

STATE OF OREGON



COVER PAGE

OREGON DEPARTMENT OF EDUCATION

2021-22 OER DEVELOPMENT GRANT: SUPPORTING STUDENTS WHO ARE EMERGENT BILINGUAL

Request for Grant Applications (“RFA”)

RFA-S-58100-00000805

Date of Issue: **September 23, 2021**

Closing Date: **October 25, 2021**

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SECTION 1: GENERAL INFORMATION

1.1 PURPOSE

The State of Oregon, acting by and through its **Department of Education**, (“Agency”), is issuing this **Request for Grant Applications** (“RFA”) for educators to participate in professional learning to support the use and development of **Open Educational Resources (OER)** that include support for students who are emergent bilingual. The 2021-22 OER Development Grant: Supporting Students who are Emergent Bilingual (“the OER Development Grant Project”) is a yearlong project which will include three (3) phases.

In **Phase One** of this Project, participants will learn about **OER**, the **Oregon Open Learning Hub** (“the Hub”), Oregon’s collaboration space and repository for K-12 **OER**, and strategies that support students who are emergent bilingual and how these strategies can be included in **OER**. Additionally, they will select an **OER** lesson or lessons to revise to include strategies that support students who are emergent bilingual.

Phase Two of this **Project** will focus on piloting the resources with students, and **Phase Three** will include a final evaluation of the resources revised throughout this process.

Additional details are included in the Scope of Activities section.

1.2 GRANT AMOUNT AND DURATION

Agency anticipates the award of up to **seventy-five (75)** Grant Agreements (each “Grant”) from this **RFA**. The maximum number of participating Educators for each Grant will be fifteen (15). The initial term of each Grant is anticipated to be **eight (8) months**. The amount of each Grant is anticipated to be **\$5,250.00** per educator (\$5,000 award to the applicant, \$250 potential award to an additional educator within the contracted school district, charter school, or Education Service District (“Institutions”) to pilot their lesson and provide feedback).

1.3 ELIGIBILITY

To be eligible for a Grant under this **RFA**, Applicants must meet the following criteria:

1. The applicant must be a licensed or registered teacher working in an Oregon Institution during the 2021-22 school year.
2. As part of the grant activities, grantees will pilot a lesson that they have developed with their students. Applicants must be working in a position where they will have the opportunity to implement a lesson with students between February 25 through April 13, 2022.
3. The applicant must demonstrate their experience with serving students who are emergent bilingual through one of the following:
 - a. At least 2 years of teaching experience that included supporting students who are emergent bilingual.

- b. At least 10 hours participation in professional development, coursework, or self-initiated professional learning related to supporting students who are emergent bilingual. Possible topics may include: SIOP, GLAD, Constructing Meaning, SDAIE, Learning Squared, Systematic ELD, Bilingual Instruction, Second Language Acquisition, Contextualized Language Instruction, Linguistics (Language Forms and Functions, Language Objectives, Academic Vocabulary), or Co-Teaching (if connected to supporting students who are emergent bilingual).
- c. Applicants may provide a description of additional experience to demonstrate their readiness for participating in the work of this grant. These applications will be reviewed and considered if the grant project does not receive enough applications to fill the 75 spots funded for this grant.

1.4 SCHEDULE

The table below represents a tentative schedule of events. All times are listed in Pacific Time. All dates listed are subject to change.

Event	Date	Time
Pre-Application conference	Sept 30, 2021	4:00 PM
Questions/ requests for clarification due	Oct 7, 2021	11:59 PM
Answers to questions/ requests for clarification issued (approximate)	Oct 13, 2021	
Closing (Applications due)	Oct 25, 2021	12:00 PM
Issuance of notice intent to award (approximate)	Nov 5, 2021	
Award protest period ends	7 calendar days after notice of intent to award	

1.5 SINGLE POINT OF CONTACT (SPC)

The **SPC** for this **RFA** is identified on the Cover Page, along with the **SPC’s** contact information. Applicants must direct all communications related to any provision of the **RFA**, whether about the technical requirements of the **RFA**, Grant requirements, the **RFA** process, or any other provision only to the **SPC**.

SECTION 2: AUTHORITY AND SCOPE

2.1 AUTHORITY

Agency is issuing this **RFA** pursuant to its authority under **ORS 342.940 (5)(i) and (j)**.

