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STATE OF OREGON



COVER PAGE

OREGON DEPARTMENT OF EDUCATION OFFICE OF EQUITY, DIVERSITY & INCLUSION

2022-2024

CULTURALLY SPECIFIC AFTER SCHOOL LEARNING PROGRAM

Request for Grant Applications (“RFA”)

Date of Issue: September 9, 2022

Closing Date: October 19, 2022

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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 Applications (“RFA”) on behalf of its Office of Equity, Diversity, and Inclusion (OEDI) to provide funding for the 2022-2024 Culturally Specific After School Learning (CSASL) Program as provided by the Elementary and Secondary School Emergency Relief Fund III (ESSER III) State Set Aside Key Investments.

1.2 GRANT AMOUNT AND DURATION

Agency anticipates the award of multiple Grant Agreements (each a “Grant”) from this RFA. The initial term of the Grant is anticipated to be effective July 1, 2022 and expire September 16, 2024

The amount of each Grant is anticipated to be up to \$500,000.00 for the term of the Grant.

All eligible Applicants submitting Applications are referred to as Applicants in this RFA. After execution of a Grant Agreement, the awarded Applicant will be designated as a Grantee.

1.3 ELIGIBILITY

To be eligible for a Grant under this RFA, and qualify to implement the strategies provided in Section 2.4, Project Description, 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; or
- A partnership of those entities.

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 (Use this link to register for the webinar)	September 26, 2022	9:00 AM
Questions/ requests for clarification due	October 5, 2022	9:00 AM
Closing (Applications due)	October 19, 2022	1:00 PM
Issuance of notice of award (approximate)	November 23, 2022	

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 House Bill 2057 of the 2021 Legislative Session amending ORS 327.128 and the American Rescue Plan Act (ARP Act or ARPA), US Public Law 117-2 (Elementary and Secondary School Emergency Relief Fund or ESSER III).

2.2 DEFINITION OF TERMS

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

- **“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.

2.2.1.1 Program Specific Definitions

“After School Learning” means programs to help address unfinished learning as part of a responsive system, grounded in equity that accelerates learning by building on strengths and addressing needs of students and their communities. Such a program will center high quality, Culturally Affirming instruction, leadership, and programming.

“Community-Based Organization” means a nonprofit organization that is reflective of a community or significant segments of a community it seeks to serve.

“Community Voice” means that members representing the community served by the project, including students, will be involved in co-constructing the project design, implementation, and/or providing strategic guidance in final decision-making.

“Culturally Affirming” means centering racial consciousness, supporting the development of positive self-concept, and affirming the lived experiences of historically and currently underserved groups.

“Culturally Specific Organization” means an organization that serves a particular cultural community and is primarily staffed and led by members of that community. These organizations demonstrate an intimate knowledge of lived experience of the community including but not limited to: the impact of structural and individual racism or discrimination on the community, knowledge of specific disparities, barriers or challenges documented in the community and how that influences the structure of their program or service, commitment to the community’s strengths-based and self-driven thriving and resilience, ability to describe and adapt their services to the community’s cultural practices, health and safety beliefs and or practices, positive cultural identity and or pride, and religious beliefs, etc.

“Focal Student” means youth who were already facing limited educational opportunities and disengagement—including students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, students who are navigating homelessness, students in foster care, economically disadvantaged students, students who identify as LGBTQ2SIA+, students recently arrived, migrant students, students with experience of incarceration or detention, and/or emerging bilingual students.

“Grant Funds” Monies made available through Elementary and Secondary School Emergency Relief Fund III (ESSER III) State Set Aside Key Investments.

RFA - Culturally Specific After School Learning (CSASL) Program

"Partnership" means a group of eligible applicants who agree to work together with a common interest and shared vision. In a partnership, there is a high level of trust and two-way communication, and differences in power and privilege addressed. Roles and responsibilities on all sides are well defined and developed with shared authority in decision-making. There might be shared space and staff, with expectations and agreements in writing.

"Program" means the totality of the collective practices, projects, and impacts being established through applicants awarded with CSASL funding.

"Project" means the activities and strategies applicants will develop to meet the vision, values, and desired outcomes of the CSASL program.

"Student" means youth who have been disproportionately impacted by the pandemic, including those for whom the pandemic may have exacerbated existing inequities.

2.3 OVERVIEW

2.3.1 AGENCY OVERVIEW AND BACKGROUND

The Agency oversees the education of over 560,000 students in Oregon's public K-12 education system. The Agency encompasses early learning, public preschool programs, the state School for the Deaf, regional programs for children with disabilities, and education programs in Oregon youth corrections facilities. While the Agency is not in the classroom directly providing services, the Agency (along with the State Board of Education), focuses on helping districts achieve both local and statewide goals and priorities through strategies such as:

- Developing policies and standards;
- Providing accurate and timely data to inform instruction;
- Training teachers on how to use data effectively;
- Effectively administering numerous state and federal grants; and
- Sharing and helping districts implement best practices.

