



Request for Proposal

African American/Black Student Success Plan Grant

2016-2017

Date of Issuance:	April 22, 2016
Responses Due:	Friday, May 20, 2016
Issued by:	Oregon Department of Education Office of the Deputy Superintendent 255 Capitol Street NE Salem, OR 97310-0203
Single Point of Contact:	Lillie Gray, Director Procurement Services Office of Finance and Administration Oregon Department of Education 255 Capitol Street NE Salem, Oregon 97310-0203 Lillie.Gray@state.or.us

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I. Background and Legislative Intent

Introduction

In 2015, the Oregon Legislature enacted House Bill 2016, which directs the Oregon Department of Education (ODE) to develop and implement a statewide education plan for African American/Black students (“plan students”) who are in early childhood through post-secondary education programs. The bill directs the ODE to convene an advisory group comprised of members of the African American/Black community and other stakeholders from across the state to provide guidance to the department regarding the plan.

The plan will address all indicators of student success and will decrease the disproportionate rate of disciplinary incidents; increase parental engagement; increase the engagement of students in educational activities before and after regular school hours; increase early childhood and kindergarten readiness; improve literacy and numeracy levels between kindergarten and grade three; support student transitions to middle school and through the middle and high school grades to maintain and improve academic performance; support culturally responsive pedagogy and practices from early childhood through post-secondary education; support the development of culturally responsive curricula from early childhood through post-secondary education; increase attendance of plan students in community colleges and professional certification programs; and increase attendance of plan students in four-year post-secondary institutions of education

Background

In the state of Oregon, African American/Black students continue to experience historical and persistent deficiencies in early childhood, youth development, K-12 and higher education settings. They lack a culturally diverse professional teaching core and/or culturally responsive instruction. Gaps in student achievement and opportunities continue as well as disproportionate rates of discipline. Historical and persistent challenges facing African American/Black students negatively impact P-20 education, business development, housing and employment opportunities, and social and economic growth for the state of Oregon.

Based on the recently-released *Statewide Report Card: Annual Report to the Legislature on Oregon Public Schools*, the gap between African American and Black students and their grade level peers continues to exist in academic assessments, high school graduation rates, discipline referrals, and other academic indicators. For example, in 2009-2010, African American/Black students made up 2.8 percent of the student population and 5.6 percent of the discipline incidents across the state. In 2011-2012, African American/Black students made up 2.5 percent of the student population and 5.3 percent of the discipline incidents across the state (ACLU, School-to-Prison Pipeline, 2010). These percentages have not improved for the 2014-2015 school year where 5.5 percent of the total students enrolled had one or more incidents while 9.7 percent of African/Black students had one or more incident. The table below highlights the achievement

and graduation gaps for African American/Black students persist. Source: *Statewide Report Card: Annual Report to the Legislature on Oregon Public Schools*, 2015.

Grade Level/ Subject	All Students	African American/Black Students
3-5 ELA	51.1%	32.4%
6-8 ELA	56.4%	37.2%
11 ELA	68.5%	46.5%
3-5 Math	44.8%	23.3%
6-8 Math	42.5%	22.2%
11 Math	31.6%	13.2%
Graduation 4yr	72%	60.2%
Graduation 5yr	75.9%	66%

Research suggests that culturally responsive pedagogy and an emphasis on positive racial identity can play a key role in promoting academic excellence and resilience in African American/Black students (Hanley & Noblit, 2009). By way of definition, cultural responsive pedagogy is defined by Dr. Geneva Gay (2000; 2010) as the implicit use of the cultural knowledge, prior experiences, frames of reference, and performance styles of diverse students to make learning more appropriate and effective for them. She notes that culturally responsive pedagogy should have the following characteristics:

- Acknowledge the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum.
- Builds bridges of meaningfulness between home and school experiences as well as between academic abstractions and lived sociocultural realities.
- Uses a wide variety of instructional strategies that are connected to different learning styles.
- Teaches students to know and praise their own and each other's cultural heritages.
- Incorporates multicultural information, resources, and materials in all subjects and skills routinely taught in schools.

Gay (2013) also notes that a culturally responsive approach to teaching connects in-school experiences with out-of-school living, promotes educational equity and excellence, and creates a community among individuals from diverse cultural, social, and ethnic backgrounds while developing students' sense of agency, efficacy, and empowerment.

Hanley and Noblit (2009) further illustrate the need for specific themes within programs designed to address the needs of culturally diverse students. These themes include culturally responsive programming that:

- Involves the community
- Uses culture to promote racial identity

- Uses culture and racial identity as an asset
- Educates about racism and racial uplift
- Develops caring relationships
- Assumes success
- Promotes active learning, problem-based instruction, and student involvement
- Employs the arts
- Acknowledges the challenges

Therefore, if stakeholders agree that the culture of students is important to their learning, why is it so difficult for educators and policymakers to understand and agree to culturally responsive programming that embraces culture and its impact? The work of HB 2016 seeks to address this question.