2.2 DEFINITION OF TERMS

For the purposes of this **RFA**, capitalized words will refer to the following definitions:

- “Affected Applicant” means an Applicant who would be eligible for a Grant in the event their protest was successful, and who is protesting because Agency failed to

conduct an evaluation of Applications in accordance with the criteria or process described in this RFA.

- “Addendum” or “Addenda” means an addition to, deletion from, a material change in, or general interest explanation of this **RFA**.
- “Applicant” means an entity who submits an Application in response to this **RFA**.
- “Application” means a written response to this **RFA**.
- “Closing” means the date and time specified in this **RFA** as the deadline for submitting Applications.
- “Evaluation Committee” means the group of people who will evaluate and score Applications submitted in response to this **RFA**.
- “State” means the state of Oregon.

2.3 OVERVIEW

Office of Teaching, Learning, and Assessment

The Office of Teaching, Learning, and Assessment (OTLA) is a collaborative, innovative team devoted to leadership and support of educators and students in the State of Oregon. The Oregon Open Learning team is a cross-team effort within OTLA dedicated to building and supporting a platform for educator collaboration, professional learning, and curation and dissemination of openly licensed resources, including innovative and emerging practices and evidence-based models.

BACKGROUND

The **Oregon Open Learning Hub** (“the Hub”) was launched May 2020, during emergency school closures related to the COVID-19 pandemic. **The Hub** is intended to encourage collaboration and resource sharing among educators in Oregon, both during the pandemic and beyond. This grant project has been designed to leverage **OER** and **the Hub** to better serve Oregon’s students.

By analyzing traditional data (i.e., state assessment) and incorporating anecdotes and experience, we know that students who are emergent bilingual are largely underserved throughout the state. This project aims to provide equitable access to high quality materials for educators, school staff, and other education partners. We believe this is an opportunity to provide professional learning and begin building partnerships that lead to the development of sharable, high quality materials that center students who are emergent bilingual.

Using the **Oregon Open Learning Hub** and **OER** to share the products of this work means that the reach will spread beyond the educators who participate in this grant project. Resources identified as high quality through this process will be shared and highlighted on **the Hub** for all educators across the state to access and use with their students. Resources can also easily be shared across the nation, allowing Oregon to share with and benefit from national workgroups.

GOALS

Goals & Outcomes for this project:

- Increased understanding of **OER** and using **the Hub**

- Participants will create an account on **OER Commons** and join a group on the **Oregon Open Learning Hub**
- Participants will understand how to identify openly licensed resources
- Participants will understand how to navigate and add resources to the **Oregon Open Learning Hub**
- Participants will identify an OER lesson plan to build upon during this project
- Increased understanding of supporting students who are emergent bilingual through **OER** lesson plans
 - Participants will build their knowledge of strategies that support students who are emergent bilingual
 - Participants will embed strategies that support students who are emergent bilingual in the OER lesson plan they identify
 - Participants will pilot the revised OER lesson plan with the students they teach
 - Participants will identify an additional educator in their building or district to pilot the revised OER lesson plan with their students
 - Participants will use feedback from the pilots to iterate and improve the OER lesson plan
- Increased understanding of evaluating and revising lesson plans
 - Participants will evaluate lesson plans revised by another participant using the OER Quality Framework and specific criteria related to embedding strategies that support students who are emergent bilingual
 - Participants will revise their lesson plans as needed to meet the high quality standard defined by the OER Quality Framework and ELD/DLI criteria

2.4 SCOPE OF ACTIVITIES

The **OER Development Grant Project** is a yearlong project consisting of three (3) phases. Participants will engage in a yearlong series of professional learning sessions focused on strategies that support students who are emergent bilingual and the process of applying and refining their expertise by embedding effective language learning strategies in open educational resources (**OER**), iterating resources through a cycle of piloting, reflecting and revising, and finally, evaluating resources for quality.

Scope of Activities

Professional learning sessions will be held synchronously through Zoom. These sessions are mandatory as they are a crucial part of the experience. Participants will also work independently and asynchronously between professional learning sessions. The professional learning providers will hold optional office hours between professional learning sessions to support the asynchronous work of participants.

