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STATE OF OREGON



COVER PAGE

OREGON DEPARTMENT OF EDUCATION OFFICE OF EQUITY, DIVERSITY & INCLUSION

2022-2023

LATINO/A/X AND INDIGENOUS STUDENT SUCCESS GRANTS

Request for Grant Applications

OregonBuys No. S-58100-00001003

Date of Issue: April 29, 2022

Closing Date: June 03, 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 2022-2023 Latino/a/x and Indigenous Student Success Grant funding as charged by the Oregon Legislature in House Bill 3427 (HB 3427) of the 2019 legislative session. For purposes of this RFA, the term “Indigenous” has the meaning provided in Section 2.2.1 below.

1.2 GRANT AMOUNT AND DURATION

Agency anticipates the award of multiple Grant Agreements (each a “Grant”) from this RFA. The initial term of an awarded Grant is anticipated to be effective July 01, 2022 and expire June 30, 2023 with the Agency reserving the option to renew through June 30, 2025. To be considered for a renewal, Agency will evaluate Grantee’s outcomes/successes for 2022-2023 Project activities. Renewals will also be dependent on Agency receiving adequate funding for the 2023-2025 biennium.

The amount of each Grant is anticipated to be up to \$250,000.00 for the 2022-2023 school year. A portion of those funds, not to exceed \$50,000, may be made available for startup costs, summer programs and/or build capacity for the 2022-2023 school year based on a demonstrated ability and need to implement the strategies provided in the Plan. Grantees will receive up to \$200,000 for the 2022-2023 school year and future grant renewal (2023-2025 biennium and beyond) will be awarded at up to \$200,000 per year.

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;
- An early learning hub or an early learning provider;
- A school district;
- A Tribe;
- An education service district; or
- A post-secondary institution of education.

1.4 SCHEDULE

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

Event	Date	Time
Pre-application webinar	May 10, 2022 (English) May 12, 2022 (Spanish)	10am – 12pm
Questions / Requests for Clarification Due	May 24, 2022	12:00pm
Closing (Applications Due)	June 03, 2022	4:00pm
Issuance of Notice of Award (approximate)	July 11, 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. Applicant shall direct all communications related to any provision of the RFA, whether about the technical requirements of the RFA, contractual requirements, the RFA process, or any other provision only to the SPC.

SECTION 2: AUTHORITY, AND SCOPE

2.1 AUTHORITY AND METHOD

The Agency is issuing this RFA pursuant to its authority under ORS 329.845, "Statewide education plan for Students who are Latino or Hispanic; advisory group; report; grants; rules", and OAR 581-017-0693 to 581-017-0708, Latino/a/x and Indigenous Student Success Plan Grant Program.

2.2 DEFINITION OF TERMS

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

2.2.1 Program Specific Definitions

Addendum or **Addenda** means an addition to, deletion from, a material change in, or general interest explanation of this RFA.

Applicant means a person, organization, or governmental entity submitting an Application in response to this RFA.

Application means an application submitted in response to this RFA.

Closing means the date and time specified in this RFA as the deadline for submitting Applications.

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 will be involved in co-constructing the project design, implementation, and/or providing strategic guidance in final decision-making.

Culturally Responsive means the implicit recognition and incorporation of the cultural knowledge and experience of Students served by the plan in teaching, learning and assessment. This includes identifying and valuing: Students' cultural assets in instruction and assessment; diverse frames of reference that correspond to multifaceted cultural perspectives/experiences; and performance styles in the classroom that do not reflect dominant values of achievement or success.

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: 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 strength-based and self-driven thriving and resilience; ability to describe and adapt their services to the community's cultural practices, health and safety beliefs/practices, positive cultural identity/pride, religious beliefs, etc.

Evaluation Committee means the group of people who will evaluate and score Applications submitted in response to this RFA.

RFA - Latino/a/x and Indigenous Student Success Plan

“Grantee” Persons, firms or governmental entities involved in the substantive activities of the project. The Grantee performs substantive work on the program to accomplish the program’s purpose.

“Grant Funds” Monies made available through the Student Success Act.

“Indigenous” means an individual from Mexican, Central American, South American, or Caribbean communities who identify with indigenous or tribal communities from those geographic regions.

“Latino/a/x and Indigenous Student Success Grant” means the Grant established in ORS 329.845.