The Agency fosters equity and excellence for every learner through collaboration with educators, partners and communities and is guided by integrity, accountability, excellence and equity. The Agency's priorities are graduating Oregon students college and career ready, closing the achievement gap and opportunity gaps, teacher and administrator effectiveness, increasing performance for all schools and districts, and a strong, seamless education system from early childhood through higher education.

2.3.2 THE OFFICE OF EQUITY, DIVERSITY & INCLUSION

The Office of Equity, Diversity, and Inclusion (OEDI) is an office of powerful and passionate individuals who are committed to actualizing the Oregon Equity Stance for Oregon students. The Oregon Equity Stance asserts that education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create a dichotomy of beneficiaries, and those who are oppressed and marginalized. The OEDI is home to various equity-focused and culturally specific projects, enacted through legislation and implemented with partners across the agency. Our goal is to develop partnerships to provide support, technical assistance, and funding to districts, education service districts, and Community-Based Organizations to improve the learning and experience of students and families from communities that are currently and historically harmed and marginalized by educational systems.

2.3.3 ESSER III

The American Rescue Plan Act, 2021 (ARP Act or ARPA) provides an additional \$122 billion for the Elementary and Secondary School Emergency Relief Fund III (ESSER III or ARP ESSER). The State of Oregon received \$1.1 billion in awards via ESSER III.

RFA - Culturally Specific After School Learning (CSASL) Program

The ARP Act directs the Agency to award 90% of the ESSER III funds as grants to Local Education Agencies (LEAs or districts) in the proportion they received funds under Part A of Title I of the Every Student Succeeds Act (ESSA) in fiscal year 2020. The remainder (10%) of the funds were allocated by the Agency to 12 set-aside key investments. The CSASL Program is Key Investment #10 and offers approximately \$7.5M in Grant Funds to eligible entities through September 16, 2024.

2.4 SCOPE OF ACTIVITIES

2.4.1 SUMMARY OF CSASL GRANT PROGRAM

This Program provides grant opportunities for Community-Based Organizations (CBOs), Culturally Specific Organizations, school districts, charter schools, early learning hubs or early learning providers, Tribal governments, Education Service Districts, and post-secondary institutions of education or a partnership of these entities to offer Culturally Affirming and enriching After School Learning opportunities for Students, particularly Focal Students.

2.4.2 CSASL Program Goals and Values

This proposal provides grant opportunities for Culturally Affirming and enriching After School Learning programs for students, including focal students.

The 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.
- Leadership and self-advocacy skills.
- Giving back to the community.

Since participation in after school programming is voluntary, priority will be given to programs who demonstrated that they have a plan to explicitly recruit and retain one or more Focal student groups.

2.5 REPORTING AND ACCOUNTABILITY

Applicants awarded a Grant will be required to report Project outcomes to Agency and provide evidence demonstrating progress made towards meeting Project goals within the Performance Period of the Grant. These reports may include, but are not limited to; quarterly reports, expenditure reports, data on specific measures of the Project, interim and final Grant reports, and other information as needed (e.g., changes to project logic model, timeline of progress, plans for sustaining the program) using Agency approved forms.

SECTION 3: PROCESS AND REQUIREMENTS

3.1 GRANT PROCESS

3.1.1 Public Notice – Agency Website

The RFA, including all addenda and attachments, are published on the Agency's webpage: [Culturally Specific After School Learning \(CSASL\) Grants](#).

Prospective Applicants are solely responsible for checking this webpage to determine whether or not any addenda have been issued. Addenda are incorporated into the RFA by this reference.

Applicants are encouraged to register for an OregonBuys account to receive notifications of possible future business opportunities with the State of Oregon.

RFA document will not be mailed to prospective Applicants.

3.1.2 Questions/ Requests for Clarification

RFA - Culturally Specific After School Learning (CSASL) Program

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 only for this RFA.
- Reference this RFA.
- Identify Applicant's name and contact information.
- Be sent by Applicant's authorized representative.
- Refer to the specific area of the RFA being questioned (i.e. page, section and paragraph number); and
- Be received by the due date and time for Questions/Requests for Clarification identified in the Schedule.

3.1.3 Pre-Application Conference

A [pre-Application webinar conference will be held](#) for this RFA on September 26, 2022 from 9:00 AM to 11:00 AM to respond to clarifying questions. Please see Section 1.4 for Schedule.

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.

3.1.4 Application Due Date

Applications and all required submittal items must be received by the SPC on/ or before Closing specified in Section 1.4. Any Application received after the Closing **will not** be accepted. All Application modifications or withdrawals must be completed and submitted 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 at the Agency's option

3.1.5 Application Submission

Applicant is solely responsible for ensuring its Application is received by the SPC in accordance with the RFA requirements before the closing date and time identified in the Schedule in Section 1.4 ("Closing"). Agency is not responsible for any delays for transmission errors or delays or mistaken delivery. Applications submitted by any other means are not authorized and may be rejected.