- **Phase One: Grounding in Learning and Curation (November – January 2022)**
 - Kick-off event:
 - 11/29/21, 4:00-5:00pm
 - Professional Learning Session 1
 - 12/2/21, 4:00-7:00pm
 - Oregon Open Learning Institute

- 12/11/21, 9:00am-3:00pm **or** 1/15/22, 9:00am-3:00pm (*attendance at one of these events is required with the exception of any participants who previously completed an Oregon Open Learning Institute session*)
- Professional Learning Session 2
 - 1/20/22, 4:00-7:00pm
- Professional Learning Session 3
 - 2/3/22, 4:00-7:00pm
- Anticipated asynchronous work during this phase:
 - 16 hours to
 - Identify an OER lesson plan and
 - Revise the OER lesson plan based on learning from the professional learning sessions
- **Phase Two: Piloting Resources & Iteration (February – April 2022)**
 - Professional Learning Session 4
 - 2/24/22, 4:00-7:00pm
 - Professional Learning Session 5
 - 4/14/22, 4:00-7:00pm
 - Anticipated asynchronous work during this phase:
 - 11 hours to
 - Prepare to pilot the identified OER lesson plan with your students (actual time piloting is not included in this estimate since that time is already compensated by the participants' employer)
 - Identify an additional educator (may be a teacher or an educational/instructional assistant) in the Institution to pilot the OER lesson plan and provide feedback. There is funding available to provide a \$250 award to this educator for their collaboration time and providing feedback through an agency provided form.
 - Review feedback and revise the OER lesson plan accordingly
- **Phase Three: Evaluating Resources (April – June 2022)**
 - Professional Learning Session 6
 - 5/12/22, 4:00-7:00pm
 - Concluding Session
 - 6/2/22, 4:00-5:30pm
 - Anticipated asynchronous work during this phase:
 - 3-5 hours to
 - Evaluate and provide feedback on other participants' revised OER lesson plans
 - Review feedback from the evaluation and revise the OER lesson plan accordingly

**The expectation is that participating educators will attend all professional learning sessions. If an emergency causes a participating educator to miss a professional learning session, make-up work will be provided on a case-by-case basis. If more than one session is missed, the educator may need to drop out of the grant program.

SECTION 3: PROCESS AND REQUIREMENTS

3.1 GRANT PROCESS

Public Notice

The **RFA**, including all Addenda and attachments, is published on Agency's website on the [OER Professional Learning and Grant Opportunities webpage](#) as well as on OregonBuys at [OregonBuys](#). **RFA** documents will not be mailed to prospective Applicants.

Agency will advertise all Addenda on its website and on Oregon Buys. Prospective Applicants are solely responsible for checking Agency's website or Oregon Buys to determine whether any Addenda have been issued. Addenda are incorporated into the **RFA** by this reference.

Questions/ Requests for Clarification

All inquiries, whether relating to the **RFA** process, administration, deadline, or method of award, or to the intent or technical aspects of the **RFA** must:

- Be emailed to the **SPC**;
- Reference the **RFA** number;
- Identify Applicant's name and contact information;
- Refer to the specific area of the **RFA** being questioned (e.g., page, section, paragraph number, etc.); and
- Be received by the due date and time for questions/ requests for clarification identified in the Schedule.

Pre-Application Conference

A pre-Application conference will be held at the date and time listed in the Schedule. Prospective Applicants' participation in this conference is highly encouraged but not mandatory.

The purpose of the pre-Application conference is to:

- Provide an additional description of the project;
- Explain the **RFA** process; and
- Answer any questions Applicants may have related to the project or the process.

Statements made at the pre-Application conference are not binding upon Agency. Applicants may be asked to submit questions in writing.

3.1.1.1 Attendance at Pre-Application Conference

A pre-application conference will be held on **Zoom** from **4:00-5:00pm** on **September 30, 2021**. This session will be recorded and made available for those who are unable to attend at the scheduled time. Participants may join via computer or phone, but joining with the ability to view slides is recommended for the best experience.

[Register for the pre-application conference](#) to receive the meeting link and a copy of the recording.

This session will provide context and information about this grant opportunity that could be helpful for applicants. Attendance and/or viewing of the recording is strongly recommended for applicants.

3.1.1 Application Due Date

Applications and all required submittal items must be received by the **SPC** on or before Closing. Applications received after Closing will not be accepted. All Application modifications or withdrawals must be completed prior to Closing.

Applications received after Closing are considered **LATE** and will **NOT** be accepted for evaluation. Late Applications will be returned to the respective Applicant or destroyed.