Vision and Goals

The African American/Black Student Success Plan Grant seeks to support early learning hubs, providers of early learning services, school districts, post-secondary institutions of education and culturally specific community-based organizations who are working to design, implement, improve, expand, or otherwise revise programs and services for African American and Black students and families. The programs and services to be provided under the grant will: assist African American and Black students to develop a range of knowledge, skills, abilities, and dispositions that will lead to successful student outcomes in educational achievement; address issues such as attendance, chronic absenteeism, and early childhood to elementary, middle to high school and high school to post-secondary transitions; and will include a variety of supports including the involvement of parents and communities across the state.

The African American/Black Student Success Plan Grant supports a vision that addresses the following project success measures:

- decrease the disproportionate rate of disciplinary incidents;
- increase parental engagement;
- increase the engagement of students in educational activities before and after regular school hours;
- increase early childhood and kindergarten readiness;
- improve literacy and numeracy levels between kindergarten and grade three;
- support student transitions to middle school and through the middle and high school grades to maintain and improve academic performance;
- support culturally responsive pedagogy and practices from early childhood through post-secondary education;
- support the development of culturally responsive curricula from early childhood through post-secondary education;
- increase attendance of plan students in community colleges and professional certification programs;
- increase attendance of plan students in four-year post-secondary institutions of education;
- increase the number of state agencies and stakeholders to leverage financial resources to sustain and advance the work of the plan.

Required Elements to Address in the Proposal

Using research from the Gloria Ladson-Billings (1995), Geneva Gay (2002; 2010), the American Civil Liberties Union (2010) and other best practice models, and the Oregon Equity Lens, all applications should address *any or all* of the following required elements:

1. Promoting Regular and Consistent School Attendance to Eliminate Chronic Absenteeism
 - a. Cultural responsive pedagogy and practice professional development for educators
 - b. Culturally responsive mentoring and wraparound services for African American/Black students

- c. Student skill building and leadership advocacy for African American/ Black students
 - d. Policies and practices that decrease the disproportionate rate of discipline incidents for African American/Black students
 - e. Academically robust before and after-school and summer programming that supports social, emotional development in African American/Black students
2. Addressing Parent and Community Engagement
- a. Capacity building for parents to develop the skills to advocate for their children and to understand their legal rights and responsibilities as African American/Black parents and understanding the P-16 educational system
 - b. Promoting and strengthening parent and community engagement on closing opportunity/access gaps for African American and Black students
 - c. Culturally responsive community advocates to provide coaching, mentoring and support for parents
 - d. Capacity building for educators to develop the skills to engage parents and community members
3. Addressing Early Childhood to Kindergarten, Middle to High School and High School to Post-Secondary Transitions
- a. School advocacy and mentoring for children, youth, and adults
 - b. Academically robust before and after-school and summer school programming that supports social, emotional development in African American/Black students
 - c. Student mentoring programming and skill building to promote access and success in post-secondary institutions and/or careers
 - d. Capacity building coaching and mentoring for parents to support their children as they transition between educational institutions
 - e. Academically robust before and after-school and summer school programming that supports social and emotional development in African American/Black students

The Oregon adopted Equity Lens is the perspective through which the ODE Education Equity Unit considers the creation of strategic opportunities for students of color. The Equity Lens provides twelve beliefs that fuel opportunities to bolster success for diverse student populations across the state. The Lens and its beliefs should be considered when responding to this RFP:

- **We believe** that everyone has the ability to learn and that we have an ethical responsibility and a moral responsibility to ensure an education system that provides optimal learning environments that lead students to be prepared for their individual futures.
- **We believe** that speaking a language other than English is an asset and that our education system must celebrate and enhance this ability alongside appropriate and culturally responsive support for English as a second language.
- **We believe** students receiving special education services are an integral part of our educational responsibility and we must welcome the opportunity to be inclusive, make appropriate accommodations, and celebrate their assets. We must directly address the

over-representation of children of color in special education and the under-representation in “talented and gifted.”

- **We believe** that the students who have previously been described as “at risk,” “underperforming,” “under-represented,” or minority actually represent Oregon’s best opportunity to improve overall educational outcomes. We have many counties in rural and urban communities that already have populations of color that make up the majority. Our ability to meet the needs of this increasingly diverse population is a critical strategy for us to successfully reach our 40/40/20 goals.
- **We believe** that intentional and proven practices must be implemented to return out of school youth to the appropriate educational setting. We recognize that this will require us to challenge and change our current educational setting to be more culturally responsive, safe, and responsive to the significant number of elementary, middle, and high school students who are currently out of school. We must make our schools safe for every learner.
- **We believe** that ending disparities and gaps in achievement begin in the delivery of quality Early Learner programs and appropriate parent engagement and support. This is not simply an expansion of services -- it is a recognition that we need to provide services in a way that best meets the needs of our most diverse segment of the population, 0-5 year olds and their families.
- **We believe** that resource allocation demonstrates our priorities and our values and that we demonstrate our priorities and our commitment to rural communities, communities of color, English language learners, and out of school youth in the ways we allocate resources and make educational investments.
- **We believe** that communities, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work will only be successful if we are able to truly partner with the community, engage with respect, authentically listen -- and have the courage to share decision making, control, and resources.
- **We believe** every learner should have access to information about a broad array of career/job opportunities and apprenticeships that will show them multiple paths to employment yielding family-wage incomes, without diminishing the responsibility to ensure that each learner is prepared with the requisite skills to make choices for their future.
- **We believe** that our community colleges and university systems have a critical role in serving our diverse populations, rural communities, English language learners and students with disabilities. Our institutions of higher education, and the P-20 system, will truly offer the best educational experience when their campus faculty, staff and students reflect this state, its growing diversity and the ability for all of these populations to be educationally successful and ultimately employed.
- **We believe** the rich history and culture of learners is a source of pride and an asset to embrace and celebrate.
- **And, we believe** in the importance of supporting great teaching. Research is clear that “teachers are among the most powerful influences in (student) learning.” An equitable education system requires providing teachers with the tools and support to meet the needs of each student.

