



OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

REQUEST FOR APPLICATIONS

FY 2013 - FY 2014 Teacher Quality Improvement Grant

Division of Elementary and Secondary Education
Educator Licensure and Accreditation
810 First Street, N.E., 8th Floor
Washington DC 20002

The Office of the State Superintendent of Education invites the submission of applications for funding provided by the U. S. Department of Education to the Office of the State Superintendent of Education under Title II, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by No Child Left Behind (Public Law 107-110).

RFA Release Date: February 7, 2014

Application Deadline: March 14, 2014, 5:00 P.M. EST

LATE APPLICATIONS WILL NOT BE FORWARDED TO THE PANEL FOR REVIEW

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SECTION I - GENERAL INFORMATION

Introduction & Federal Requirements Regarding Use of Funds

The U.S. Department of Education awards grants under Title II, Part A, Section 2132, Subpart 3 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended – Teacher and Principal Training and Recruiting Fund – to the District of Columbia. Consistent with the federal priorities and criteria outlined below, OSSE must make awards under Improving Teacher Quality State Grant funds to eligible partnerships which support the following types of professional development activities aimed at enhancing student achievement in high-needs Local Educational Agencies (LEAs):

1. Professional development activities in core academic subjects that ensure:
 - a. Teachers and highly qualified paraprofessionals (and, when appropriate, principals) have subject matter knowledge in academic subjects that teachers teach (including knowledge of how to use computers and other technology to enhance student learning); and
 - b. Principals have the instructional leadership skills to work more effectively with teachers to help students master core academic subjects.
2. Development and provision of assistance to LEAs, their teachers, highly qualified paraprofessionals, or school principals, in providing sustained, high-quality professional development activities that:
 - a. Ensure those individuals can use challenging State academic content standards, student academic achievement standards, and State assessments to improve instructional practices and student academic achievement;
 - b. May include intensive programs designed to prepare individuals to provide instruction related to the professional development described in the preceding paragraph to others in their schools; and
 - c. May include activities of partnerships between one or more schools of the LEA, and one or more Institutions of Higher Education (IHE) for the purposes of improving teaching and learning at low-performing schools.

Available Funding and OSSE Priority Areas for Grant Awards

The District of Columbia's Office of the State Superintendent of Education (OSSE) announces that federal grant funds are available to fund applicants whose programs are designed to provide teachers with skills needed to positively enhance student learning and improve the quality of instruction. With the recent adoption of DC's Next Generation Science Standards (NGSS), the 2013-2014 grant competition has placed emphasis on NGSS implementation, in addition to other identified priorities. As noted by Mary Lord, At-Large representative to the State Board and chair of its NGSS committee "NGSS opens up the wonderful world of discovery and pathways to prosperity for every child, not just the gifted, talented, or science enthusiasts, but English language learners and special needs students who too often get shut out of science." It has been estimated that there will be approximately 94,000 STEM related job vacancies to fill in the District of Columbia by the year 2018.

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To facilitate federal and OSSE priorities, the amount of funding available is as follows:

Fiscal Year	Funding Amount	Award Period Ending
2014	\$378,482	September 30, 2015

Grant Program Focus Areas

The District of Columbia Office of the State Superintendent of Education (OSSE) has aligned the federal priorities of the Teacher Quality Improvement grant program with the following areas of focus, identified as OSSE priorities for this grant funding opportunity. Grant applications that are awarded funding during the 2013-2014 cycle will describe proposed programs which substantially address one or both of the following focus areas:

1. **Professional development programs aimed at supporting the creation of high-quality induction systems for new teachers of core subject areas.** Funding may also be used to support implementation or revision of already-existing induction systems. These initiatives shall target a majority of teachers and/or principals in Developing, Focus, and/or Priority schools (see Attachment J for a list of schools that meet this criteria); and/or a majority of teachers rated as effective or minimally effective per the LEA's evaluation system, with professional development geared to move these teachers toward earning highly effective ratings. Programs designed under this option will demonstrate how they intend to be used as a model to support effective instruction across the District of Columbia.
2. **Professional development programs aimed at supporting teachers rated as effective or minimally effective in improving to highly effective, per the LEA's evaluation system.** Prospective applicants may consider the formation of a consortium of multiple LEAs with the intent of developing a corps of highly-effective master educators who are proficient in using challenging State academic content standards, student academic achievement standards, and State assessments to improve instructional practices and student achievement with the intent of helping other teachers become highly effective.