3.1.2 Application Submission

Applicant is solely responsible for ensuring its Application is received by the **SPC** in accordance with the **RFA** requirements before Closing. Agency is not responsible for any delays in mail or by common carriers or by transmission errors or delays or mistaken delivery. Applications submitted by any means not authorized may be rejected. The following submission option(s) is permitted for this **RFA**:

Fillable Form. The Application is contained in an electronic form and must be completed to be considered submitted to the **SPC**. Only complete Applications submitted by Closing will be scored. The Agency recommends using the option to have a copy of the application sent to their email address upon submission by checking the box on the fillable form that states, “Send me a copy of my responses.” This will confirm that your application has been submitted.

Modifications to or Withdrawal of Application: If the Applicant needs to modify their Application, they must contact the **SPC** and describe the changes they wish to make to their Application. If they wish to withdraw their Application, they may do so by contacting the **SPC** and providing their name and email address, along with their request to withdraw.

3.1.3 Modification or Withdrawal of Applications

Any Applicant who wishes to modify or withdraw an Application already received by Agency must do so prior to Closing. Applicant must submit its modification or request to withdraw to the **SPC** using one of the manners listed in the Application Submission section. Modifications must denote the specific change(s) to the Application submission. All requests must reference the **RFA** number.

3.1.4 Application Rejection

Agency may reject an Application for any of the following reasons:

- Applicant fails to substantially comply with all prescribed **RFA** procedures and requirements;
- Applicant makes any contact regarding this **RFA** with State representatives such as State employees or officials other than the **SPC** or those the **SPC** authorizes, or initiates inappropriate contact with the **SPC**;
- Applicant attempts to inappropriately influence a member of the Evaluation Committee; or
- Application is conditioned on Agency’s acceptance of any other terms and conditions or rights to negotiate any alternative terms and conditions that are not reasonably related to those expressly authorized for negotiation in the **RFA** or Addenda.

3.2 APPLICATION REQUIREMENTS

Application must address each of the items listed in this section and all other requirements set forth in this RFA. Applicant must describe how activities will be completed. An Application that merely offers to fulfill the project will be considered non-responsive to this RFA and will not be considered further.

3.2.1 Application and Certification

Applicant must complete and submit the application form provided through [this online fillable form](#). Applicant should use definitive verbs in their narrative to describe what Applicant “will” do rather than aspirational verbs such as “hopes”, “expects”, “intends”, “plans”, or similar verbs that do not express a firm commitment to undertake a specific action. The applicant must provide a response in all fields and sections of the fillable application form to be considered a complete application. Incomplete applications will not be awarded a grant.

The form will ask applicants to respond to the following questions:

Minimum Qualifications

1. What teaching license do you currently hold? Be sure to include whether you have an ESOL endorsement even if you are not currently teaching ESOL.
2. What is your current teaching assignment? Be sure to include the grade level(s) and subject(s) that you teach.
3. One of the grant activities will involve piloting the lesson plan(s) that you develop or revise. Will you have an opportunity to pilot one or more lessons with your students during the time period of February 25 - April 13, 2022?

Experience Qualifications

Preferred Experience

4. How many years have you worked with students who are emergent bilingual?
5. Have you participated in at least 10 hours of professional learning related to supporting students who are emergent bilingual?

Alternate/Additional Experience

6. Beyond the minimum number of years teaching experience or the minimum number of hours of professional learning experience, what has prepared you for the work of this grant?

All applicants may receive points for this question. You may include your experiences as a pre-service teacher candidate (during practicum experiences or student teaching), other professional experiences (e.g. working as an Educational Assistant or work in another industry), or life experiences. (Applicants who do not meet the minimum experience qualifications will be considered if there are not enough applicants to fill the 75 positions funded for this grant.)

Equity

7. What does equity mean to you and how does it influence your philosophy of supporting students who are emergent bilingual?