Contacts:

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Office of the Deputy Superintendent
Education Equity Unit
(503) 947-5978

Kendra.Hughes@state.or.us

or

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Education Equity Unit
(503) 947-5669

Markisha.Smith@state.or.us

II. General Information

A. PURPOSE

The purpose of this grant is to provide funds to applicants that can document an understanding of the unique needs of African American and Black students, and who have the potential to become exemplar programs and who create collaborative practices related to:

- Promoting regular and consistent attendance and active parent engagement to eliminate chronic absenteeism; and/or
- Addressing parent and community engagement on the importance of the role of the parent offering training or professional development for parents, educators, and interested community members on closing the achievement gaps for African American and Black students; and/or
- Addressing early childhood to kindergarten, middle to high school and high school to post-secondary transitions for African American and Black students. Programs promote student engagement and literacy development; and/or college and career readiness; and/or transition to college and career

The grantees can be supported in all stages of programming including:

- a) The scale up of an existing program or service; and
- b) The implementation of a new program or service

B. TYPE OF GRANT

Based on the availability of state resources, this one-year grant program begins July 1, 2016 and ends June 30, 2017. ODE will review progress reports and performance data to determine applicant success toward project goals.

Up to four projects will be funded based on the total budget of \$2,689,283.00 during this application period. The programs or services may include: the scale-up of an existing program or service; and the implementation of a new program or service.

Grants will be funded based on detailed information submitted by grantees on the budget template provided in this application. Grantees must assert their intent to continue these programs and/or services through a sustainability plan. Additionally, grantees must secure assurances that the programming and/or services will continue after the grant period has ended.

C. GRANT REQUIREMENTS

Grantees will:

- a) Use grant funds appropriately to provide support for activities and programming.
- b) Participate in a community of practice networking with other awarded grantees.

- c) Use research-based best practice and data, as appropriate, to inform culturally responsive programming and practice.
- d) Participate in scheduled grant meetings and training events. Travel possible.
- e) Host visits for other interested entities seeking to learn about culturally responsive programming and practices.
- f) Participate in Lessons Learned Symposium (Project leads from the lead agency and culturally specific community-based organization)

The Oregon Department of Education (ODE) will:

- Provide grantees access to expert coaching from the ODE Equity Unit and/or other on-site assistance to support programming and implementation. **This includes services provided by an external contracted consultant.**
- Facilitate a network between the grantees participating in the grant program.
- Share reflections on successes and areas of needed improvement based on program models.

D. ELIGIBILITY

Eligible applicants may include:

- Early learning hubs, providers of early learning services, school districts; post-secondary institutions of education, or a culturally specific community-based organization with a history of serving African American and Black students, parents and community members;
- Consortium that includes any of the above agents is strongly encouraged to apply. A consortium must include a culturally specific community-based organization, as the lead fiscal and project agency for the grant
- Post-secondary programs: each post-secondary institution must have at least one school district and a culturally specific community-based organization as a partner.
- Culturally specific community-based organization: each culturally specific community-based organization must have at least one school district, and/or post-secondary institution as a partner.
- Early learning hub or provider of early learning services: each early learning hub or provider of early learning services must have at least one school district and/or post-secondary institution and a culturally specific community-based organization as a partner.

Applicants are encouraged to identify partners that are invested in the success of the project that seeks to close gaps for African American/Black students through the implementation of culturally responsive programming or services.

An eligible recipient must be the fiscal agent for the project and must retain leadership over the implementation of the activities.

Grant selection will also take into consideration the following:

- Grantees should ensure that all guidelines and requirements are met before submitting applications. Applications not meeting all requirements by the deadline will not be considered for funding. Please note that ODE staff will not grant permission to applicants to change the criteria established in the application. This includes extending the date and time that applications are due.
- Grant awards will take into consideration the geographic location of applicants to ensure representation throughout the state.
- Grant applicant who demonstrate commitment and readiness to use best practice around culturally responsive programming and services to close gaps for African American and Black students.
- Applicants who demonstrate evidence of prior implementation of a robust culturally responsive program or service as a way to close opportunity gaps for African American and Black students.

E. USE OF FUNDS

- a) Grantees must be able to spend the funds according to acceptable accounting procedures and be able to provide evidence of such procedures. Costs must be necessary and reasonable to complete the project and be authorized and not prohibited under State or local laws.