3.1.6 Submission via Agency - ODE District Secure File Transfer Process

An electronic version of the complete Application must be submitted to the SPC using the secure file transfer system available on Agency's district website: <https://district.ode.state.or.us/apps/xfers/>

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 submitted by Closing will be evaluated and scored. If you need assistance with the secure file transfer process, contact Agency's helpdesk at 503-947-5715 or email at ode.helpdesk@ode.oregon.gov or ode.helpdesk@ode.state.or.us

3.1.7 Modification or Withdrawal of Applications

RFA - Culturally Specific After School Learning (CSASL) Program

Any Applicant who wishes to make modifications to an Application already received by the Agency shall submit its modification in the manner required in the Application Submission Section and must denote the specific change(s) to the Application submission.

If an Applicant wishes to withdraw a submitted Application, it shall do so prior to the closing deadline specified in Section 1.4 of this RFA (Closing). The Applicant shall submit a written notice signed by an authorized representative of its intent to withdraw its Application. The notice will include the RFA title and be submitted to the SPC through email

3.1.8 Application Rejection

The Agency may at its discretion reject an Application for any of the following reasons:

- Applicant fails to substantially comply with all prescribed RFA procedures and requirements, including but not limited to the requirement that Applicant's authorized representative sign the Application;
- 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 inappropriate contact with the SPC;
- Applicant attempts to inappropriately influence a member of the Evaluation Committee; or
- Applicant fails to meet all requirements listed in Section 3.2.1, Applicant Eligibility.

3.2 APPLICATION ELIGIBILITY AND 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 Applicant Eligibility

To be eligible to receive a CSASL Grant, an Applicant must:

- Be a Community-Based Organization, Culturally Specific Organization, early learning hub, provider of early learning services, school district, charter school, Education Service District, Tribal Government, or post-secondary institution of education, or be a partnership of these entities;
- Demonstrate its ability to serve Students, particularly Focal Students, and their families to further the goals of the CSASL Program in their Application; and
- Since participation in after school programming is voluntary, priority will be given to programs who demonstrated that they have a plan to explicitly recruit and retain one or more Focal Student groups.

The Agency will review and award Grants to eligible Applicants in accordance with the Evaluation Criteria in Section 4.2.

3.2.2 Application Format and Quantity

The Applicant should follow the format provided in the Application and its' Content Requirements (Attachment C), of this RFA. The Application must describe in detail how requirements of this RFA will be met.

Applicant shall submit one (1) electronic copy of its Application to the SPC listed on the Cover Page of this RFA.

3.2.3 Authorized Representative

A representative authorized to bind the Applicant shall sign the Application Certification Sheet (Attachment B) and the Application. Failure of the authorized representative to sign the Application Certification Sheet and Application may subject the Application to rejection by Agency

3.2.4 Application Requirements

The Application (Attachment C) must address all requirements set forth in this RFA and the Application. Applicant shall fully describe its proposed Project as outlined in the Application. An Application that merely offers to perform a program as stated in this RFA will be considered non-responsive to this RFA and will not be considered further.

3.2.5 Application (Attachment C)

Applicant must complete and submit the Application form provided in Attachment C. 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.

All Applications are public record and are subject to public inspection after Agency issues a notice of intent to award(s).

3.2.6 Grant Agreement (Attachment A)

Applicant must indicate in Application Certification Sheet (Attachment B) it will agree to the terms and conditions outlined in the Sample Grant Agreement (Attachment A). Applicant may request changes to the form of the Grant Agreement in Attachment A by submitting, as part of its Application, alternative proposed language.

3.2.7 Budget (Attachment D)

Applicant must complete and submit a detailed Budget (Attachment D). Applicant’s Budget must clearly identify all reasonable costs associated with fulfilling its Application. Applicants should ensure their budgets balance the quality of services and plans to attain the goals outlined in their Application to ensure fiscal responsibility.

3.2.8 Applicant Information and Certification Sheet (Attachment B)

Applicant must complete and submit the Applicant Information and Certification Sheet (Attachment B).

All Applications are public record and subject to public inspection after Agency issues a notice of intent to award(s).

SECTION 4: EVALUATION

4.1 RESPONSIVENESS DETERMINATION

SPC will review all Applications received prior to Closing will be reviewed for responsiveness to all RFA requirements, including with the Minimum Submission Requirements and Application Content Requirements in Section 4. If the Application is unclear, the SPC may request clarification from Applicant. However, clarifications will not be used to rehabilitate a non-responsive or incomplete Application. If the SPC finds the Application non-responsive or incomplete, the Application may be rejected, however, Agency may waive minor mistakes at its sole discretion. SPC may request further clarification to assist the Evaluation Committee in gaining additional understanding of Applications. A response to a clarification request will be only to clarify or explain portions of the already submitted Application and must not contain new information not included in the original Application.

4.2 EVALUATION CRITERIA (100 Points Possible)

Applications meeting the requirements outlined in the Application Requirements Section will be evaluated by an Evaluation Committee. Evaluators will assign a score for each evaluation criterion listed below in this Section.