Teaching & Professional Learning Experience

8. In what capacity have you worked with students who are emergent bilingual (e.g. sheltered instruction, ESOL classroom, dual immersion, co-teaching with an ELD specialist, etc.)?
9. Provide a list of the topics of professional learning sessions, academic coursework, or self-initiated learning (e.g. book studies) related to supporting students who are emergent bilingual that you have engaged in. Possible topics may include: SIOP, GLAD, Constructing Meaning, SDAIE, Learning Squared, Systematic ELD, Bilingual Instruction, Second Language Acquisition, Contextualized Language Instruction, Linguistics (Language Forms and Functions, Language Objectives, Academic Vocabulary), or Co-Teaching (if connected to supporting students who are emergent bilingual).
10. What impact did the above coursework or professional learning have on your practice and on the learning of your students who are emergent bilingual?
11. Provide a specific example of how you applied one or more instructional strategies that you learned from these professional learning experiences.
12. Have you designed and/or facilitated professional learning focused on supporting students who are emergent bilingual?
13. Provide the context for the professional learning you designed and/or facilitated, including the topic and audience.

Collaboration & Goals

14. How have you engaged in collaboration in order to support your students who are emergent bilingual? Collaboration can include engaging with other content area teachers, working with an ELD specialist or administrator, connecting with families, developing relationships with people outside of your district, attending conferences, etc.).
15. What impact do you hope this grant opportunity will have on your practice?
16. Are you applying as a team?
17. Provide the names of the other team members who are applying and include whether any of the team members are an ELD Specialist:
18. How do you plan to collaborate with your team throughout this professional learning and grant opportunity? Your team may share the same answer for this question.

A separate document with the full list of questions and evaluation criteria can be found as **Attachment C**, listed at the end of this RFA. This **Attachment C** is for your convenience only; responses to Application questions must be submitted through the Application Form at the provided link in **Section 3.2.1**.

3.2.1.1 Reserved

3.2.1.2 Reserved

3.2.1.3 Reserved

3.2.2 Reserved

3.2.3 Reserved

3.2.4 Applicant Assurance Letter

Applicant must complete and submit the **Applicant Assurance Letter (Attachment B)**. This form must be signed by an authorized signer to provide approval for the Applicant to apply on behalf of the Institution. The form must be submitted as an Attachment with the Application using the Application Form described in **Section 3.2.1**.

All Applications are public record and are subject to public inspection after Agency issues the notice of intent to award.

SECTION 4: EVALUATION

4.1 RESPONSIVENESS DETERMINATION

Applications received prior to Closing will be reviewed for responsiveness to all **RFA** requirements. If the Application is unclear, the **SPC** may request clarification from Applicant. However, clarifications may not be used to rehabilitate a non-responsive Application. If the **SPC** finds the Application non-responsive, the Application may be rejected, however, Agency may waive minor mistakes in its sole discretion.

4.2 EVALUATION CRITERIA

Responsive Applications meeting the requirements outlined in the Application Requirements section will be pre-screened, those passing the pre-screen will be evaluated by an Evaluation Committee.

Pre-screening will include scoring the **Minimum Qualifications** to ensure all criteria are met and then scoring the Experience Qualifications section. Applications that meet the Preferred Experience criteria will move on to the Evaluation Committee. If there are fewer than 75 applications meeting this set of criteria, then applications scoring at least two points between the Preferred Experience and the Alternate/Additional Experience criteria will move on to the Evaluation Committee.

The Evaluation Committee will score the remaining sections of the application and give a total score based on the sum of points from all sections. Seventy-five applications with the highest scores will be selected to participate in the grant.

SPC may request further clarification to assist the Evaluation Committee in gaining additional understanding of Applications. A response to a clarification request must be to clarify or explain portions of the already submitted Application and may not contain new information not included in the original Application.

Evaluation Item 1: Minimum Qualifications (3 points)

Does the Applicant:

- Hold a current Oregon teaching license or is a registered teacher in Oregon

- Currently have a position assigned as a teacher of secondary students (grades 6-12) in an Oregon public K-12 school district or an Oregon charter school
- Have the ability to pilot lesson plans during phase 2 of the grant (February 25 – April 13, 2022)

Evaluation Item 2: Experience Qualifications (4 points)

Preferred Experience (2 points possible)

The applicant:

- Has at least 2 years of experience teaching and working with students who are emergent bilingual
- Has participated in at least 10 hours of professional learning or coursework related to supporting students who are emergent bilingual

Alternate/Additional Experience (2 points possible)

The applicant describes experience that includes:

- Lesson planning experience that includes embedding instructional strategies used to support students who are emergent bilingual ESOL endorsement
- Experience working directly with students who are emergent bilingual (in a position other than a K-12 classroom teacher or in a setting outside K-12 schools)
- Experience as a student in an education setting where their first language is not the dominant language