Special consideration will be given to:

- a. Development and/or implementation of induction systems with a STEM (Science, Technology, Engineering, and/or Mathematics) focus, that support implementation of NGSS or Common Core Mathematics Standards.
- b. Applications which include, as a part of program design, delivery of seminars, workshops, and/or other presentations on the topic of effective teaching, to an audience which includes members of the OSSE staff, or that can be published on OSSE's website as part of an ongoing repository of educational information.

Eligible Organizations/Entities

The Teacher Quality Improvement Grant Program is a partnership grant. An eligible application must include the following principal partners at a minimum:

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1. a private or State institution of higher education (IHE) and the division of the institution that prepares teachers and principals;
2. a school of arts and sciences; and
3. a high need LEA.

A high-need LEA is defined as an LEA:

1. a. That serves not fewer than 10,000 children from families with incomes below the poverty line; **or**

b. For which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; **and**
2. a. For which there is a high percentage (20 % or more) of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach or may have an emergency, or provisional or temporary certification or licensing. **The following LEAs are eligible according to these criteria:**
 - 1) District of Columbia Public Schools (DCPS)
 - 2) Department of Youth Rehabilitation Services (DYRS)
 - 3) Excel Academy PCS
 - 4) Perry Street Prep PCS
 - 5) Potomac Lighthouse PCS
 - 6) Roots PCS

or

- b. For which there is a high teacher turnover rate or a high percentage of teachers with emergency, provisional or temporary certification or licensure. The following LEAs are eligible according to this criterion:
 - 1) Achievement Preparatory Academy PCS
 - 2) Bridges PCS
 - 3) Center City PCS
 - 4) Eagle Academy PCS
 - 5) Excel Academy PCS
 - 6) Howard University Math and Science PCS
 - 7) Ideal Academy PCS
 - 8) Imagine Southeast PCS
 - 9) Maya Angelou PCS
 - 10) Options PCS
 - 11) Perry Street Prep PCS
 - 12) Potomac Lighthouse PCS
 - 13) Septima Clark PCS
 - 14) Tree of Life PCS

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15) William E. Doar, Jr. PCS

The lead applicant must play a key role in the program's implementation and is considered the fiduciary agent and "grantee" under applicable District of Columbia laws. The fiduciary is responsible for meeting all fiscal and programmatic requirements of the grant.

While not required, the partnership may also include another local educational agency; a public charter school; an elementary or secondary school; an educational service agency; a nonprofit organization; another institution of higher education and its school of arts and sciences and/or the division of that institution that prepares teachers and principals; an entity carrying out a pre-kindergarten program; a teacher or principal organization; or a business.

Applications must include letters of support from the principal partners listed on Attachment C. The letters must delineate key services that the partner will bring to the program.

Services must be provided in the District of Columbia at the applicant's university or college, DC public or private school, or other suitable facilities approved by the Office of the State Superintendent of Education.

Source of Grant Funding

This funding is made available through the U.S. Department of Education under the authority of Title II, Part A, Subpart 3 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. Applicants should note that the awarding of grants is contingent upon continued availability of funding from the U.S. Department of Education.

Grant Award Period and Amount

OSSE has federal grant funds which are available to fund applicants whose programs are designed to provide teachers with skills needed to positively enhance student learning and improve the quality of instruction. The available funding spans two fiscal years: FY 2013 and FY 2014. The grant programmatic and fiscal implementation period for award funds will be from the date of the grant award notice to September 30, 2015. However, because a significant portion of the funding comprises FY 2013 funds, which expire on September 30, 2014, grant proposals must demonstrate the amount and extent to which a portion of the funds sought will be utilized during the first year.