“Latino/a/x and Indigenous Student Success Plan” or “Plan” means the plan established in ORS 329.845 and adopted by the State Board of Education on May 20, 2021. (See Attachment E)

“Partnership” means a group of organizations, Tribes, school districts, education service districts or individuals who agree to work together with a common interest and shared vision. In a partnership, there is a high level of trust and 2-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.

“Project” means the programs, activities, and strategies applicants will develop to meet their chosen objectives of the Latino/a/x and Indigenous Student Success Plan.

“Student” means a Student enrolled in early childhood through post-secondary education who:

(a) Is Latino/a/x, Hispanic, Black, Afro-Latino/a/x, or Indigenous, including individuals of Mexican, Cuban, Puerto Rican, Dominican, South American or, Central American descent; and

(b) Has experienced disproportionate results in education due to current and historical practices and policies, as identified by the State Board of Education by rule.

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 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 Office of Equity, Diversity, and 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 dichotomy of beneficiaries, and oppressed and marginalized. The OEDI is home to various equity-focused and culture 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 currently and historically harmed and marginalized by educational systems.

2.3.3 The Latino/a/x & Indigenous Student Success Plan

The Student Success Act (Oregon House Bill 3427) was signed into law in May of 2019, creating a historic opportunity for Oregon schools. When fully implemented this Act will invest approximately \$2 billion per biennium for early learning and K-12 education. The Student Success Act marks a turning point for education in Oregon and offers new opportunities to improve outcomes for historically underserved Students by our education system.

The Latino/a/x and Indigenous community in Oregon is diverse and complex. This community is multiracial, multilingual, and comprised of dozens of countries of origin each with its own unique culture and history. Language and terms used to describe this community like Latino, Latina, or Latinx invisibilize our indigenous and African/Black ancestry and at the same time are evolving to be inclusive of non-binary gender individuals.

In Oregon, Latino/a/x and Indigenous make up nearly one-in-four Students and are the largest non-white population in the state, and this number only continues to grow. Latino/a/x and Indigenous Students are already the majority population (over 50%) in ten school districts across the state. This Plan is critical in building understanding of this population and addressing strategies for educational success.

2.4 SCOPE OF PROJECT

2.4.1 Summary of the Latino/a/x and Indigenous Student Success Plan

The Plan was developed at the direction of the Legislature to develop and implement strategies to address historic and current systemic inequities experienced by Latino/a/x and Indigenous students through focused investments and partnerships with Community Based Organizations, school districts, Tribes, education service districts, early learning providers, and post-secondary institutions. The Plan centers equity and community by ensuring those closest to the problem help develop and design the solutions. Through this effort, the Agency will work to close the opportunity gap and eliminate educational disparities to ensure all students can thrive.

2.4.2 Plan Goals and Values

As part of the Student Success Act, the Plan seeks to address the following three (3) areas:

1. The disparities experienced by Latino/a/x and Indigenous Students in every indicator of academic success, as documented by the Agency'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 and Indigenous Students; and

RFA - Latino/a/x and Indigenous Student Success Plan

3. The educational needs of Latino/a/x and Indigenous Students from early childhood through post-secondary education as determined by examining culturally appropriate best practices in this state and across the nation.

The Plan provides strategies to address the following educational objectives. These objectives will be used by the Agency to measure and assess the long-term impact of the Plan.

- (a) Address the disproportionate rate of disciplinary incidents involving Latino/a/x and Indigenous Students compared to all Students in the education system;
- (b) Increase parental engagement in the education of Latino/a/x and Indigenous Students;
- (c) Increase the engagement of Latino/a/x and Indigenous Students in educational activities before and after regular school hours;
- (d) Increase early childhood education and kindergarten readiness for Latino/a/x and Indigenous Students;
- (e) Improve literacy and numeracy levels among Latino/a/x and Indigenous Students between kindergarten and third grade;
- (f) Support Latino/a/x and Indigenous Students as they transition to and through middle school grades and as they transition to and through high school grades to maintain and improve academic performance;
- (g) Support Culturally Responsive pedagogy and practices from early childhood through post-secondary education;
- (h) Support the development of Culturally Responsive curricula from early childhood through post-secondary education;
- (i) Increase attendance of Latino/a/x and Indigenous Students in community colleges and professional certification programs; and
- (j) Increase attendance of Latino/a/x and Indigenous Students in four-year post-secondary institutions of education.