Use of funds may include (but not be limited to) the following:

- Stipends/compensation for qualified, certified, classified faculty or staff aligned to project goals
 - Staff benefits
 - Professional development aligned to project goals
 - Consultation services aligned to project goals
 - Services for pre-service teachers and in-service teachers including: in-state travel and supplies
 - Travel reimbursements for individuals attending meetings, conferences, or other professional development activities aligned to the project goals
 - Indirect administrative cost not to exceed 7% of the total proposed budget
 - Curriculum Development
 - Program Development
 - Equipment and technology
 - Buy or prepare supplemental and instructional materials
 - Continuation of program strategies
 - Support for arranging and hosting site visits from other interested organizations
- b) Funds will be available upon receipt of the grant award and must be expended by June 30, 2017.
 - c) Funds may not be used for:
 - Cost associated with writing the proposal.

- Contractual obligations that extend beyond June 30, 2017, or begin prior to the award date.
- Purchase of memberships or equipment that become the property of any individual or organization other than an eligible recipient.
- Purchase of services for personal benefit beyond the project outcomes and activities.
- Support for out-of-state professional meetings/conferences unless the meeting is identified in the proposal and attendance will directly and significantly advance the project.

F. REPORTING AND ACCOUNTABILITY

Successful proposals will include specific project outcomes and evidence that there will be progress made towards meeting those outcomes within the timeline of the grant. Progress must be measurable through collection of appropriate data, observable through anecdotal records, and documented through other reports. Any submission of materials that include images of minors must be accompanied by a signed release from a parent or guardian. To facilitate program analysis, recipients will provide the additional data related to the impact of the project on students, parents, teachers, and community partners. These data may include but are not limited to the following:

- Progress reports
- Interviews and/or surveys conducted by ODE Equity Unit staff
- Data collection by an external evaluator
- Final grant report

The Oregon Department of Education will provide a template for all requested reports. ODE will also provide a budget worksheet template for grantees to outline details related to fund expenditures. This worksheet should include a matching budget narrative. By signing assurances included in this application, applicants agree to cooperate with ODE to collect and report such data to extent that it is possible.

III. Application Process

A. APPLICATION REVIEW, SCORING, and APPEALS PROCESS

All complete grant applications electronically submitted will be scored by a team of ODE staff and external culturally and linguistically diverse stakeholders. The review will be based on specific criteria listed in this RFP. Each application will have at least three reviewers. Each proposal will be scored by at least one reviewer representing an education provider with a specific emphasis on African American/Black students. When possible, each proposal will be scored by at least one reviewer representing business or industry. After scores are compiled, the applications will be placed in rank order. The African American/Black Student Success Plan Grant Review Team will make recommendations to assure the funding requirements established in the Oregon Legislative Budget Notes for African American/Black Student Success Plan funds are met and ensure adequate geographic distribution, consideration of significant populations of African American and Black

students, and applicants who demonstrate evidence of prior implementation of a robust culturally responsive program.

The Oregon Department of Education will notify both successful and unsuccessful applicants and will provide a summary of comments and suggestions related to their applications. Recommendations for funding will be presented to the Deputy Superintendent who ultimately makes final award decision.

B. TIMELINE AND IMPORTANT DATES

Completion Dates	Activities
April 22, 2016	Release of Request for Proposal (RFP)
May 20, 2016	Applications due to ODE by 12:00 PM PDT
May 25 - June 2, 2016	Applications reviewed and scored
June 10, 2016	Applicants notified of award
June 13-17, 2016	Appeal Period
June 20-24, 2016	Grantee Awardee Training Session
July 1, 2016	Grants in Communities
December 1, 2016	Interim Progress Report due
June 30, 2017	Last date to expend funds on grant activities
August 2, 2017	Last date to draw funds
June 1, 2017	Final grant report due

C. INSTRUCTIONS FOR SUBMISSION

Format:

- 12-point font, Times New Roman or Calibri
- Double spaced
- 1-inch margins on the sides, top, and bottom of 8½” by 11” paper
- 15 page narrative maximum, including A and B (excluding cover page, assurances, bibliography, budget template and narrative, and profile)
- No faxed applications
- Numbered pages

Organization:

- Page 1: Cover Page (Appendix A)

- Page 2: Assurances (Appendix B)
- Page 3: Memorandum of Understanding (Appendix C)
- Application Narrative A and B (not to exceed 15 pages)
- Bibliography
- Budget Narrative (Appendix D)

An **electronic version of the completed application including a scanned copy of the signed Statement of Assurances**, in Rich Text (RTF), Word (.doc or .docx, or PDF format must be received by 12:00pm on Friday, May 20, 2016. It is the applicant's responsibility to contact Lillie Gray to verify receipt of documents. Please use the Secure File Transfer Process outlined below to submit the electronic version of the grant application.

