

Q: The 9th objective mentions increasing attendance of Latino/a/x & Indigenous students in community colleges and professional certification programs, can you give expanded definition of professional certification programs.

A: A professional certification program does not necessarily mean students earn an associates degree, but they earn a certificate or are part of a technical training program. These programs do not have to be industry-recognized certifications as the legislature did not provide detailed clarification on this.

Q: If an organization is awarded a grant, does the money need to be spent on exclusively new programs or can it be used to secure funding or build capacity on existing programs?

A: The funds can be used for either new or existing programs.

Q: In future bienniums, can projects be changed, added to or subtracted from, or does the same logic model have to be followed from biennium to biennium?

A: This RFA has not planned that far ahead, but this is something for us to consider when developing the renewal process.

Q: Can funds be used for purchase things, e.g. books, furniture, to give to other groups, classes, or organizations?

A: Items such as vehicles or capital projects have limitations on how funds can be spent, but there are no limitations on what materials can be given away by organizations that have received grant funds. These monies are from the general fund, not federal funds, so there are less restrictions. An organization planning to purchase materials to give away may need to provide written documentation of materials and plans for approval.

Q: Many entities have been approaching Education Service Districts (ESD's) about writing a single comprehensive application with multiple partners, since only 4 awards per region, would it make sense to have a single application for several organizations or individual applications. Does it make sense to consolidate education partners into a single application to capitalize on chances of receiving 1/4 grants?

A: Partnerships are left up to individual applicants. This is a conversation to have with potential partners.

Q: Can a school district submit multiple applications for different projects?

A: Yes, but it is advisable to do one. A school district would have to make sure that each application meets requirements and would have to draft multiple plans. They should keep in mind that they will also be competing against themselves in the scoring process if they submit more than one application.

Q: We intend to partner with Community-Based Organizations for this project. Do we need to attach letters of commitment or MOUs with the application?

A: Yes; this is detailed in the RFA as a recommended part of the application materials.

Q: Is there a preference for CBO applicants over school districts?

A: We would remind that consideration of community voice is a criteria for applicants, however it is up to applicants if a CBO has stronger relationship with community, it might make more sense to have CBO be lead agency on the application. However if a CBO needs help from the district, then it would make sense to have the school district be the lead agency. All in all, community voice needs to be front and center of work.

Q: Will new RFA applicants be able to apply after 2022-23 or just those funded in the first round?

A: This is contingent on how much funding is received during the next biennium. Ideally there will be enough funds to continue funding the 2022-23 cohort, as well as create a new cohort. However this won't be determined until the legislature passes the new biennium budget.

Q: If an organization serves more than one region, can the organization submit multiple applications targeted at different regions?

A: Yes; this is mentioned in the RFA.

Q: Do we need to submit SMART goals or process indicators in the activities table?

A: This is a decision of the applicant. SMART goals are recommended as a good tool to develop outcomes, but achievement or educational outcomes are also great to include.

Q: Is this a grant opportunity that supports opportunities in 2023 or does the funding extend beyond that year?

A: Because the state government can only guarantee funding through the current academic year, any funding after 2023 is dependent on legislative approval. Once we know their budgetary decision for the 2024 biennium, we will know how to move forward. The plan is to continue providing funding as the legislature approves it.

Q: Do applicants need to provide details in the activities tables?

A: Yes; the activities tables need to be detailed.

Q: Can you please clarify the number of awards per region of the state? If there are only 4 awards per region, and more than 4 ESDs or districts in the region, how is it possible to serve all the students in the region? Why so few awards. I am in the Metro region and there are multiple districts that may not have the same needs to serve their particular students.

A: We have a total of \$6M to give away across the whole state. This money will only go so far with the number of applications we are expecting, which means making difficult decisions. Reality is that we will only be able to help a sliver of students and families from across the state. As we and our grantee cohorts demonstrate good outcomes we hope the legislature will recognize this work and will increase the amount of funds able to be awarded so that more grants are provided as time goes on. We are working with the limitations of current funds and weighing that with the need to provide equitable access across state.

Q: Are Social Emotional Learning (SEL) services considered practices if they are culturally responsive?

A: If an applicant can demonstrate how SEL practices connect to their chosen plan objectives, it is up to the applicants on whether they want to include them.

Q: Say an organization is awarded and plans to reapply for renewal. Will those awarded programs be given preference when they reapply?

A: To be considered for a renewal, ODE will evaluate each Grantee's outcomes/successes for their 2022-2023 Project activities. Renewals will also be dependent on the Agency receiving adequate funding for the 2023-2025 biennium. We will develop a process to allow grantees to apply for renewal which will be quicker than a full application process.

Q: If we aim to partner with indigenous students and families, are we required to also partner with non-indigenous Latinx students and families? In other words, does this success plan require that all applicants work with both indigenous and non indigenous communities?

A: No; we understand that this success plan and RFA serves a diverse community and have purposefully used terms to incorporate many communities. It is not required of a community being served by a grantee to contain both indigineous and non-indigenous students and families.

Q: Do we need to demonstrate that the money awarded in the grant is only being used to support Latino students if our organization supports a multiracial group of students?

A: This funding cannot be used exclusively to support a specific population in discrimination of other populations, but must demonstrate outcomes in the Latino/a/x & Indigenous Student Success Plan. Awarded grantees cannot exclude students from their programs that are being supported by these funds, and we are not asking applicants to report on the specific numbers of Latino students served.