2.4.3 The Plan Values

The Agency developed the following values to guide the Plan. These values are central to the objectives of the Plan and inform how we seek to accomplish our goals.

Student Centered: This overall goal of the Plan is to address the educational opportunity gap faced by Latino/a/x and Indigenous Students. This means all of the strategies will ultimately lead to creating conditions and measurable outcomes for Student success in the K-12 school system.

Policy and Systems Change: Systemic problems require systemic solutions. This means strategies should focus on addressing the systemic and root causes of educational disparities. This will require developing policy solutions at all levels to ensure the outcomes are long-term and sustainable. Additionally, we must center the voices and experiences of those most impacted by oppression to develop systemic solutions.

Centering Cultural and Community Assets: Latino/a/x and Indigenous Students and their families bring a wealth of cultural knowledge, experiences, history, and leadership. Strategies for developing solutions should be designed in partnership with family and community leadership. This approach values family and community as thought partners rather than simply as recipients of services.

2.4.4 Plan Approach: People, Practice, and Policy

A major focus of the Plan is creating conditions for long-term systemic change. The educational opportunity gap between white Students and Students of color exists due to years of racism and policy decisions that are built into our educational system. Systemic problems require systemic solutions. This means in order to improve educational outcomes we will need to examine, fix, and if needed, dismantle policies that contribute to educational disparities.

It is anticipated that accomplishing the objectives in the Plan will require an approach that attends to each of the following three (3) categories:

People - Includes programs and services that benefit individuals or groups of people. Usually involves providing a service or benefit on a one-time or on-going basis.

Practice - Involves educator training and professional development to address cultural understanding. Evolving practices can lead to new policies, pedagogical practices, and new ways of engaging Students and families with a focus on disrupting inequity and racism.

Policy - Involves re-examining, updating, and/or dismantling policies and institutional practices that advertently or inadvertently create disparities for Students and families. Policy and systems change has the potential to be far more impactful than simply providing programs. Policy solutions can impact the entire system whether the system is a school or an entire district. The focus is on fixing the system, not the Student.

Note: Policy changes do not need to be completed within the timeline of the Grant (July 1, 2022 to June 30, 2023), but progress must take place and each Applicant must clearly describe how it will make progress during that time.

2.4.5 Latino/a/x and Indigenous Success Grants

The 2022-2023 Latino/a/x and Indigenous Student Success Grants are being made available to Community-Based Organizations, school districts, early learning hubs or early learning providers, Tribes, education service districts, and post-secondary institutions of education to address the goals and objectives in their Grant Application for their Latino/a/x and Indigenous Student Success Plan.

The goal of these Grants is to support community-led efforts towards policy and systems change to improve educational outcomes for Latino/a/x and Indigenous students. Using the Plan **values** (student centered, policy and systems change, and centering cultural and community assets) and the **approach** (people, practice, policy), each Applicant must develop programs, activities, and strategies to meet their chosen objectives of the Plan ("Project"). Each Project proposed and implemented by an Applicant must emphasize strategies to meet Plan objectives using a policy and systems change lens to create conditions for long-term change.

Examples of potential Projects could include:

- Organizing a group of parent leaders to work in partnership with their local school district to identify culturally responsive curriculum and educator practices and develop policies to ensure school or district-wide implementation.
- Establishing a parent leadership advisory body to develop strategies, identify curriculum and practices, and research policy recommendations to reduce disproportionate discipline faced by Latino/a/x and Indigenous students while at the same time improving mental health supports for these students.
- Creating a partnership between a Community-Based Organization, a school district, and a college/university to identify systemic barriers and make long-term policy recommendations to improve college attendance rates for Latino/a/x and Indigenous students.

RFA - Latino/a/x and Indigenous Student Success Plan

This list is intended solely to provide Applicants a general idea of how what kinds of projects might meet the objectives of the Plan. An Applicant's eligibility for, or receipt of, an award under this RFA shall depend solely on an Applicant's satisfaction of the requirements of this RFA and demonstrated ability to further the objectives of the Plan.

Agency intends to select an Applicant or Applicants that individually or collectively address each of the ten (10) Plan objectives. Agency may award agreements to more than one Applicant who proposes to address a specific Plan objective.

2.4.6 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 is 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).

SECTION 3: APPLICATION PROCESS AND REQUIREMENTS

3.1 APPLICATION PROCESS

3.1.1 Public Notice – OregonBuys

The RFA, including all Addenda and attachments, is published in the OregonBuys at <https://oregonbuys.gov/bsol/>. RFA documents will not be mailed to prospective Applicants.