Secure File Transfer Process

An electronic version of the complete application must be submitted to Lillie Gray (Lillie.Gray@state.or.us) using the Secure File Transfer system available on the ODE district website <https://district.ode.state.or.us/apps/xfers/>. Follow the instructions provided at the bottom of the page to complete the submission of the file. Contact the ODE helpdesk at 503-947-5715 if you need assistance with the Secure File Transfer Process. **Should there be any technical issues with the Secure File Transfer Process, please email applications directly to Lillie Gray at the address above. Please note: The communication between Apple and PC is not reliable. ODE uses PC exclusively, so consider submitting your application through a Microsoft-PC interface.**

In addition, a hard copy of the original signed Statement of Assurances should be received by May 20, 2016 to:

Oregon Department of Education
Office of Education Equity
255 Capitol Street NE
Salem, Oregon 97310-0203
Attention: Lillie Gray

Envelopes must be plainly marked:

Request for Application-African American/Black Student Success Plan Grant

**An electronic version of the Grant Application,
must be received by
12:00 p.m. Friday, May 20, 2016.
*Grants received after this date and time will not be accepted.***

IV. Application Narrative

2016-2017 African American/Black Student Success Plan Grant Application

Instructions: Complete Sections A and B below. Expand the boxes as needed. The number of pages for the combined sections **may not exceed 15 pages**.

SECTION A: AFRICAN AMERICAN/BLACK STUDENT SUCCESS PLAN GRANT TEAM
(Please note: The team dynamics may vary based on the entity that is applying).

List the names, titles, and roles of the implementation team for this grant. The implementation team should include members of an early learning hub, provider of early learning services, school district; post-secondary institution of education, or a culturally specific community-based organization.

	Name	Title	Role
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

SECTION B: Application Questions

Instructions: Answer the following questions using specific examples whenever possible.

1. How will your project demonstrate commitment to addressing the project success measures outlined on page 7 of this RPF? Explain specifically how the proposed project addresses the beliefs outlined in the Equity Lens? (20%)
2. Please provide an outline of an action plan for your project that includes goals, related outcomes, activities, and indicators of success/needed improvement. Bonus points will be awarded to applicants that provide evidence of partnerships/collaboration with culturally specific organizations with a history and success serving African American/Black children. (20%)
 - **Goal:** a broad, overall statement from which related outcomes are written. Ex. “Ensure that all African American/Black students have access to culturally responsive teaching and learning supports that contribute to their academic success.” Or “Ensure that all African American/Black parents have opportunities to engage in conversations that promote their development of the skills and knowledge to be advocates for their children”
 - **Outcome:** An objective that is specific and measurable. It describes what should be known or done. Ex. “Students participating in before and after-school programming will develop a range of knowledge and skills that will lead to successful student outcomes in educational achievement”. “Teachers participating in culturally responsive professional learning will document an “x” percent increase in student engagement and achievement”.
 - **Activity:** Describe ways in which the outcomes will be met. Ex. “Faculty will create specific academic plans with pre-service educators that target culturally responsive preparation.”
 - **Indicator:** Describes how and when you will know whether the outcomes have been met. Ex. “School districts will analyze data from culturally responsive professional learning and document a significant increase in student achievement and engagement.”
3. Based on your disaggregated data and positive student, family and educator outcomes, consider that your culturally responsive program has demonstrated significant academic gap closure for African American/Black students for five years or more. If someone were to visit your organization or inquire about your program with the intent of determining how your platform is unique from other programs with disparate student outcomes: (15%)
 - What would the overall system and function of the culturally responsive and equitable platform look like?
 - How would the student experience be different?
 - How would the educator experience be different?
 - What mechanisms would be in place to support continuous improvement?
 - How would growth in student outcomes be measured?

- What contributions would this program be making toward a broader statewide vision of an equitable education for African American/Black students?
 - How would the parent experience be different?
4. Provide a profile of the individuals your project will impact. This can include but is not limited to: (5%)
 - Population profile of African American/Black students in a district or consortia (ethnicity, gender, grade levels, socio-economic factors, etc.)
 - Population profile of the P-20 educators in a district or consortia (ethnicity, gender etc.)
 - Population served through the culturally specific community-based organization (ethnicity, gender, socio-economics, educators, family, students, etc.)
 5. Why should your culturally specific community-based organization, school district, post-secondary institution, or consortia be awarded a African American/Black Student Success Plan Grant? What other grants/programs have you used or currently use as a resource to support this work? What does current programming or services look like in regards to cultural responsive programming and services? (5%)
 6. How would your organization leverage/support/reallocate resources (e.g., fiscal, personnel, technology, training, coaching, materials, etc.) to assist in the implementation this year, as well as for the future implementation of your program? (5%)
 7. How will stakeholders or partners collaborate to create a project that focuses on promising practices in cultural responsive programming? What do you anticipate as potential barriers for the grant team in this process? How will the team/organization address those barriers? Are there any unique characteristics of your organization that need to be considered? (5%)
 8. The tremendous impact of partnerships on the project is a key priority. Summarize the overall design and impact of the partnerships associated with this proposal. Include the following in your summary: (5%)
 - The overall role partners played in the development of this proposal.
 - The agreed upon role of partners in implementing the project.
 - The possible ongoing role the partners will play beyond the grant.
 9. Please provide a one-page summary describing the purpose and scope of this proposed project. If the grant is selected for funding, this summary will be used in publications. (5%)
 10. Briefly describe your plan for continuing the project funded through this grant beyond the grant period. How do you anticipate sustainability of the project for at least two years beyond this grant? (5%)
 11. The Budget: (10%)
 - A. Budget Worksheet
Complete the budget worksheet for the project. There is no requirement for matching funds, however, contributions of private funds and in-kind donations of time and

materials will be considered as indicators of support by partners. A donation of time should be calculated based on the cost for a culturally specific community-based organization, school district or post-secondary institution to hire someone to fulfill those responsibilities. Please only list matching funds, including in-kind donations, that have been committed for the development and implementation of this project. Any commitments that extend beyond the timeline of this grant should be described in Question 10 above.