The amount of funding available is as follows:

Fiscal Year	Funding Amount	Award Period Ending
2013-2014	\$378,482	September 30, 2015

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Partnership Funding Formula

No single primary partner (i.e., no single high-need LEA, no single IHE and its division that prepares teachers and principals, no single school of arts and sciences), may “use” more than 50 percent of the sub-grant. The provision does not focus on which partner receives the funds (designated as the fiduciary agent), but on which partner directly benefits from the funding. Please refer to the following examples for further clarification of this requirement.

Example: Correct Partnership Funding Formula

Jefferson University’s College of Education and College of Arts and Sciences partner with Lincoln School District to provide professional development in instructional leadership to 20 principals. The grants office at Jefferson University receives **100 percent** of the *Title II, Part A* funds for the partnership, and gives the:

- College of Education 25 percent of the funds to pay its faculty to deliver professional development in instructional leadership methodologies to 20 principals from the Lincoln School District;
- College of Arts and Sciences 25 percent of the funds to pay its faculty to deliver content based professional development to 20 principals from the Lincoln School District;
- Lincoln School District 50 percent of the funds to pay stipends to its principals to participate in the professional development offered by faculty from the College of Education and College of Arts and Sciences at Jefferson University.

In this example **no partner uses more than 50 percent** of the funds for its own benefit.

Example: Incorrect Partnership Funding Formula

Jefferson University’s College of Education and College of Arts and Sciences partner with Lincoln School District to provide professional development in instructional leadership to 20 principals. The grants office at Jefferson University receives **100 percent** of the Title II, Part A funds for the partnership and gives:

- the College of Education **20 percent** of the funds to pay its faculty to deliver a summer course on instructional leadership methodologies to 20 principals from the Lincoln School District;
- a mentor principal **10 percent** of the funds to work with the 20 Lincoln School District principals, in their buildings, applying what they have learned;
- the Lincoln school district **60 percent** of the funds to pay stipends to the 20 principals attending the professional development summer course.

In this example **one partner uses more than 50 percent** of the funds for its own benefit.

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Grant award payments will be made on a reimbursement basis. Funds will be disbursed upon receipt and review of an official reimbursement request that meets the grant's approved application and budget.

SECTION II - SUBMISSION OF APPLICATIONS

Applicants may email completed applications to tanisha.brown@dc.gov **by 5:00pm on Friday, March 14, 2014**. All applications will be recorded by the email's sent time, and applicants will receive a receipt the following day. **Applications received at or after 5:01pm, Friday, March 14, 2014, will not be forwarded to the review panel for consideration.** Facsimile submissions **will not be accepted.**

Explanations and Technical Assistance to Prospective Applicants

Applicants are encouraged to call or email questions to Tanisha Brown at 202-741-5095 or tanisha.brown@dc.gov.

Pre-Application Conference

A Pre-Application Conference will be held on **Thursday, February 20, 2014** from **1:00 - 2:30pm**. The conference will entail an overview of the Teacher Quality Improvement (TQI) grant program, a description of OSSE TQI grant program priorities, an overview of the submission procedures and grant award selection process, and question and answer period.

SECTION III - GENERAL PROVISIONS

Certifications and Assurances

Applicants must complete and return the Certifications and Assurances documents in Attachments D and E with the application submission.

Audits

Awardees are required to maintain, for a minimum of five (5) years after final payment, records that fully show:

- The amount of funds under the grant or sub-grant;
- How the applicant used the funds;
- The total cost of project activities;
- The share of the cost provided from other sources; and
- Other records to facilitate an effective audit.