Agency will advertise all Addenda in OregonBuys. Prospective Applicants are solely responsible for checking OregonBuys to determine whether any Addenda have been issued. Addenda are incorporated into the RFA by this reference.

OregonBuys is the Agency's official site for public notice. Agency encourages all interested Applicants to register in OregonBuys to ensure interested Applicants receives all notifications applicable to this RFA, <https://www.oregon.gov/das/ORBuys/Pages/supplierregistration.aspx>

Applicants are encourage to register for an OregonBuys account to receive notification of possible future business opportunities with the State of Oregon. Certification Office for Business, Inclusion, and Diversity (COBID) certified parties are also encouraged to register as the OregonBuys is integrated with the state's COBID system – once registered your account will be automatically updated to reflect your COBID certifications.

3.1.2 Public Notice – ODE Website

The RFA, including all addenda and attachments, are published on the Agency's Latino/a/x & Indigenous Student Success webpage at <https://www.oregon.gov/ode/students-and-family/equity/Latinx/Pages/default.aspx>

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.

Agency encourages all interested Applicants to register in OregonBuys to ensure interested Applicants receive all notifications applicable to this RFA should Agency website not have all required addenda or notices.

RFA documents will not be mailed to prospective Applicants.

3.1.3 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 only for this RFA.
- Reference the Latino/a/x and Indigenous Student Success Plan
- 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.

3.1.4 Pre-Application Conference

A [pre-Application webinar conference will be held](#) for this RFA on May 10, 2022 and May 12, 2022 from 10:00am to 12:00pm to respond to clarifying questions. Please see Section 1.4 for schedule of events.

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.

3.1.5 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.

3.1.5.1 Submission via 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

3.1.6 Application Due

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.

3.1.7 Modification or Withdrawal of Applications

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 3.2.1.1, Applicant Eligibility.

3.2 MINIMUM SUBMISSION REQUIREMENTS AND APPLICATION CONTENT 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

3.2.1.1 To be eligible to receive the Latino/a/x and Indigenous Student Success Grant, an Applicant must:

- Be a Community-Based Organization, school district, early learning hub or early learning provider, Tribe, education service district, or post-secondary institution; and
- Demonstrate its ability to serve Latino/a/x and Indigenous students and youth populations and their families to further the goals of the Plan in their Application.

3.2.1.2 The Agency will review and award Grants to eligible Applicants in accordance with the Evaluation Criteria in Section 3.4.2.

3.2.2 Application Format and Quantity

The Applicant should follow the format provided in the Application and its Content Requirements, Attachment B of this RFA. The Application must describe in detail how requirements of this RFA will be met. Applicant may provide additional related information if applicable.

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.

3.3 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.

3.3.1 Application

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 the notice of intent to award.

3.3.2 Grant Agreement

Applicant must indicate in 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 Grant Agreement in Attachment A by submitting, as part of its Application, alternative proposed language.

3.3.3 Budget

Applicant must complete and submit a detailed Budget provided in Attachment D that clearly identifies reasonable costs associated with fulfilling the RFA. It is vital that an Applicant does not sacrifice efforts to stretch dollars too thin to be successful in delivering its proposed Latino/a/x and Indigenous Student Success goals.

Applicant’s budget should demonstrate equitable distribution of Grant Funds and resources and describe that distribution in the budget strategy. For purposes of this RFA, equitable distribution of Grant Funds means that for those Projects where one (1) or more partners are involved, each partner must receive an amount of Grant Funds sufficient to complete their work and contribution to the Project goals. This ensures smaller Community-Based Organizations who are Project partners are not inadvertently under-resourced for their work.

A successful Grantee may request to receive up to \$50,000 of their first year’s Grant Funding for startup costs, summer programs and/or build capacity for the 2022-2023 school year based on a demonstrated ability and need to implement the strategies provided in the Plan. Such a request shall be subject to Agency approval and conditions. Additional Grant Funds will only be released upon approval of narrative and expenditure reports that demonstrate how Grant Funds have been expended by the reporting date.

3.3.4 Applicant Information and Certification Sheet

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 the notice of intend to award(s).