B. Budget Narrative

Describe how the amount in each line item of the budget was determined. Relate this description to the proposed activities.

- Identify roles and responsibilities for each individual with a salary funded partially or entirely through the grant
- Identify the nature of contracted services included in the professional and technical services
- Identify specific events and venues if travel includes conferences and meetings.
- List representative examples of supplies and materials
- Identify individual items included in non-consumable, computer software, computer hardware, and capital outlay

Appendix A

**African American/Black Student Success Plan Grant
2016-2017**

Application Cover Page

Please type or print

Project Name: _____

**Amount
Requested:** _____

Project Director: _____

**Lead Agency (culturally specific
community-based organization,
school, district, post-secondary
institution, or consortia):** _____

Address: _____

City: _____ **Zip:** _____

Phone: _____ **Email:** _____

Agency Administrator: _____

Grant Fiscal Agent Contact

Agency/ Institution:

Address: _____

City: _____ **Zip:** _____

Phone: _____ **Email:** _____

Partners (Culturally specific community-based organization; early learning hub, provider of early learning services, school district; and/or post-secondary institution of education)
Please copy and paste more tables, if needed.

Contact Person: _____
Agency/Institution: _____
Address: _____
City: _____ **Zip:** _____
Phone: _____ **Email:** _____

Contact Person: _____
Agency/Institution: _____
Address: _____
City: _____ **Zip:** _____
Phone: _____ **Email:** _____

Contact Person: _____
Agency/Institution: _____
Address: _____
City: _____ **Zip:** _____
Phone: _____ **Email:** _____

Contact Person: _____
Agency/Institution: _____
Address: _____
City: _____ **Zip:** _____
Phone: _____ **Email:** _____

Contact Person: _____
Agency/Institution: _____
Address: _____
City: _____ **Zip:** _____
Phone: _____ **Email:** _____

Appendix B

Statement of Assurances for Eligible Recipients

Each participating entity identified on the application cover page must complete one Statement of Assurances form. Please print or type and duplicate as necessary.

Organization Name: _____

Address: _____

City: _____ **Zip:** _____

Phone: _____ **Email:** _____

The organization assures:

1. Adherence to the expectations stated in the application.
2. Participating project directors and/or project staff will be released to participate in design and implementation activities.
3. None of the monies received through this grant will be used to replace expenditures for required programs that are the responsibility of the sponsoring agency.
4. The organization will participate fully in all agreed program trainings, monitoring, evaluations and continuous improvement processes with the Oregon Department of Education.
5. The organization agrees to abide by all terms of its grant application. The Oregon Department of Education must approve any modifications to the application in writing.
6. The following fiscal and program reports will be submitted to the Oregon Department of Education by their respective due dates: Interim Progress Report due December 1, 2016; Final Report due June 1, 2017.
7. Grant recipients must commit to providing all of the requested reports and deliverables in order to receive the funds.
8. The organization will be required to share strategies, models, evaluation information, and lessons learned with other organizations involved in this work.
9. The undersigned have read the application packet, understand the requirements of the organization's participation and commit their support.

Print Name of Authorized Agent

Date

Signature of Authorized Agent

Date

Appendix C

Memorandum of Understanding

Culturally Specific Community-Based Organization, Early Learning Hub, Provider of Early Learning Services, and/or Post-Secondary Institution Education Partners

The following individuals and/or organizations have reviewed, discussed, and agreed to their part in implementing the project proposed in this grant application:

	Name	Title	Organization
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

A letter of commitment/MOU must be included for each partner listed above and submitted with proposal. A MOU/commitment letter addresses what specific resources (financial, in-kind, materials, expertise, etc.) the partner will contribute to the project. The MOU/ letter also addresses the commitment of the partner beyond the life of the grant. MOU/Commitment letters demonstrate a greater involvement in a project than letters of support. ***Important Note: If the awardee does not comply with its own plan for implementation and tangible outcomes, the state has the right to remove funding from the project.***

Appendix D

Proposed Budget Worksheet

Title of Project: _____

Project Start Date: July 1, 2016 **Project End Date:** June 30, 2017

	African American/Black Student Success Plan Grant	LOCAL*	IN-KIND & OTHER SOURCE*	TOTAL
A. Staff				
Salaries				
Benefits				
In-State Travel				
Professional Development				
Other				
B. Students				
In-State Travel				
Supplies				
Other				
C. Supplies and Equipment				
Office Supplies (phone, copier, etc.)				
Instructional Supplies				
Equipment (less than \$300)				
Other				
D. Indirect/Overhead Indirect Cost @ 7% maximum				
E. Other (Include explanation)				
COLUMN TOTAL				

*Matching funds from other sources are not required.

Appendix E

African American/Black Student Success Plan Grant Scoring Guide

Applicants are encouraged to use this as a guide when responding to the RFP. This is not intended to be a final scoring rubric.