At any time or times before final payment and five (5) years thereafter, the District of Columbia and respective jurisdictional administrative agencies may have the applicant's expenditure statements and

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source documentation audited. In addition, all grantees and sub-grantees are required to keep records to show their compliance with program requirements. Record keeping should permit an “audit trail” that clearly documents that all funds were used for activities that were reasonable, allowable, and allocable to the program.

Monitoring

Under the Education Department General Administrative Regulations, OSSE is required to monitor grant and sub-grant supported activities to assure compliance with applicable Federal requirements and to ensure that approved performance goals are met. Under these provisions, each sub-grantee will undergo an OSSE-facilitated monitoring visit annually to ensure that adequate progress is being made toward meeting all objectives outlined in their application. If there is evidence to show that a sub-grantee is not adequately implementing its project goals, monitoring activities may occur with increased frequency or corrective action may be implemented.

Nondiscrimination in the Delivery of Services

In accordance with Title VI of the Civil Rights Act of 1964 (Public Law 88-352), as amended, no person shall, on the grounds of race, color, religion, nationality, sex, or political opinion, be denied the benefits of, or be subjected to discrimination under, any program activity receiving FY 2013 Teacher Quality Improvement Grant Program funds.

Tax Liabilities

Partnership organizations must be deemed eligible by having no indication of administrative or city tax liabilities. Prior to the award of any grant, the fiscal agent of the partnership shall submit a copy of a District of Columbia Department of Finance and Revenue Tax Certification Affidavit indicating whether the entity has complied with the filing requirements of District of Columbia tax laws.

Conflicts of Interest

The Office of the State Superintendent of Education (OSSE) reserves the right to disqualify an application if a conflict of interest is perceived or there are any unresolved complaints from LEAs, parents or investigations by the OSSE.

SECTION IV - PROGRAM SCOPE

Applicant Requirements

Applications submitted for funding must address how the programs will:

- 1) Provide professional development activities in core academic subjects to ensure that:

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- a. teachers, highly qualified paraprofessionals (as defined in Section 1119), and, if appropriate, principals have subject-matter knowledge in the academic subjects that the teachers teach (including knowledge of computer-related technology to enhance student learning); and
 - b. Principals have the instructional leadership skills to help them work most effectively with teachers to help students master core academic subjects.
- 2) Provide assistance to LEAs and their teachers, highly qualified paraprofessionals, or school principals in providing sustained, high-quality professional development activities that:
- a. ensure that individuals can use challenging State academic content standards, student academic achievement standards, and State assessments to improve instructional practices and student academic achievement;
 - b. may include intensive programs designed to prepare individuals who will return to a school to provide instruction related to the professional development described in the preceding paragraph to others in their schools; and
 - c. may include activities or partnerships between one or more LEAs, one or more of the LEAs' schools, and one or more IHEs for the purpose of improving teaching and learning at low-performing schools.

While addressing an OSSE priority is not a requirement, bonus points will be awarded for projects that meet one or more of the priorities outlined in Section 1 on pages 1-2.

- 3) Provide information on:
- a. The number of persons that will directly benefit from the program, specifying grade levels of teachers, administrators, and students involved; and
 - b. The extent to which the project can serve as a model for increasing student learning;
 - c. How the activities funded will address the needs of teachers in schools receiving assistance;
 - d. How the plan is of sufficient intensity and duration to have a positive and lasting impact on a teacher's performance in the classroom; and
 - e. The contact information of the program's participants to enable OSSE to perform follow-up evaluations to determine the program's impact. Contact information will include the names, home and work email addresses, phone numbers, and the name of the school where the participant works.

Please note that, in the case of programs working directly with students, applicants may be responsible for securing background checks. OSSE will notify the applicant at the time of the award notification whether its program will be required to secure background checks.

