

RFA #ODE-1146-20 – ADDENDUM 2

INTERIM LATINO/A/X STUDENT SUCCESS PLAN

SECTION 1: PURPOSE

The purpose of this Addendum 2 is to provide modifications to specific sections of the RFA for clarity.

SECTION 2: MODIFICATIONS

Modifications are identified with new language indicated by **bold underlined** font, deleted language is indicated by ~~strikethrough~~ font.

2.1 MODIFICATION TO SECTION 2.4.2 GOALS, DESCRIPTIONS & EXPECTATIONS

Under the Student Success Act (HB 3427), the goals of the Interim Latino/a/x Student Success Plan must address the following:

1. The disparities experienced by Latino/a/x students in every indicator of academic success, as documented by the department's statewide report card and other relevant reports related to students served by the plan;
2. The historical practices leading to disproportionate outcomes for Latino/a/x students; and
3. The educational needs of Latino/a/x students from early childhood through post-secondary education as determined by examining culturally appropriate best practices in this state and across the nation.

Additionally, the Office of Equity, Diversity & Inclusion has aligned the strategies of the Student Success Act Latino/a/x sections with the Agency's **Ready Schools, Safe Learners** ~~Distance Learning for All~~. This established a framework by which community based organizations, school districts, and early learning hubs can support Latino/a/x students and families during these challenging times.

2.2 MODIFICATIONS TO SECTION 3.5.2 EVALUATION CRITERIA (100 ~~103~~ POINTS POSSIBLE)

Applications meeting the requirements outlined in the Minimum Submission Requirements Section 3 and the Application Content Requirements Section 3 will be evaluated by an Evaluation Committee. Evaluators will assign a score for each evaluation criterion as listed below in this Section.

The Agency shall award grants to eligible **Applicants** ~~recipients~~ based on the following criteria:

- Whether the Grant Application meets the objectives and strategies as provided in the

Interim Latino/a/x Student Success Plan;

- Whether the Grant Applicant demonstrates commitment and readiness to use best practices and provide programming and services which are culturally responsive, culturally inclusive, and/or culturally specific to address needs for students served by the plan; and
- Whether the Grant Application demonstrates equitable distribution of grant funds and resources.

The Agency will give priority to Applications that:

- Clearly demonstrates deep and authentic partnerships with members of the Latino/a/x community. Culturally specific and community based organizations may apply independently, however, all other eligible Applicants must demonstrate how they engage community voice in the Project;
- Project reflects geographic diversity to ensure representation of grant recipients and students served by the plan through the state. Consideration will be given to projects in rural communities and where students served by the plan are historically and currently underserved;
- Clearly documents how Applicant will effectively implement the objectives and strategies as provided in the Interim Latino/a/x Student Success Plan; and
- Clearly demonstrate authentic partnerships between community-based organizations, school districts, early learning hubs, providers of early learning services, post-secondary institutions, and/or Tribe(s) toward common goals and strategies.

2.3 MODIFICATION TO SECTION 3.5.2.3 BONUS POINTS – AREA OF FOCUS (MAXIMUM POINTS: 15 ~~18~~)

The Applicant may receive bonus points if Applicant can demonstrate:

1. Project demonstrates authentic partnerships between community-based organizations, culturally-specific organizations, school districts, early learning hubs, providers of early learning services, post-secondary institutions, and/or Tribe(s) toward common goals and strategies. Applicant may submit letters of support from their Project partners. (5 ~~3~~ POINTS)
2. Project reflects geographic diversity to ensure representation of Applicants grant recipients and students served by the plan through the state. Consideration will be given to projects in rural communities and where students served by the plan are historically and currently underserved. (10 POINTS)
- ~~3. Clearly demonstrate authentic partnerships between community-based, school districts, early learning hubs, post-secondary institutions, and/or Tribe(s) toward common goals and strategies. (3 points)~~