3.4 EVALUATION PROCESS

3.4.1 Responsiveness Determination

SPC will review all Applications received prior to Closing for responsiveness to all RFA requirements including compliance with the Minimum Submission Requirements and Application Content Requirements in Section 3. If the Application is unclear, the SPC may request clarification from Applicant. However, clarifications will 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 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.

3.4.2 Evaluation Criteria (100 Points Possible)

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

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 2.4.

SPC may request further clarification on submitted responses 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.

SCORE	SCORING RUBRIC
<p>10 points possible</p>	<p>APPLICANT AND COMMUNITY OVERVIEW</p> <p>To what extent does Applicant’s mission, goals, and history for providing services and/or engaging with their local Latino/a/x and Indigenous communities connect with the mission of the Latino/a/x and Indigenous Student Success Grant Program?</p> <p>Do they include examples of successful efforts to improve conditions for Latino/a/x and Indigenous communities?</p> <p>Do they include examples of successful efforts around Latino/a/x and Indigenous community and family engagement, leadership development, or advocacy?</p> <ul style="list-style-type: none"> • High (8-10) Applicant’s purpose, vision, and goals are clearly connected with the purpose of the Latino/a/x and Indigenous Student Success Grant Program. Details of the structure, staffing, experience and communities served are clearly articulated and support the mission of the Latinx Student Success Grant Program. Applicant includes at least one example of a successful effort to improve educational opportunities for Latino/a/x and Indigenous communities. They also include at least one example of a successful effort around Latino/a/x and Indigenous community and family engagement, leadership development, or advocacy. Applicant is a Culturally Specific or Community-Based Organization that represent Latino/a/x and Indigenous communities. • Middle (5-7) The purpose, vision, and goals can be inferred in the summary. Some details of the structure, staffing, experience and communities served are articulated and support the mission of the Latinx Student Success grant program. Applicant includes at least one example of a successful efforts to improve educational opportunities for Latino/a/x and Indigenous communities. Applicant also includes at least one example of a successful effort around Latino/a/x and Indigenous community and family engagement, leadership development, or advocacy. Applicant is not a Culturally Specific or Community-Based Organization that represent Latino/a/x and Indigenous communities. • Low (0-4) The purpose is not clear. There is not a clear connection between the purpose, vision and goals. Applicant does not include at least one example of a successful efforts to improve educational opportunities for Latino/a/x and Indigenous communities. Applicant does not include at least one example of a successful effort around Latino/a/x and Indigenous community and family engagement, leadership development, or advocacy. Applicant is not a Culturally Specific or Community-Based Organization that represent Latino/a/x and Indigenous communities.

SCORE	SCORING RUBRIC
<p>15 points possible</p>	<p>COMMUNITY VOICE</p> <p>To what extent does the Applicant engage and/or plan to engage affected community in the design, implementation, and strategic direction of the Project?</p> <p>To what extent does the Applicant include a description of how community members will be involved throughout the Project in decision-making roles?</p> <p>To what extent does the Applicant describe the following:</p> <ul style="list-style-type: none"> • Relationship building or recruitment efforts needed to engage community members. • How Applicant will communicate the Project’s progress with community members throughout the life of the Project. • How Applicant will address participation barriers to ensure full engagement (e.g. technology, language, childcare, stipends, etc.). <ul style="list-style-type: none"> • High (8-10): Community members served by the Project are actively and purposely involved in the design, implementation, and strategic direction of the Project. Community member involvement in implementation is clearly defined and constitutes a meaningful and integral part of Project success. Application includes a clear plan to identify and engage community members served by the Project. Application demonstrates that community member strategic guidance in decision-making is a respected and valued part of the decision-making project by communicating progress on the Project and addressing barriers to participation. • Medium (5-7): Community members served by the Project are consulted in the design, implementation, and strategic direction of the Project. This consultation may be one-time or of limited duration only. Active community member involvement in implementation is not clearly defined. While it appears that community voice is valued, the Applicant’s plan on identifying and engaging community members served by the Project is nonspecific. There is some concern that the community involvement was not central to the planning/development process. • Low (0-4): Application contains little to no evidence that community members served by the project are involved in the co-constructing the project design, implementation, or providing strategic guidance in final decision-making. Community voice is not clearly connected to Project success and all decision making roles are held entirely by staff or community members who do not reflect the populations served by the Project.