- 4) Outline a plan of operation that:
- a. Includes a clear description of how the objectives of the project relate to the purposes of the Title II, Part A, Subpart 3 Teacher Quality program;
 - b. Describes how the objectives of the project will be accomplished;

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- c. Describes how the partners will collaborate to provide the professional development program;
 - d. Describes the ways in which resources and personnel will be used to achieve each objective, including a description of the duties of all key personnel;
 - e. Describes how the program will assure equitable participation, to the extent possible, of private school children and teachers.
- 5) Describe additional teaching resources that will ensure program objectives and goals are maintained (i.e., information showing resources to be used to accomplish objectives; teaching/learning facilities, laboratories, or computer assisted instruction facilities; and other relevant equipment and supplies needed).

Characteristics of Successful Projects

- Please visit OSSE's website for the [District of Columbia Standards for Professional Development](#). The standards outline components of high quality professional development programs, and are available at the bottom of the webpage.

SECTION V - APPLICATION FORMAT

Application Format

Applicants are required to follow the format below and each application must contain the following information:

- Applicant Profile (**Not counted in page total - See Attachment C**)
- Table of Contents
- Application Summary (**5 pages**)
- Program Description (**20 pages**)
- Program Work Plan (**Not counted in page total - See Attachment G**)
- Staffing Plan (**3 pages**) and Staffing Template (**Not counted in page total - See Attachment H**)
- Program Budget (**Not counted in page total - See Attachment I**) and Budget Narrative (**3 pages**)
 - The program budget must include the percentage of the grant each principal partner and other partners would receive if awarded (see pgs. 4-5 for correct partnership funding formula example).
- Certifications and Assurances (**Not counted in page total - See Attachments D and E**)

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- Appendices: Résumés, Organization Chart, and/or Position Descriptions, etc. **(Not counted in page total)**

The number of pages designated for each section is a recommendation. Applicants should feel free to submit fewer pages than recommended. The maximum number of pages for the total application **cannot exceed 35 double-spaced pages, on one side (including bullet items), on 8½ by 11-inch paper.** Margins must be no less than one inch and a font size of 12-point is required (Times New Roman or Calibri font recommended). Pages must be numbered. **The review panel will not review applications that do not conform to these requirements.**

Description of Application Sections

The purpose and content of each section are described below. Applicants should include all information needed to adequately describe their objectives and plans for services. It is important that applications reflect continuity among the goals and objectives, program design, work plan, and have a budget that demonstrates the level of effort required for the proposed services.

Applicant Profile

Each application must include an Applicant Profile, which identifies the applicant, type of organization, program service area, and amount of grant funds requested - **see Attachment C.**

Table of Contents

The Table of Contents should list major sections of the application with quick reference page indexing.

Application Summary

This section of the application should be brief and serve as the cornerstone of the application. The application summary should highlight the major aspects of the objectives that are discussed in depth in other sections of the application.

Program Description

This section of the application should describe the program and justify the need for program implementation. The program description should include the following:

1. Target populations to be served;
2. Need for and proposed impact of the program;
3. Specific, measurable program objectives for the service area of the application;
4. Specific service(s) to be provided;
5. Detailed work plan for activities;

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6. Quality assurance mechanisms.

Work Plan Template

Each application must provide a specific work plan that clearly demonstrates a linkage between the measurable objectives that stem from the statement of need and project design. The work plan serves as an overall outline for the proposed project design. Each measurable objective must be presented in sequential order, and identify the specific activities (from the project design), timeframe, and responsible persons. For each objective and activity indicated in the work plan, the following information should be clearly presented **on Attachment G**:

- **Project Objective** – Summary statement that is specific, measurable, attainable, realistic and indicates the timeframe by which the objective will be achieved.
- **Project Activities** - Project activities are the scope of tasks that need to be completed in order to achieve the project goal or objective. Major activities and tasks should be outlined in the activities section of the work plan and linked to performance outcomes.
- **Assessment Tool** - The application must identify the specific instrument(s) that will be used to show evidence of meeting project objectives.
- **Time Frame** - Provide projected beginning and ending dates for listed activities for the entire funding period. The time frame should include specific benchmarks for performance outcomes and measurable objectives.
- **Responsible Person/Contractor/Organization** – For each activity, the application must identify the name, title, and agency/organization of individuals responsible for completing the stated activities. For each person named in the work plan and on the staffing sheet, résumés or vitae must be provided.

