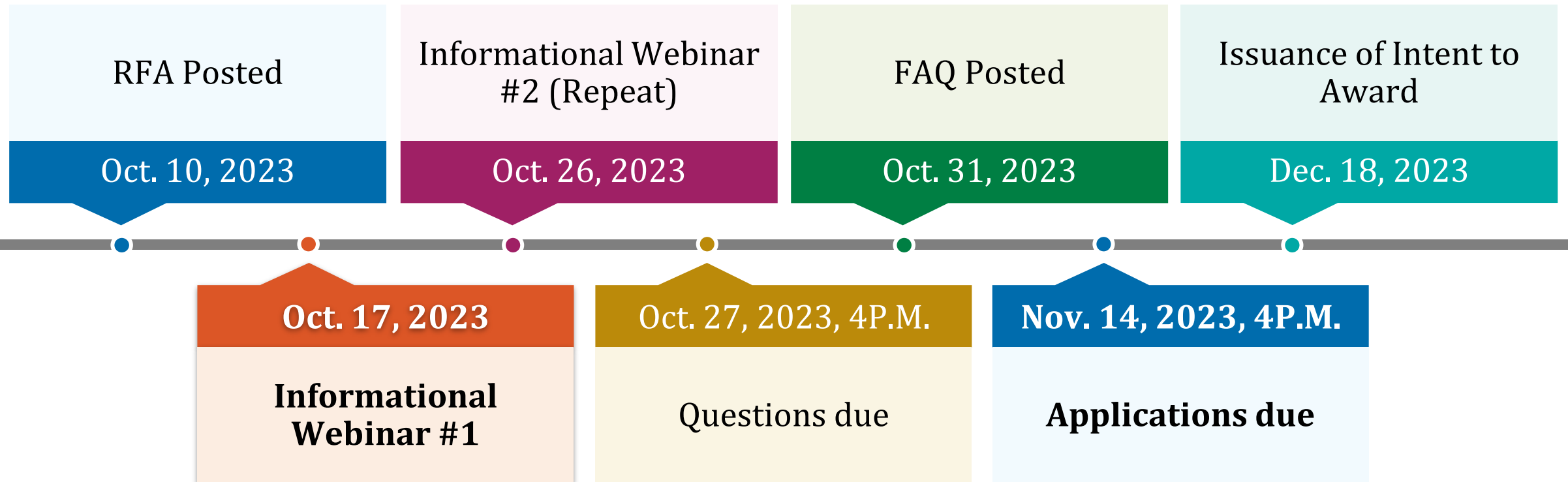
Yes

No



How to Apply

Grant Timeline



How to Apply

Application materials are available on Oregonbuys.gov, under
“File Attachments”

Oregon Buys #: S-58100-00008392

Submit your application to Ufemia Castaneda at
Ufemia.Castaneda@ode.oregon.gov

by **November 14, 2023 at 4:00PM**

Multiple files should be compressed (zipped) into a single folder for submission.

Only complete Applications submitted by Closing will be evaluated and scored.



General Questions?



Questions?

Submit your questions or requests for clarification to the SPC listed below **by October 27 at 4:00 PM**

Single Point of Contact (SPC)

Ufemia Castaneda
ufemia.castaneda@ode.oregon.gov

**We look
forward to
partnering!**