SCORE	SCORING RUBRIC
<p>10 points possible</p>	<p>PARTNERSHIPS</p> <p>To what extent does Applicant partner with another organization or agency. If Applicant chose not to partner, to what extent do they describe their decision not to partner?</p> <p>To what extent does the Applicant describe the following:</p> <ul style="list-style-type: none"> • Why they chose their partner organization(s) for this Project • What unique strength each partner will contribute to the Project • What structures are in place to ensure accountability among the Project partners • Is there a Memorandum of Understanding (MOU) in place for this project? • Did they submit letters of support from their Project partners? <ul style="list-style-type: none"> • High (8-10): Applicant clearly states who they are partnering for their stated Project and why they chose these organizations or agencies. Each partner organizations unique strengths and contributions are clearly stated. The Applicant clearly describes what structures are in place to ensure accountability among Project partners. Applicant submitted letters of support and/or MOUs. <p>If the Applicant chose not to partner, their reasons are clear and their Application describes how they will accomplish the Project goals on their own.</p> <ul style="list-style-type: none"> • Medium (5-7): Applicant adequately states who they are partnering for their stated Project and why they chose these organizations or agencies. Their partner organizations strengths and contributions are adequately stated and some key information may be missing. The Applicant adequately describes what structures are in place to ensure accountability among Project partners though it may not be clearly apparent from the Application itself. <p>If the Applicant chose not to partner, their reasons are adequate and it may not be clear from their Application how they will accomplish the Project goals on their own.</p> <ul style="list-style-type: none"> • Low (0-4): Proposal contains little to no justification for why they chose their Project partners. There is little to no structure provided to ensure accountability among Project partners. If the Applicant chose not to partner, no reasons are given and it is not clear from their Application if they can accomplish the Project goals on their own.

SCORE	SCORING RUBRIC
<p>25 points possible</p>	<p>PROJECT DESCRIPTION</p> <p>To what extent does Applicant describe their Project, strategies, and desired outcomes? Does Applicant’s Project overview support how they will accomplish their chosen Success Plan objectives? Do the Project activities and strategies in the overview center equity and addressing disproportionate educational outcomes in its approach? To what extent does Applicant(s) Activities tables clearly describe how their actions, timelines, and outcomes will meaningfully work to successfully accomplish their chosen Success Plan objectives? To what extent does the Applicant(s) utilize the People/Practice/Policy approach for the design of their Project? Do the actions in the activities table align Applicant’s chosen objectives in the Latino/a/x and Indigenous Student Success Plan? Are the timelines provided achievable and within the scope of the proposed Project? Are the outcomes provided specific and measurable?</p> <ul style="list-style-type: none"> <p>High (16-20): Applicant provides an overview which clearly describes their Project and their chosen Success Plan objectives. The Project activities and outcomes clearly demonstrate how they center equity and addressing disproportionate educational outcomes.</p> <p>Activity tables provide clear and detailed actions, timelines, and outcomes, which demonstrate meaningful impact on selected objectives. Stated activities clearly fit their intended approach (People/Practice/Policy). Activities under People focus on providing direct services to students and/or families. Activities under Practice focus on educator cultural norms and/or professional development. Activities under Policy focus on addressing systemic barriers through policy recommendations and systemic changes. Activity tables detail actions, timelines, and outcomes for each of the three (3) approaches (see section 2.4.4) for each chosen Success Plan objective.</p> <p>Medium (10-15): Applicant provides an overview, which adequately describes their project and their chosen Success Plan objectives. The Project activities and outcomes only somewhat demonstrate how they center equity and addressing disproportionate educational outcomes.</p> <p>Activity Tables provide adequate actions, timelines, and outcomes towards meaningful impact on selected objectives. Stated activities may or may not fit their intended approach (People/Practice/Policy). Activities under People focus on providing direct services to students and/or families. Activities under Practice focus on educator cultural norms and/or professional development. Activities under Policy focus on addressing systemic barriers through policy recommendations and systemic changes. Some actions described for a specific approach may be lacking or missing. Activity tables may adequately detail actions, timelines, and outcomes for the three (3) approaches (see section 2.4.4) for each chosen Success Plan objective.</p> <p>Low (0-9): Application overview lacks clarity and makes it difficult to determine which Success Plan objectives were chosen. The Project activities do not demonstrate how they center equity and addressing disproportionate educational outcomes.</p> <p>Activities, timelines, and outcomes in the Activity Tables do not support or align with their respective Success Plan objectives. Applicant failed to include activities, timelines, and outcomes for each approach (People/Practice/Policy) or activities included do not align with their intended approach.</p>