RFA - Culturally Specific After School Learning (CSASL) Program

Each Applicant will be scored on how well they respond to the Evaluation Items detailed below and demonstrate their ability to meet the requirements described in Section 3.2. Each Applicant will be scored based on a percentage of points awarded to total possible.

SCORE	SCORING RUBRIC
<p>10 points possible</p>	<p>APPLICANTS INFORMATION</p> <p>Which and what type of entity(ies) is (are) applying for the Program? To what extent does Applicant partner with either/any of the following entities: Community-Based Organization, Culturally Specific Organization, early learning hub, provider of early learning services, school district, charter school, Education Service District, Tribal Government, and/or post-secondary institution of education? If Applicant(s) chose not to partner, to what extent do they describe their decision not to partner (e.g., consortium members, consultants, other organization partners)? To what extent does the Applicant describe the following:</p> <ul style="list-style-type: none"> ➤ What is the name of each organization included in the application? ➤ What type of entity is each organization applying? ➤ Why did Applicant chose its partner organization(s) for this Project? ➤ What unique strength will each partner contribute to the Project? ➤ What structures are in place to ensure accountability among the Project partners (e.g. verbal agreement, Memorandum of Understanding (MOU), letters of support from Project partners, regular check in meetings, etc.)? <ul style="list-style-type: none"> ● High (8-10): Applicant clearly states who they are and what type of organization they are. Applicant clearly states who it is partnering with for its stated Project and why they chose these organizations or individuals. Each partner organization’s unique strengths and contributions are clearly stated. The Applicant clearly describes what structures are in place to ensure accountability among Project partners. Applicant is a Culturally Specific or Community-Based Organization or is partnered with a Culturally Specific or Community-Based Organization in an equitable manner, demonstrating equity in overall scope of work and budget. <p>If the Applicant chose not to partner, its reasons are clear and its Application effectively describes how they will accomplish the Project goals on its own. The feasibility of the application is appropriately scaled and sufficiently planned without the need for partnership.</p> <ul style="list-style-type: none"> ● Medium (5-7): Applicant clearly states who they are and what type of organization they are. Applicant(s) adequately states who they are partnering for its stated Project and why they chose these organizations or individuals. Applicant’s partner organization’s strengths and contributions are adequately stated but some key information may be missing. The Applicant adequately describes what structures are in place to ensure accountability among Project partners. Applicant is not a Culturally Specific or Community-Based Organization, but is partnered with a Culturally Specific or Community-Based Organization. <p>If the Applicant chose not to partner, its reasons are adequate but it may not be clear from the Application how Applicant will accomplish the Project goals on its own.</p> <ul style="list-style-type: none"> ● Low (0-4): Applicant clearly states who it is and what type of organization it is. Proposal contains little to no justification for why they chose its Project partners. There is little to no structure provided or described to ensure accountability among Project partners. Applicant is not a Culturally Specific or Community-Based Organization nor are they partnered with a Culturally Specific or Community-Based Organization. <p>If the Applicant chose not to partner, no reasons are given and it is not clear from the Application if Applicant can accomplish the Project goals on its own.</p>

10 points possible

APPLICANTS PAST AND CURRENT EFFORTS

Assessing the extent to which the Applicant’s past and current efforts of providing services and/or engaging with its local communities align with the vision and desired outcomes of the CSASL Program.

A top scoring Application must include the following:

- Example(s) of current and/or past efforts to improve conditions for Students, particularly Focal Students, academically and through mental health supports, preferably in After School Learning opportunities;
- Example(s) of current and/or past efforts around leadership development, and advocacy specific to Students, and particularly Focal Students and communities, preferably in After School Learning opportunities;
- Example(s) of current and/or past efforts in Culturally Affirming development, specific to Students, and particularly Focal Students, preferably in After School Learning opportunities;
- A description of the Applicant(s)’ prior After School Learning efforts and any evidence (data, results, findings) that demonstrate positive outcomes for Students, and particularly Focal Students.

- **High (8-10):** Applicant’s past and current efforts providing services and/or engaging with its local communities clearly align with the vision and desired outcomes of the CSASL Program. Applicant includes at least one (1) example of a current or past successful effort to improve educational outcomes for Focal Students and communities through After School Learning opportunities. Applicant also includes at least one (1) example of a current or past successful effort around Student, community and family engagement, leadership development, or advocacy
- **Medium (4-7):** Applicant’s past and current efforts providing services and/or engaging with its local communities can be inferred in the summary. Some details of the structure, staffing, experience, and Students, particularly Focal Students, and communities served are articulated and support the vision and desired outcomes of the CSASL Program. Applicant includes at least one example of either a successful effort to improve educational opportunities for Focal Students and communities, or experience implementing After School Learning opportunities. Applicant also includes at least one example of a successful effort around Student, community and family engagement, leadership development, or advocacy.
- **Low (0-3):** Applicant’s Project purpose is not clear. There is not a clear connection between the Applicant’s Project and the purpose, vision, and goals of the CSASL Program. Applicant does not include or is not clear regarding examples of a successful effort to improve educational opportunities for Students, particularly Focal Students, and communities and/or After School Learning opportunities, if available. They do not include or are not clear regarding at least one example of a successful effort around Student, community and family engagement, leadership development, or advocacy.