Staffing Plan Narrative and Template

The applicant must demonstrate in the Staffing Plan how the qualifications of key personnel will be used. The application must include résumés for the program director and other key personnel assigned to the program. The staffing plan narrative should also include a description of the extent to which applications will be encouraged from persons who are members of groups that have been traditionally underrepresented, such as:

- Members of racial or ethnic minority groups;
- Women; and
- Persons with a disability.

The Staffing Template (**see Attachment H**) must include:

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- the key personnel assigned to the program including the program director;
- each staff member's job title;
- an indication of whether or not the position is filled or vacant;
- the amount of each staff members' salary to be funded through the program;
- the percent of each staff member's overall effort attributed to the program; and
- the date upon which each staff member began or is expected to begin their assignment on the program;

Budget Template and Budget Narrative

A standard budget form is provided in **Attachment I**. The budget for this application must contain itemized cost information that shows personnel and other direct and indirect costs. The detailed budget narrative shall contain a justification for each category listed in the budget. The narrative should clearly state how the applicant arrived at the budget figures.

Personnel

Salaries and wages for full and part-time program staff should be calculated in the budget section of the grant application. If staff members are being paid from another source of funds, their time on the project should be designated in the appropriate columns: Local, Other Federal (indicate grant title), and/or In-Kind.

Non-personnel

These costs generally include expenditures for space---rented or donated--- and should be comparable to prevailing rents in the surrounding geographic area. Applicants should also add in the cost of utilities and technological services (phone, internet, etc.) directly related to grant activities, maintenance services (if essential to the program) and insurance on the facility.

Costs for the rental, lease and purchase of equipment should be included, listing office equipment, desks, copying machines, word processors, etc. Cost for supplies such as paper, stationary, pens, computer diskettes, publications, subscriptions and postage should also be estimated.

All transportation-related expenditures should be included, estimates on staff travel, approved per diem rates (www.gsa.gov), ground transportation, consultant travel costs, employee reimbursement and so forth.

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Certifications and Assurances

Applicants must provide the information requested in **Attachments D and E** and return them with the application.

Appendices

This section may be used to provide technical material, supporting documentation and endorsements. Such items may include:

- Audited financial statement;
- Indication of nonprofit corporation status;
- Roster of the Board of Directors;
- Proposed organizational chart for the project;
- Organizational budget (as opposed to project budget);
- Letters of support or endorsements;
- Staff résumés and planned job descriptions.

SECTION VI - REVIEW AND SCORING OF APPLICATIONS

Review Panel

The review panel will be composed of neutral, qualified, professional individuals who have been selected for their unique experiences in educator professional development, human services, higher education, curriculum development, data analysis, and education program planning and evaluation. The review panel will score and rank each application, and upon completion of the review, the panel will make recommendations for awards based on the scoring process. Final funding determinations will be made by OSSE.

Scoring Criteria

Applicant submissions will be objectively reviewed against the following specific scoring criteria listed below. All applicants will be initially screened for compliance with federal requirements. If an application does not reflect an eligible partnership, and/or an allowable use of funds under the requirements of Title II, Part A, Subpart 3, the OSSE reserves the right to reject that application at any point during the review process. Additional information regarding the legal requirements of the program can be accessed in Section F of the U.S. Department of Education's non-regulatory guidance on the Title II, Part A program: <http://www.ed.gov/programs/teacherqual/guidance.pdf>.