SCORE	SCORING RUBRIC
<p>10 points possible</p>	<p>PROGRESS MEASURES AND EVALUATION</p> <p>To what extent does Applicant detail their plan to measure and report towards identified Project goals? To what extent will Applicant use feedback in real-time to inform the Project goals? To what extent will Applicant communicate progress of the Project to their community and stakeholders?</p> <ul style="list-style-type: none"> • High (8-10): Evaluation and assessment plan is clear and detailed. Application clearly describes their process for using feedback to inform their Project and adjust accordingly. Their Application clearly describes their communications plan to keep community members and stakeholders informed in culturally and linguistically responsive ways. • Medium (5-7): Evaluation and assessment plan provided is adequate but lacks detail. Proposal adequately describes their process for using feedback to inform their Project but lacks clarity around how this feedback will be used. Their Application adequately provides a communications plan to keep community members and stakeholders informed although the communication methods used may not be culturally and linguistically responsive. • Low (0-4): Evaluation and assessment plan is lacking or missing. It is not clear how the Project will evaluate their progress and use this data to inform their Project. Their Application's communications plan is lacking or missing or does not take into consideration the culturally and linguistic needs of their community members and stakeholders

SCORE	SCORING RUBRIC
<p>5 points possible</p>	<p>PROJECT ROLES</p> <p>To what extent does Applicant describe the key staff and/or volunteers involved with their Project? To what extent does Applicant describe how these roles will support the Project and which positions will be created using Grant Funds?</p> <ul style="list-style-type: none"> • High (4-5): Project roles are clearly described with each individual's role within the Project outlined. A brief description for each role is provided and how they will contribute to the Project goals. • Medium (2-3): Project roles are adequately described and each individual's role within the Project may or may not be clear. A brief description for each role is provided and how they will contribute to the Project goals. • Low (0-1): Project roles and connection to the Project are lacking or missing. Descriptions for each role are lacking or missing entirely. It is not clear from the Application how the roles contribute to the Project goals

SCORE	SCORING RUBRIC
<p>No points awarded</p>	<p>REGIONAL FOCUS</p> <p>Agency intends to award up to four (4) grants for each region based on the highest scoring Applications for that particular region. If an Applicant applies to provide services in different regions, the Applicant’s Application will be scored for each region separately based on the Applicant’s demonstrated suitability for each region.</p> <p>If Agency does not receive four Applications for a particular region or regions, Agency may award additional Grants for other regions based on score and in accordance with the terms of Section 3.4.2. Agency reserves the right to award fewer than four (4) grants for a region if Agency determines that one or more Applicants fail to demonstrate suitability for that region.</p> <p>The regions are identified in the following map as Southwest (1), Northwest (2), Metro (3), Central (4) and East (5). Applicants must specify the region(s) in which they are applying to deliver services. Failure to specify a region for service may result in an Applicant’s disqualification.</p> <p>The map shows Oregon divided into five regions based on county boundaries:</p> <ul style="list-style-type: none"> Region 1 (Southwest, purple): Coos, Curry, Douglas, Jackson, Josephine, and Lane counties. Region 2 (Northwest, orange): Benton, Clatsop, Columbia, Lincoln, Linn, Marion, Polk, Tillamook, and Yamhill counties. Region 3 (Metro, grey): Clackamas, Multnomah, and Washington counties. Region 4 (Central, green): Crook, Deschutes, Gilliam, Hood River, Jefferson, Klamath, Lake, Morrow, Sherman, Wasco, and Wheeler counties. Region 5 (East, blue): Baker, Grant, Harney, Malheur, Umatilla, Union, and Wallowa counties. <ol style="list-style-type: none"> Southwest: Coos, Curry, Douglas, Jackson, Josephine, and Lane counties. Northwest: Benton, Clatsop, Columbia, Lincoln, Linn, Marion, Polk, Tillamook, and Yamhill counties. Metro: Clackamas, Multnomah and Washington counties Central: Crook, Deschutes, Gilliam, Hood River, Jefferson, Klamath, Lake, Morrow, Sherman, Wasco, and Wheeler counties. East: Baker, Grant, Harney, Malheur, Umatilla, Union, and Wallowa counties.