<p>20 points possible</p>	<p>PROJECT DESCRIPTION</p> <p>Assessing the extent to which the Applicant’s Project overview describes its Project, including, strategies, activities, goals, and desired outcomes.</p> <p>A top scoring application shall include the following:</p> <ul style="list-style-type: none">➤ An overview indicating how the Project will meet the vision, values, and desired outcomes of the Program;➤ A description of the Project activities and strategies that center equity as well as Culturally Affirming and culturally specific services and/or programming;➤ Activities table(s) that describes how actions, timelines, and outcomes will meaningfully work to successfully meet the goals and the CSASL Program’s four essential pillars of practice;➤ Specific, measurable, achievable, relevant, and time-based (SMART) Project outcomes. <ul style="list-style-type: none">● High (16-20): Applicant provides a Project overview that clearly describes its strategies, activities, goals, and desired outcomes. The strategies, activities, and outcomes clearly demonstrate how the Applicant’s Project will center equity and Culturally Affirming services and/or programming for Students, particularly Focal Students. Activity tables provide clear and detailed activities, strategies, timelines, and outcomes, which demonstrate meaningful impact on Students, and particularly Focal Students and its communities based on Program goals and values.● Medium (7-15): Applicant provides a Project overview, which adequately describes its strategies, activities, goals, and desired objectives, although some detail may be unclear or missing. The strategies, activities, and outcomes are not specific and may not or only somewhat demonstrate how the Applicant’s Project will center equity and Culturally Affirming services and programming for Students, particularly Focal Students. Activity Tables may provide some information, but are missing detail or clarity around activities, strategies, timelines, and outcomes towards meaningful impact on Students, particularly Focal Students, and its communities.● Low (0-6): Applicant provides a Project overview that lacks clarity and makes it difficult to determine strategies, activities, goals, and/or desired outcomes. The strategies, activities, and outcomes do not demonstrate how the Applicant’s Project will center equity and Culturally Affirming services and/or programming for Students, particularly Focal Students. Activity tables do not outline or describe (or are unclear in outlining and describing) activities, strategies, timelines, and outcomes that support or align with achieving meaningful impact on Students, particularly Focal Students and its communities.
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<p>10 points possible</p>	<p>UNMET REGIONAL NEEDS</p> <p>Assessing the extent to which the Applicant describes how its Project, compared to other After School Learning programs in its region, is unique, Culturally Affirming, and meets unmet needs or supports for Students, particularly Focal Students (see Region Where Services Will Be Provided in evaluation criteria).</p> <p>A top scoring application shall include the following:</p> <ul style="list-style-type: none">➤ Overall strategies for After School Learning that meet the specific and unique needs of Students, particularly Focal Students, and the community in the Applicant’s region;➤ Evidence-based description of the number and scope of existing programs that also meet the goals of the CSASL Program in the Applicant’s region;➤ Gap analysis of the Applicant’s regional needs currently unmet and not addressed by Applicant’s existing programs. <ul style="list-style-type: none">● High (8-10): Applicant’s service area currently offers little to no after school culturally specific services or programming specific to the needs of Students, and particularly Focal Students. Applicant has provided specific, detailed information about current services or programming in Applicant’s region and can demonstrate a thorough assessment into current services provided and gaps that need addressed to support culturally specific After School Learning opportunities for Students, particularly Focal Students, and Applicant’s communities.● Medium (4-7): Applicant’s service area contains some current after school programs specific to the needs of Students, and particularly Focal Students; but has several gaps in the type of services or programming provided or current services or programming reach only a small percentage of Students, and particularly Focal Students, in Applicant’s region. Applicant demonstrated that its Project will serve Students, particularly Focal Students, who have limited, but some, access to culturally specific after school services or programming in its region. Applicant has provided information about current services or programming in Applicant’s region and has described/provided an overview of services or programming provided and possible gaps present to support culturally specific After School Learning opportunities for Students, particularly Focal Students, and its communities.● Low (0-3): Applicant’s region already has multiple well-established programs specific to the After School Learning needs of Students, and particularly Focal Students, or Applicant has provided little to no specific information about currently available services or programming and possible gaps specific to the After School Learning needs of students in its region.
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<p>15 points possible</p>	<p>STUDENT AND COMMUNITY ENGAGEMENT</p> <p>Assessing the extent to which the Applicant’s Project engages and/or plans to engage Students, and particularly Focal Students and community in the design, implementation, and strategic direction of the Project.