Evaluation Item 3: Equity (4 points)

Does the applicant's response demonstrate:

- Strong understanding of equity related to students who are emergent bilingual
- Connecting equity to personal experience of teaching students who are emergent bilingual
- Consideration of systems-level equity related to linguistic barriers for students who are emergent bilingual

Evaluation Item 4: Teaching & Professional Learning Experience (5 points)

Professional Learning (4 points possible)

Does the applicant's response demonstrate:

- Knowledge of instructional strategies to support students who are emergent bilingual
- An understanding of how to implement instructional strategies to support students who are emergent bilingual
- Connecting instructional strategies to student outcomes

Professional Learning Facilitation (1 point possible)

Does the applicant's response demonstrate:

- Experience facilitating professional learning for supporting students who are emergent bilingual

Evaluation Item 5: Collaboration and Goals (7 points)

Collaborative Engagement (3 points possible)

Does the applicant’s response demonstrate:

- Experience collaborating with others to support students who are emergent bilingual
- Continued interest in collaborating with educators to support students who are emergent bilingual

Goals for Participation (3 points possible)

- Considers the impact of this grant opportunity on personal practice.
- Provides at least one example of how this professional learning will impact classroom instruction

Team Application (1 point possible)

- Applying with a team

4.3 POINT AND SCORE CALCULATIONS

Scores are the values (0 through 23) assigned by the evaluator.

Points are the total possible values for each section as listed in the table below.

Points possible are as follows:

EVALUATION ITEM	EVALUATION CRITERIA	POINTS AWARDED
<p>Minimum Qualifications</p> <p>(3 points possible, 3 points required to move on)</p>	<p>(1 point for each of the criteria below; applications must meet each criteria in this section in order to be considered for the grant)</p> <ul style="list-style-type: none"> • Holds a current Oregon teaching license or is a registered teacher in Oregon • Currently assigned as a teacher of secondary students (grades 6-12) in an Oregon public K-12 school district or Oregon charter school • Able to pilot lesson plans during phase 2 of the grant 	<p>3</p>
<p>Experience Qualifications</p>	<p>(1 point for each of the criteria below; applications must meet each criteria in this section in order to be considered for the grant)</p>	<p>4</p>

<p>(4 points possible, 2 points required to move on)</p>	<ul style="list-style-type: none"> • Has at least 2 years of experience teaching and working with students who are emergent bilingual • Has participated in at least 10 hours of professional learning or coursework related to supporting students who are emergent bilingual <p>Alternate Experience: 1 point possible for each of the following (maximum 2 points):</p> <ul style="list-style-type: none"> • Lesson planning experience that includes embedding instructional strategies used to support students who are emergent bilingual ESOL endorsement • Experience working directly with students who are emergent bilingual (in a position other than a K-12 classroom teacher or in a setting outside K-12 schools) • Experience as a student in an education setting where their first language is not the dominant language 	
<p>Equity</p> <p>(4 points possible)</p>	<p>(0 points = does not meet any of the criteria; 1 point = meets 1 criterion; 2 points = meets 2 criteria; 3 points = meets all criteria; 4 points = meets all criteria and exceeds in at least 1 criterion)</p> <ul style="list-style-type: none"> • Strong understanding of equity related to students who are emergent bilingual • Connects equity to personal experience of teaching students who are emergent bilingual • Considers systems-level equity related to linguistic barriers for students who are emergent bilingual 	4
<p>Teaching & Professional Learning Experience</p> <p>(5 points possible)</p>	<p>Professional Learning (0 points = does not meet any of the criteria; 1 point = meets 1 criterion; 2 points = meets 2 criteria; 3 points = meets all criteria; 4 points = meets all criteria and exceeds in at least 1 criterion)</p> <ul style="list-style-type: none"> • Has knowledge of instructional strategies to support students who are emergent bilingual • Shows an understanding of how to implement instructional strategies to support students who are emergent bilingual 	5