	Requirement	High Scoring Response	Middle Scoring Response	Low Scoring Response
Application Question 1	Commitment to addressing project success measures	Each of the components identified as necessary to the project are clearly articulated. The links between best practice and outcomes and progress are deliberately explained. Other elements of best practice beyond those required are included.	Each of the components identified as necessary to the project are evident in the narrative. Logical connections between best practice and outcomes and progress can be inferred.	Of the components identified as necessary to the project, some are missing or are poorly developed. Connections between best practice and outcomes and progress are unclear.
Application Question 2	Project outline	All activities are clearly connected to the vision and goals of the grant program and the outcomes listed in the proposal. The rationale for the project design and activities supports those connections. The timeline leads to completion of the project including reporting deadlines. The timeline demonstrates that a strong culturally responsive model will be implemented.	Connections between activities, vision, goals, and outcomes in the grant as well as the rationale for those activities can be inferred. The timeline leads to completion of the project but may be missing some detail. The timeline demonstrates that a culturally responsive model will be mostly implemented.	The connections between the vision, goals, outcomes, and activities in the grant are missing at times. The timeline includes major project milestones, but lacks many specifics. The beginning of the culturally responsive model can only be inferred.
Application Question 3	Success designing and implementing culturally specific services for African American/Black students and families	The applicant exhibits a strong research-based, expert level of cultural responsiveness and equity. The response not only makes a strong connection to design and implementation, but provides examples of the work in action.	The applicant has a general knowledge base of cultural responsiveness and equity, and has a clear link between its impact on the design and implementation of culturally specific services.	The knowledge base is limited. The foundational base is weak and does not connect to culturally responsive programming and practice.

Application Question 4	Project profile	<p>The profile is robust. This data is specifically linked to the population the project is intended to impact.</p> <p>Logical connections between the profile and the project are evident.</p>	<p>The profile data provided supports the need for the proposed project.</p> <p>The information gives an adequate picture of how the project will impact the intended population.</p>	<p>The profile lacks the necessary demographic information required or is incomplete in nature.</p>
Application Question 5	Resources to support the project	<p>Description of other programs and resources is extensive and provides clear picture of culturally responsive programming and services in place.</p>	<p>Description of other programs and resources is adequate and does not provide detail of culturally responsive programming and services in place.</p>	<p>Description of other programs and resources is incomplete. No culturally responsive programming or services are being accessed.</p>
Application Question 6	Leveraging of support	<p>Description of specific strategies for braiding disparate funding streams and support- including those it doesn't own- are clearly articulated.</p> <p>Description demonstrates how the information in the project helped drive the strategy for braiding and blending funds and support in order to achieve their results.</p> <p>Plans for braiding and blending are concrete and have demonstrated support from partners. They are not aspirational statements for the future.</p>	<p>Description of specific strategies for braiding disparate funding streams and support- including those it doesn't own- are evident but not clear.</p> <p>Description somewhat demonstrates how the information in the project helped drive the strategy for braiding and blending funds and support in order to achieve their results.</p> <p>Plans for braiding and blending are somewhat present and support from partners is not consistent.</p>	<p>Description of specific strategies for braiding disparate funding streams and support is vague.</p> <p>Description does not demonstrate how the information in the project helped drive the strategy for braiding and blending funds and supports in order their results.</p> <p>Plans for braiding and blending supports from partners is not evident.</p>

Application Question 7	Collaboration and barriers	<p>Strategies for collaboration demonstrate a focus on results and outcomes.</p> <p>Clear description shows how collaborators are working together on concrete and measurable activities/strategies.</p> <p>Solid plan of action to address current barriers to reaching targeted students. This will also include strategies to overcome those barriers.</p> <p>If applicable, unique characteristics identified and addressed.</p>	<p>Strategies for collaboration demonstrate some focus on results and outcomes.</p> <p>Some explanation of how collaborators are working together. Only a few measurable activities/strategies are listed.</p> <p>Plan of action and strategies to address current barriers to reaching targeted students is evident but not strong.</p> <p>If applicable, unique characteristics identified but not fully addressed.</p>	<p>Strategies are listed but not connected to results and outcomes.</p> <p>Explanation is present, but not clear as to how collaborators are working together. No measurable activities/strategies are listed.</p> <p>Plan of action and strategies to address current barriers to reaching targeted students is not evident.</p> <p>If applicable, unique characteristics are not identified nor addressed.</p>
Application Question 8	Partnerships	<p>Partners in the grant represent a diverse range of stakeholders within the community.</p> <p>Partners have been directly and continuously involved in the development of the project as collaborators.</p> <p>The continued involvement of the partners during implementation is clearly developed and integral to the success of the project.</p> <p>Partners show active engagement through financial, in-kind, or material support.</p>	<p>Partners in the grant represent a narrow range of diverse range of stakeholders within the community.</p> <p>Partners have been involved in the development of the project as collaborators.</p> <p>Partners will likely continue involvement through implementation.</p> <p>Partner engagement mainly involves feedback about grant activities.</p>	<p>Partners in the grant are not representative of interests available in the community.</p> <p>Partners indicate support for the grant but have had very little impact on development of the project.</p> <p>Partners will likely have little impact on implementation of the project.</p> <p>Partner engagement is unclear.</p>
Application Question 9	Summary of Project	<p>The purpose, vision, and goals are clearly connected with the mission of the grant proposal. Details of the background and qualifications are clearly articulated.</p>	<p>The purpose, vision, and goals can be inferred in the summary. Some details of the background and qualifications are articulated.</p>	<p>The summary is not clear. There is not a clear connection between the purpose, vision and goals.</p>