</p> <p>A top scoring application shall include the following:</p> <ul style="list-style-type: none"> ➤ Evidence-based research and strategies to identify Students, particularly Focal Students, and communities that have been or will be engaged in the design, implementation, and strategic direction of the Project; ➤ A description of recruitment efforts to engage Students, and particularly Focal Students and community members; ➤ Evidence-based research and strategies to involve and overcome participation barriers (e.g., technology, language, childcare, transportation) for Students, and particularly Focal Students and communities in the design, implementation, and strategic direction of the Project throughout the grant period; ➤ Comprehensive strategies to communicate Project progress with Students, and particularly Focal Students and community throughout the grant period; ➤ Monitoring and evaluation strategies aiming at integrating Student, and particularly Focal Student and community perspective to effectively and continuously improve Project services. <ul style="list-style-type: none"> ● High (12-15): Students, and particularly Focal Students and community members served by the Project are actively, purposely, and regularly involved in the design, implementation, and strategic direction of the Project. Student, particularly Focal Student, and community member involvement in planning and implementation is clearly defined and constitutes a meaningful and integral part of Project success. Application includes a clear plan to identify and engage Students, particularly Focal Students, and community members served by the Project. Application demonstrates that Student, and particularly Focal Student and community members’ strategic guidance in decision-making is respected, valued, and implemented by communicating progress on the Project and addressing barriers to participation. ● Medium (5-11): Applicant consulted with Students, and particularly Focal Students and community members served by the Project in the design, implementation, and strategic direction of the Project. This consultation may be one-time or of limited duration only. Active Student, particularly Focal Student, and community member involvement in implementation is not clearly defined. While it appears that Student, and particularly Focal Student and community voice is valued, the Applicant’s plan on identifying and engaging Students, particularly Focal Students, and community members served by the Project is nonspecific. There is some concern that Student, particularly Focal Student, and community involvement was not central to the planning/development process of the Project. ● Low (0-4): Application contains little to no evidence that Students, and particularly Focal Students and community members served by the Project are involved in Project design, implementation, and/or providing strategic guidance in final decision-making. Student, particularly Focal Student, and community voice is not clearly connected to Project success and all decision making roles are held entirely by leadership, staff, and/or community members who do not reflect the populations served by the Project.
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<p>10 points possible</p>	<p>PERFORMANCE MEASURES AND EVALUATION</p> <p>Assessing the extent to which the Applicant details its plan to measure and report toward Project goals that align with CSASL Program goals and values.</p> <p>A top scoring application shall include the following:</p> <ul style="list-style-type: none">➤ Existing and/or proposed progress and performance measures that are feasible, reliable, and align with CSASL Program goals and values;➤ Existing and/or proposed monitoring and evaluation process(es) that use(s) feedback and data in real-time to inform Project goals;➤ Existing and/or proposed strategies to communicate progress of the Project to Students, particularly Focal Students, community, and stakeholders. <ul style="list-style-type: none">● High (8-10): Applicant’s plan to determine performance measures, assess progress, monitor outcomes, and communicate progress is clear and detailed. Application clearly describes Applicant’s process for using feedback and data to inform its program and adjust accordingly. The Application clearly describes its communications plan to keep Students, particularly Focal Students, community members, and stakeholders informed in culturally and linguistically responsive ways.● Medium (4-7): Applicant’s evaluation and assessment plan to determine performance measures, assess progress, monitor outcomes, and communicate progress is described, but may be unclear and/or lacking detail. Applicant provides a communications plan to keep Students, particularly Focal Students, community members, and stakeholders informed although the detail may be lacking and/or communication methods used may not be culturally and linguistically specific or responsive.● Low (0-3): Applicant’s evaluation and assessment plan to determine performance measures, assess progress, monitor outcomes, and communicate progress is lacking adequate detail or is missing all together. Applicant(s)’ communications plan is unclear, lacking necessary detail, or missing all together and does not take into consideration the cultural and linguistic needs of Students, particularly Focal Students, community members, and stakeholders.
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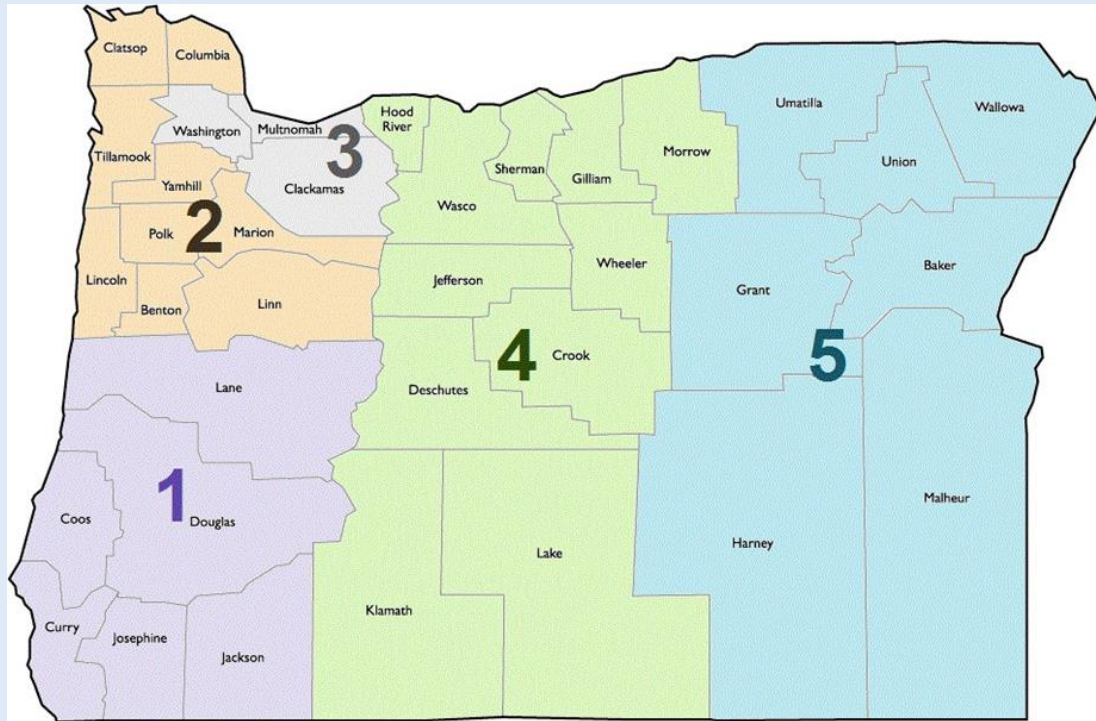
<p>5 points possible</p>	<p>PROJECT ROLES</p> <p>Assessing the extent to which the Applicant describes the key staff and/or volunteers involved with its Project.</p> <p>A top scoring application shall include the following:</p> <ul style="list-style-type: none">➤ Existing roles and/or new positions that will be created to support Project activities, strategies, goals, and desired outcomes aligned to the CSASL Program goals and values;➤ A description of the purpose of roles and how they will specifically support the Project, including activities, strategies, goals, and desired outcomes aligned to CSASL Program goals and values;➤ A description of total FTE for staff identified, retained, and/or hired for the implementation of the Applicant’s Project and how that FTE supports Project activities, strategies, goals, and desired outcomes aligned with CSASL Program goals and values. <ul style="list-style-type: none">● High (4-5): Applicant’s Project roles clearly describe each individual’s role and FTE within the Project and clearly outlines, and connects back to Project activities, strategies, goals, and desired outcomes.● Medium (2-3): Applicant’s describes Project roles but may not be clear or lack detail. Each individual’s role and FTE within the Project may be missing or may not be clear. Project roles and FTE may not clearly connect back to Project activities, strategies, goals, and desired outcomes.● Low (0-1): Project roles and FTE are lacking or missing and may not be clear or are missing detail on how they connect back to Project activities, strategies, goals, and desired outcomes.
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No Points Awarded