Q: Is the grant amount set at \$250,000 or can we request a smaller amount? Such as \$50,000 or so?

A: Applicants can request a lower amount of funds. The \$250,000 is an "up to" limit, allowing applicants to request lower if that is the right scope and scale for their project.

Q: The RFA says, "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." Then future years are limited to \$200,000 annually. Does this mean in Year 1 we can request up to \$250,000 for program costs (no startup costs), or is that extra \$50,000 in Year 1 required to be dedicated for start up, summer and capacity building?

A: Applicants are not required to request or delineate \$50,000 as start-up costs. If they are awarded and receive their full requested amount, all the money can be used during the grant period.

Q: Will small districts with a smaller population of latinx students have a chance at a grant like this?

A: This is one of the reasons why grants will be awarded regionally: to allow for regions to compete against each other and not with districts or organizations from other potentially larger regions. This will provide greater equity in the distribution of funds. An applicant's chances of award come down to the strength of their project, activities, and budget table - it is more about the impact of the project than size of the organization.

Q: Can you please restate the date of award notification again?

A: Award notifications will be sent out tentatively on July 11, 2022.

Q: Are there any limitations on targeting undocumented Latino students?

A: There are no limitations to focusing on this population.

Q: Is there an indirect/F&A rate allowed?

A: Yes, this is detailed in the RFA, but there is a 5% or 15% indirect rate allowed depending on the applicant.

Q: I am a director at Unidos Bridging Community, region 2. Can you please repeat again the approximate date when the grants will be approved, and roughly when the funds will be received?

A: It was announced on July 11, but it could be between 1 and 4 months.

Q: Can migrant program staff in different regions of Oregon apply directly, or will they have to participate as partners with a district or other group?

A: Now it depends on how you have it in your region. ESDs are now eligible to apply or may apply as a district with or without partners.

Q: For the application narrative sections, do we need to use the Attachment C PDF form or may we use the same format but in a Word document?

A: Using a Word document is fine. It is up to individual applicants to choose which format works the best for their program.

Q: For the tables in Project Description - Activities, is there a word limit or page limit?

A: There is no indication of a word limit for the Success Plan Objectives within the Project Description - Activities.

Q: If an action aligns with multiple objectives, does ODE intend for us to list that action/timeline/outcome in each objective table?

A: If it is the same action/timeline/outcome across multiple objectives, be sure to include it in the activity table for each objective, even if you're just copy/pasting it. This makes it easier to track progress of the project if awarded during reporting.

Q: For the Project Description - Overview we are asked to identify the Success Plan Objectives that the project will focus on. Is it ok to summarize these objectives rather than include the complete objective in order to stay within the word limit?

A: Yes, please summarize to save your word limit.

Q: Is there a page limit for the total application, or any formatting requirements (font size, margins, etc.)?

A: No, there is no page limit or formatting requirements listed in the RFA as to font, font size, margins, tab, etc. However, it does provide that the Applicant should follow the format provided in the Application and its Content Requirements and the Attachment B as provided in section 3.2.2. This should also include the Attachment D and Budget as well, which is not mentioned here and appears to be an oversight.

Q: Understanding that the purchase of vehicles is not allowed under this grant, if student transportation is key to a program's model to remove access barriers, is rental of a vehicle (transportation van) an allowable use of grant funds?

A: Regarding a vehicle rental, an applicant would have to demonstrate that the rental is specific to a project activity. For example, if an applicant's project objectives were around increasing Latino/a/x student college enrollment and you rented vans for college field trips. As long as the rental is specific towards fulfilling project activities, it can be justified in reporting.

Q: What is considered early childhood education in terms of students' ages under this grant? For example, our organization supports children ages 0-5 in our early education programming, but sometimes early childhood education is only considered ages 3-5.

A: The definition of Early Childhood Services from the Early Learning Hubs OAR 414-900-0010 is as follows: "Early Childhood Services" means programs and services for children ages 0 through 6 years of age that address language and literacy development, cognition and general knowledge and learning approaches, physical health and well-being, motor development and social and emotional development." This grant program specifically does not have a specific age limit to what is considered "early childhood". However, programming considered for the early years needs to be in service to the objectives of the Latino/a/x Student Success Plan, specifically the objective to "Increase early childhood education and kindergarten readiness for Latino/a/x & Indigenous students". The key here is kindergarten readiness.

Q: For the SSA Latino/a/x Student Success Plan, Objective C: "Increase the engagement of plan students in educational activities before and after regular school hours" - does "before and after school hours" pertain specifically to hours within the school year? Or would summer activities also be applicable to this objective?

A: Both summer and during the school year hours are applicable since the grant is available during the summer.

Q: Is there a limit to the indirect cost rate?

A: Yes; this is outlined in Attachment D on page 3.

Q: Do applicants measure outcomes within the one year of the grant or the assessment by the ODE Report Card?

A: Applicants are encouraged to determine the best measures and outcomes for the actions associated with their project. That said, the scope and scale of this specific grant is one year so if there are project outcomes which can help you track and measure progress within one year that would be ideal for reporting purposes. Many applicants will also consider long-term outcomes which span longer than the year of this grant though it's important to determine how you will measure progress towards those long-term outcomes. We encourage applicants to consider interim measures and progress checks. Those projects which are funded and decide to renew for additional years, these long-term outcomes could be helpful for future planning.