	<ul style="list-style-type: none"> Connects instructional strategies to student outcomes <p>Professional Learning Facilitation (1 additional point possible)</p> <ul style="list-style-type: none"> Has not facilitated professional learning for supporting students who are emergent bilingual = 0 points Has facilitated professional learning for supporting students who are emergent bilingual = 1 point 	
<p>Collaboration and Goals (7 points possible)</p>	<p>Collaborative Engagement (0 points = does not meet any of the criteria; 1 point = meets 1 criterion; 2 points = meets 2 criteria; 3 points = meets all criteria and exceeds in at least 1 criterion)</p> <ul style="list-style-type: none"> Demonstrates experience collaborating with others to support students who are emergent bilingual Expresses continued interest in collaborating with educators to support students who are emergent bilingual <p>Goals for Participation (0 points = does not meet any of the criteria; 1 point = meets 1 criterion; 2 points = meets 2 criteria; 3 points = meets all criteria and exceeds in at least 1 criterion)</p> <ul style="list-style-type: none"> Considers the impact of this grant opportunity on personal practice. Provides at least one example of how this professional learning will impact classroom instruction <p>Team Application (1 additional point possible)</p> <ul style="list-style-type: none"> Not applying with a team = 0 points Applying with a team = 1 point 	7
Total Points		23

4.4 RANKING OF APPLICANTS

The **SPC** will total the points for each Application. **SPC** will determine rank order for each respective Application, with the highest point total receiving the highest rank, and successive rank order determined by the next highest point total.

The **SPC** will score the Minimum Qualifications and the first section of the Experience Qualifications – Preferred Experience (questions #4 and #5) for each application. Applicants scoring 3 out of 3 for Minimum Qualifications and 2 out of 2 for Experience Qualifications – Preferred Experience will move on to the Evaluation Committee. If there are fewer than 75 applications moving forward at this point, then applications that did not score 2 out of 2 for the Experience Qualifications – Alternate/Additional Experience section will be scored. Applications must receive a total of at least 2 points in the overall Experience Qualifications section to move on.

The Evaluation Committee will score the remaining sections of the application using the Evaluation Criteria. Once all applications have been scored, the applications that moved on to the Evaluation Committee will be ranked. The top 75 applications with the highest number of points will be selected for the grant.

4.5 NEXT STEP DETERMINATION

Agency may conduct additional rounds of competition if in the best interest of the State. Additional rounds of competition may consist of, but will not be limited to:

- Follow up narrative question
- Presentations/ demonstrations/ additional submittal items
- Interviews

If Agency elects to conduct additional round(s), Agency will provide written notice to all Applicants describing the next step. At any time, Agency may dispense with the selected additional round and: (1) issue a notice of intent to award to the highest ranking Applicant(s); (2) elect to conduct an additional round of competition; or (3) cancel the **RFA**.

SECTION 5: AWARD AND NEGOTIATION

5.1 AWARD NOTIFICATION PROCESS

Award Consideration

Agency, if it awards Grants, will award Grants to the Institutions of up to 75 applicants who receive the highest scores* based upon the scoring methodology and process described in the Evaluation section. Agency may award less than the full scope described in this **RFA**.

Individual applicants will be selected but the Grant agreement will be with their employing Institution.

*In order to ensure that no single organization receives the majority of the grants awarded, only 15 educators from a single Institution may be awarded. In the case of more than 15 educators from a single Institution receiving top scores, the top 15 applications from that Institution will be awarded.

AGENCY RESERVES THE RIGHT TO NOT SELECT ANY OR ALL APPLICANTS UNDER THIS RFA IF AGENCY DETERMINES IN ITS SOLE DISCRETION THAT A SELECTION SHOULD NOT BE MADE.

Notice of Intent to Award

Agency will notify all Applicants in writing that Agency is awarding a Grant to the selected Applicant(s) subject to successful negotiation of any negotiable provisions.

5.2 INTENT TO AWARD PROTEST

5.2.1 Protest Submission

An Affected Applicant will have 7 calendar days from the date of the notice of intent to award to file a written protest.

If Agency receives only one Application, Agency may dispense with the evaluation process and intent to award protest period and proceed with Grant negotiations and award.

5.2.2 Protests must:

- Be emailed to the **SPC**;
- Reference the **RFA** number;
- Identify Affected Applicant's name and contact information;
- Specify the grounds for the protest; and
- Be received within 7 calendar days of the notice of intent to award.

5.2.3 Response to Protest

Agency will address all timely submitted protests within a reasonable time and will issue a written decision to the Affected Applicant. Protests that do not include the required information may not be considered by Agency.