SCORE	SCORING RUBRIC
<p>20 points possible</p>	<p>BUDGET TABLE</p> <p>To what extent is the Applicant’s budget appropriate for the scope of the proposed activities and services? How has Applicant budgeted for salaries, hourly wages, and FTE? How many of Applicant’s staff will be provided salaries to, what will be their roles, how much FTE for staff hired will be for the implementation of the proposed Applicant’s Project? Does the Applicant describe the purpose of these staff roles? How well does the Applicant’s Budget maintain and sustain the work over their proposed timeline?</p> <ul style="list-style-type: none"> • High (11-15): The budget table is well aligned and tailored to provide appropriate support for the design, activities and outcomes in the Application. 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 Application. The budget has sufficient detail to show that expenses are reasonable. • Medium (6-10): The budget table substantially, but not completely, aligns with the Application design, activities, and outcomes. The budget table clearly describes some, but not all, budget line items, their purposes, and how line items were determined. The budget table reflects living wage (based on region) salaries for most, but not all, grant-funded staff over .5 FTE. The budget has sufficient information to infer that the expenses are reasonable. Description of specific strategies for braiding disparate funding streams and support -including those it doesn’t own- are evident but not clear. • Low (0-5): The alignment between budget table, Project design, activities, and outcomes are 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. There is insufficient detail in the budget to demonstrate the expenses are reasonable.

SCORE	SCORING RUBRIC
5 points possible	<p>EQUITABLE DISTRIBUTION OF GRANT FUNDS</p> <p>To what extent does the Applicant’s budget demonstrate equitable distribution of Grant Funds? For purposes of this RFA, equitable distribution of Grant Funds means evaluating the overall distribution of Grant funds to ensure maximum participation by community members (see Community Voice definition).</p> <p>For those Projects where one (1) or more partners are involved, each partner must receive an amount of Grant Funds sufficient to complete their work and contribution to the Project goals. This ensures smaller Community-Based Organizations who are Project partners are not inadvertently under-resourced for their work.</p> <ul style="list-style-type: none"> • High (4-5): The budget table demonstrates the amount of funding each Project partner receives supports their ability to contribute to Project goals. Staff positions and resources are equitably distributed and every Project partner is fairly resourced. • Medium (2-3): The budget table demonstrates the amount of funding each Project partner receives does not completely supports their ability to contribute to Project goals. Staff positions and resources for Project partners may be under-resourced and the Application may be holding onto a larger share of the Grant Funding. Participation in this Project may cause a fiscal and administrative burden on Project partners. • Low (0-1): The budget table demonstrates the amount of funding each Project partner receives does not supports their ability to contribute to Project goals. Staff positions and resources for Project partners are significantly under-resourced and the Application may be holding onto a larger share of the Grant Funding. Participation in this Project will cause a fiscal and administrative burden on Project partners.

TOTAL POINTS POSSIBLE	
1. Applicant and Community Overview	10 points
2. Community Voice	15 points
3. Partnerships	10 points
4. Project description	25 points
5. Progress Measures and Evaluation	10 points
6. Project Roles	5 points
7. Budget Table	20 points
8. Equitable Distribution of Grant Funds	5 points
Total Points Possible	100

3.5 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 4: AWARD AND NEGOTIATION

4.1 AWARD NOTIFICATION PROCESS

4.1.1 Award Consideration

Agency, if it awards a Grant, will award a Grant or Grants to the highest- ranking responsible Applicant(s) based upon the scoring methodology and process described in Section 3.

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.

4.1.2 Notice of Award

The Agency will notify all Applicants in writing that the Agency is awarding a grant to the selected Applicants.

4.1.3 Appeal Process

There will not be an appeal process and the rankings by the evaluation team are final.

4.2 SUCCESSFUL APPLICANT SUBMISSION REQUIREMENTS

4.2.1 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 any 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.

4.2.2 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.

4.2.3 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>.

4.3 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.

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 5: ADDITIONAL INFORMATION

5.1 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 and 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.

5.2 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).

5.3 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 Agency, as determined by the Agency. The Agency is not 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.

5.4 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 6: LIST OF ATTACHMENTS

- | | |
|--------------|--|
| ATTACHMENT A | SAMPLE GRANT WITH INSURANCE |
| ATTACHMENT B | APPLICATION CERTIFICATION SHEET |
| ATTACHMENT C | APPLICATION |
| ATTACHMENT D | BUDGET |
| ATTACHMENT E | LATINO/A/X/AND INDIGENOUS STUDENT SUCCESS PLAN |