Application Question 10	Sustainability	<p>Project proposes multiple strategies for sustaining the work beyond the life of the grant including systemic changes.</p> <p>Financial sustainability addresses school, district, or regional approaches that go beyond continued grant resources.</p> <p>An explicit plan for sustaining partnerships includes an ongoing communication with new and existing partners.</p> <p>An active communications plan will reach parents, students, partners and communities this plan will elicit support and sustainability.</p>	<p>Project proposal includes multiple strategies for sustaining the work beyond the life of the grant.</p> <p>The primary strategy for financial sustainability is ongoing support through additional grants.</p> <p>Sustaining partnerships can be inferred from the proposal, but the activities are not explicit.</p> <p>A communication plan will reach a limited audience and may elicit support and sustainability.</p>	<p>Project proposal relies on a single strategy for sustaining work beyond the life of the grant.</p> <p>Financial sustainability is not addressed.</p> <p>Partnerships may not continue beyond the life of the grant.</p> <p>There is no evidence of a communication plan.</p>
Application Question 11	Budget	<p>The budget and budget narrative completely aligns with the design, activities and outcomes in the proposal.</p> <p>When applicable, the sustainability of personnel costs is addressed within the budget narrative or other sections of the proposal.</p> <p>The narrative has sufficient detail to show that expenses are reasonable.</p>	<p>The budget and budget narrative substantially but not completely aligns with the project design, activities, and outcomes in the proposal.</p> <p>When applicable, the sustainability of personnel costs can be inferred but may not be explicitly addressed.</p> <p>The narrative has enough information to infer that the expenses are reasonable.</p>	<p>The alignment between budget, budget narrative, project design, activities, and outcomes are unclear.</p> <p>When applicable, sustainability of personnel costs have not been addressed.</p> <p>There is insufficient detail in the narrative to demonstrate that the expenses are reasonable.</p>

Appendix F

Definitions

581-017-0550 Definitions

The following definitions apply to OAR 581-017-0550 to 581-017-0682:

- (1) **“Achievement gap”** means the research-based gap in achievement that often exists between students who are economically disadvantaged, students learning English as a second language and students who are African American, Hispanic or Native American and their peers.
- (2) **“African American”** means a person from African descent living in America and also means a person referred to in census data as “Black.”
- (3) **“African American/Black Student Success Plan Grant”** means the Grant established in OAR 581-017-0553 to implement ORS 329.841.
- (4) **“Community-based organization”** means a nonprofit organization that is representative of a community or significant segments of a community, which is located within or in close proximity to the community it serves.
- (5) **“Culturally responsive”** means the implicit use of the cultural knowledge, prior experiences, frames of reference, and performance styles of diverse students to make learning more appropriate and effective for them.
- (6) **“Disproportionate discipline”** means disproportionate rates of suspensions and expulsions for African American/Black students compared to their white classmates “who commit similar infractions and who have similar discipline histories.”
- (7) **“Non-profit organization”** means:
 - (a) An organization established as a nonprofit organization under the laws of Oregon; and
 - (b) Qualifies as an exempt organization under section 501(c)(3) of the Internal Revenue Code as defined in ORS 314.011.
- (8) **“Opportunity gap”** means the ways in which race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations, or other factors contribute to or perpetuate lower educational aspirations, achievement, and attainment for certain groups of students.
- (9) **“Plan student”** means a student enrolled in early childhood through post-secondary education who is black or African American or a member of a student group that is not covered under an existing culturally specific statewide education plan.

Stat. Auth.: ORS 329.841

Stat. Implemented: ORS 329.841

Appendix G

Resources for Culturally Responsive Teaching, Programming and Practices

Addressing Diversity in Schools: Culturally Responsive Pedagogy
http://www.nccrest.org/Briefs/Diversity_Brief.pdf

Banks, J. (2013). *An Introduction to Multicultural Education*. Upper Saddle River, NJ: Pearson

Geneva, G. (2010), *Culturally responsive teaching: Theory, research, and practice*. New York: Teachers College.

Hanely, M.S. and Noblit, G.W. (2009) *Cultural responsiveness, racial identity, and academic success: A review of literature*. Pittsburgh, PA: Heinz Endowments.

Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children*. San Francisco: Jossey-Bass.

Milner, H. R. (2010). *Start where you are, but don't stay there: Understanding diversity, opportunity gaps, and teaching in today's classrooms*. Cambridge, MA: Harvard Education Press.

References

American Civil Liberties Union (2010). *School-to-prison pipeline*. http://www.aclu-or.org/sites/default/files/ACLU_STPP_FINAL.pdf

Oregon Department of Education *Statewide Report Card: Annual Report to the Legislature on Oregon Public Schools 2014-2015*, pages 21-24.
<http://www.ode.state.or.us/search/page/?id=1821>