5.3 SUCCESSFUL APPLICANT SUBMISSION REQUIREMENTS

Business Registry

If selected for award, Applicant must be duly authorized by the State of Oregon to transact business in the State of Oregon before executing the Grant. The selected Applicant must submit a current Oregon Secretary of State Business Registry number or an explanation if not applicable.

All corporations and other business entities (domestic and foreign) must have a Registered Agent in Oregon. For more information, see Oregon Business Guide, How to Start a Business in Oregon and Laws and Rules: <http://www.filinginoregon.com/index.htm>.

5.3.1 Insurance

Prior to execution of a Grant, the apparent successful Applicant must secure and demonstrate to Agency proof of insurance coverage meeting the requirements identified in the **RFA** or as otherwise negotiated.

Failure to demonstrate coverage may result in Agency terminating negotiations and commencing negotiations with the next highest ranking Applicant. Applicant is encouraged to consult its insurance agent about the insurance requirements contained in Insurance Requirements (Exhibit B of Attachment A) prior to Application submission.

5.3.2 Taxpayer Identification Number

The apparent successful Applicant must provide its Taxpayer Identification Number (TIN) and backup withholding status on a completed [W-9 form](#). Agency will not disburse any Grant funds until Agency has a properly completed W-9.

5.4 GRANT NEGOTIATION

By submitting an Application, Applicant agrees to comply with the requirements of the **RFA**, including the terms and conditions of the **Sample Grant (Attachment A)**, with the exception of those terms reserved for negotiation. Applicant must review the attached **Sample Grant** and note exceptions. Unless Applicant notes exceptions in its Application, Agency intends to enter into a Grant with the successful Applicant substantially in the form set forth in the **Sample Grant**. It may be possible to negotiate some provisions of the final Grant; however, many provisions cannot be changed. Applicant is cautioned that Agency believes modifications to the standard provisions constitute increased risk and increased cost to the State. Therefore, Agency may consider the scope of requested exceptions in the evaluation of Applications.

Any Application that is conditioned upon Agency's acceptance of any other terms and conditions may be rejected. Any subsequent negotiated changes are subject to prior approval of the Oregon Department of Justice.

In the event the parties have not reached mutually agreeable terms within **15** calendar days, Agency may terminate negotiations and commence negotiations with the next highest-ranking Applicant.

SECTION 6: ADDITIONAL INFORMATION

6.1 GOVERNING LAWS AND REGULATIONS

This **RFA** is governed by the laws of the State of Oregon. Venue for any administrative or judicial action relating to this **RFA**, evaluation, or award is the Circuit Court of Marion County for the State of Oregon; provided, however, if a proceeding must be brought in a federal forum, then it must be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event shall this section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States, or otherwise, to or from any claim or from the jurisdiction of any court.

6.2 OWNERSHIP/ PERMISSION TO USE MATERIALS

All Applications submitted in response to this **RFA** become the property of Agency. By submitting an Application in response to this **RFA**, Applicant grants the State a non-exclusive, perpetual, irrevocable, royalty-free license for the rights to copy, distribute, display, prepare derivative works of and transmit the Application solely for the purpose of evaluating the Application, negotiating a Grant, if awarded to Applicant, or as otherwise needed to administer the **RFA** process, and to fulfill obligations under Oregon Public Records Law (**ORS 192.311** through **192.478**).

6.3 CANCELLATION OF RFA; REJECTION OF APPLICATIONS; NO DAMAGES

Agency may reject any or all Applications in whole or in part, or may cancel this **RFA** at any time when the rejection or cancellation is in the best interest of the State or Agency, as determined by Agency. Neither the State nor Agency is liable to any Applicant for any loss or expense caused by or resulting from the delay, suspension, or cancellation of the **RFA**, award, or rejection of any Application.

6.4 COST OF SUBMITTING AN APPLICATION

Applicant must pay all the costs in submitting its Application, including, but not limited to, the costs to prepare and submit the Application, costs of samples and other supporting materials, costs to participate in demonstrations, or costs associated with protests.

SECTION 7: LIST OF ATTACHMENTS

ATTACHMENT A: SAMPLE CONTRACT

ATTACHMENT B: ASSURANCE LETTER

ATTACHMENT C: APPLICATION QUESTIONS AND EVALUATION CRITERIA (FOR REFERENCE)