REGIONS WHERE SERVICES WILL BE PROVIDED

Grants will be evaluated and awarded regionally – Northwest, Southwest, Metro, Central, and East [See list of regions and map below] - with each region receiving at least one (1) award*. Applicants must specify the region in which they will be applying and delivering services.

*The Agency reserves the right to not award a grant/grants in certain regions where applications were not received and/or did not meet the scoring criteria threshold for funding:



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.

<p>20 points possible</p>	<p>BUDGET TABLE</p> <p>Assessing the extent to which the Applicant’s budget is appropriate for the scope of the proposed Project. For those Projects where one (1) or more partners are involved, each partner must receive an amount of Grant Funds sufficient to complete its work and contribution to the Project goals. This ensures smaller Community-Based Organizations who are Project partners are not inadvertently under-resourced for its work.</p> <p>A top scoring Application shall include the following:</p> <ul style="list-style-type: none"> ➤ A budget table that is aligned and tailored to Project activities, strategies, goals, and desired outcomes; ➤ A budget table that describes all budget line items, their purpose(s), and how line items were determined (e.g., salaries, hourly wages, and FTE); ➤ A budget table that demonstrates equitable distribution of Grant Funds to partner organizations and/or for Students, Focal Students, and communities directly affected by the Project. <ul style="list-style-type: none"> ● High (16-20): The Applicant’s budget table is well aligned and tailored to provide appropriate support and resourcing for the design of the Project. Budget table clearly describes budget line items, their purposes, and how line items were determined. Salaries in the budget reflect a living wage (based on Region) for all grant-funded staff over .5 FTE. The budget timeline corresponds well to the stages of the Project. The narrative has sufficient and clear detail to show that expenses are reasonable. <p>For Projects where one or more partners are involved, the budget worksheet clearly demonstrates the amount of funding each partner receives to directly support their contribution to the Project</p> <ul style="list-style-type: none"> ● Medium (7-15): The budget table aligns with the design of the Project, but may not demonstrate or clearly outline appropriate support or resourcing provided. The budget table describes budget line items, their purposes, and how line items were determined, but descriptions may not be clear or missing in some areas. The budget table reflects living wage (based on region) salaries for most, but not all, grant-funded staff over .5 FTE. <p>For programs where one (1) or more partners are involved, the budget table outlines the amount of funding each partner receives, but may not clearly, completely, and/or directly support contributions to Project goals. Partner staff positions and overall funding may leave them under-resourced without a clear and reasonable explanation. Participation in this Project may cause a fiscal and administrative burden on partner</p> <ul style="list-style-type: none"> ● Low (0-6): The alignment between the budget table and Project design is unclear. The budget table describes few, if any, budget line items, their purposes, and how line items were determined. Budget reflects few, if any, salaries at living wage (based on region) for grant-funded staff over .5 FTE. <p>For Projects where one (1) or more partners are involved, the budget table may or may not outline the amount of funding each partner receives, and does not support or clearly outline partner(s)’ ability to contribute to Project goals. Partner staff positions and overall funding are significantly under-resourced without explanation. Participation in this Project will likely cause a fiscal and administrative burden on partners.</p>
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4.3 POINT AND SCORE CALCULATIONS

Scores are the values (0 through 20) assigned by each evaluator.

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

The SPC will average all scores for each evaluation criterion.

Points possible are as follows:

EVALUATION CRITERIA	
Total Points Possible: 100	
• Applicants(s)	10 points
• Applicant(s) Past and Current Efforts	10 points
• Project Description	20 points
• Unmet Regional Needs	10 points
• Student and Community Engagement	15 points
• Performance Measures and Evaluation	10 points
• Project Roles	5 points
• Service Region	Unscored
• Budget Table	20 points

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.

SECTION 5: AWARD AND NEGOTIATION

5.1 AWARD NOTIFICATION PROCESS

5.1.1 Award Consideration

Agency, if it awards a Grant, will award a Grant to the highest ranking Applicant(s) based upon the scoring methodology and process described in the Evaluation Section. Agency may award less than the full scope described in this RFA.

Agency may award less than the full scope described in this RFA and awards are dependent upon receipt of sufficient funding, appropriations, expenditure limitation, allotments or other necessary expenditure authorizations to allow the Agency to disburse the awarded amount from the appropriate funding source

AGENCY RESERVES THE RIGHT TO CANCEL THIS RFA OR NOT TO SELECT ANY APPLICANTS UNDER THIS RFA, OR ANY APPLICANTS FOR A SPECIFIC REGION IF AGENCY DETERMINES IN ITS SOLE DISCRETION THAT A SELECTION SHOULD NOT BE MADE OR GRANT FUNDS DISTRIBUTED.

5.1.2 Notice of 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.

5.1.3 Appeal Process

There will not be an appeal process for this RFA. The rankings by the Evaluation Team are final.

5.2 SUCCESSFUL APPLICANT SUBMISSION REQUIREMENTS

5.2.1 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>.

5.2.2 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.

5.2.3 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.

5.2.4 Grantee's Unique Entity Number (UEI)

Because this RFA is funded with federal ESSER III funds all Applicants if selected for an award, and prior to a Grant being issued the Applicant must already have or obtain a Unique Entity Identifier, or the UEI. This is the official name of the "new, non-proprietary identifier" that replaced the D-U-N-S® number, according to the General Services Administration (GSA).

UEIs can be requested in, and assigned by, the System for Award Management (SAM.gov). Applicants not registered will want to use this link: https://sam.directory/UEI?gclid=EAJaIQobChMIoMXj5tqL-QIVihitBh2_3QkxEAAAYAiAAEgLHkFD_BwE

Agency verifies Grantee UEIs when issuing grants using federal funds.

5.3 GRANT NEGOTIATION

By submitting an Application, Applicant agrees to comply with the requirements of this RFA, including the terms and conditions of the Sample Grant (Attachment A), with the exception of those terms reserved for negotiation. Applicant shall 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 (Attachment A). It may be possible to negotiate some provisions of the final Grant; however, many provisions cannot be changed. Applicant is cautioned that the State of Oregon believes modifications to the standard provisions constitute increased risk and increased cost to Agency. Therefore, Agency will 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.

RFA - Culturally Specific After School Learning (CSASL) Program

All items, except those listed below, may be negotiated between Agency and the apparent successful Applicant in compliance with Oregon State laws:

- Choice of law;
- Choice of venue;
- Constitutional requirements; and
- All applicable federal and state requirements

In the event that the parties have not reached mutually agreeable terms within five (5) 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 GRANT WITH INSURANCE, FEDERAL TERMS AND CONDITIONS / FEDERAL AWARD IDENTIFICATION (required by 2 CFR 200.332(a)(1))

ATTACHMENT B: APPLICATION CERTIFICATION SHEET

ATTACHMENT C: APPLICATION

ATTACHMENT D: BUDGET

ATTACHMENT E: ESSER III STATE PLAN AND KEY INITIATIVES PLAN