Criterion A Improvement or Expansion of Effective Instructional Practices (Total 30 Points)

1. The applicant shows the extent to which the program will contribute to the improvement or expansion of effective instructional practices resulting in increased student learning by demonstrating:

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- a. How the objectives of the program promote evidence-based reforms and efforts to improve upon student learning and classroom performance; **(5 points)**
- b. A direct relationship to District of Columbia and/or national student learning standards; **(5 points)**
- c. The extent to which the program involves techniques that are innovative and offer “hands-on” activities such as the use of appropriate technology; **(5 points)**
- d. The extent to which the program addresses the specific needs of the DC Public Schools and DC Public Charter Schools; **(5 points)**
- e. The extent to which the program could serve as a model professional development program that could be replicated. **(10 points)**

Criterion B Plan of Operation (Total 30 Points)

- 1. The applicant describes the quality of the plan of operation through the following:
 - a. High quality in the design of the program; **(10 points)**
 - b. An effective plan of management that ensures proper and efficient administration of the program; **(5 points)**
 - c. The plan for which resources and personnel are used to achieve each objective; **(5 points)**
 - d. A clear description of how members of groups that have been traditionally underrepresented will be impacted by the program, specifically: **(5 points)**
 - 1. Students from historically underrepresented and under-served groups;
 - 2. Students enrolled in Special Education Programs; and
 - 3. Students in English Language Learner Programs.
 - e. A clear description of how the applicant will provide the opportunity for equitable participation of private school children and teachers. **(5 points)**

Criterion C Staffing Requirement (Total 10 Points)

- 1. The applicant demonstrates how the qualifications of key personnel will be used. The application must describe and include résumés for the following:
 - a. Program director;

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- b. Key personnel assigned to the program;
- c. The time that key personnel will commit to the program; and
- d. The extent to which applications are encouraged from persons who are members of groups that have been traditionally underrepresented such as:
 - 1. Members of racial or ethnic minority groups;
 - 2. Women; and
 - 3. Persons with a disability.

Criterion D Adequacy of Resources (Total 10 Points)

- 1. The applicant clearly demonstrates that adequate resources will be devoted to the program; and **(5 points)**
- 2. The applicant delineates clear information on the adequacy of: **(5 points)**
 - a. The facilities proposed for use; and
 - b. The proposed equipment and supplies to be used.

Criterion E Evaluation Plan (Total 10 Points)

- 1. The applicant clearly describes a plan for how it will evaluate the program to ensure its quality, usefulness, and effectiveness. The plan must not only demonstrate how evaluation data is gathered and maintained, but must also describe how it will be utilized to inform future implantation of the program. **(5 points)**
- 2. The applicant describes methods for evaluation of the program that are appropriate for the program's objectives. To the extent possible the program evaluation produces data that are quantifiable and clearly show the degree to which the program has had a measurable impact on the quality of instruction and/or student learning. Evaluation methods may include but should not be limited to the following: **(5 points)**
 - a. Pre and post assessments of program participants to determine their baseline proficiency and growth as a result of the program;
 - b. Use of student assessment data, and/or standardized testing data such as SAT, ACT, PSAT, etc. to determine year over year progress on the part of students whose teachers participated in the program;

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- c. Program participant survey results;
- d. Course and assignment grades in the case of university coursework completed as a program component;
- e. Custom program-specific scoring rubrics and instruments

Criterion F Sound Fiscal Management and Reasonable Budget (Total 10 Points)

- 1. The applicant demonstrates that the proposed budget is realistic and is consistent with the level of effort for the program. **(10 points)**

Criterion G Applicant's Commitment and Capacity (Total 10 Points)

The applicant demonstrates clear information on the extent of the commitment to the program, its capacity to continue the project and the likelihood that the program can be sustained when Federal assistance ends. **(10 points)**

Criterion H Bonus Points (Total 20 Points)

In order to be eligible to receive up to a total of 20 bonus points, the application clearly demonstrates the intention to implement one or more of the following OSSE priorities:

- 1. Development and/or implementation of induction systems with a STEM (Science, Technology, Engineering, and/or Mathematics) focus. **(10 points)**
- 2. Applications which include, as a part of program design, delivery of seminars, workshops, and/or other presentations on the topic of effective teaching, to an audience which includes members of the OSSE staff. **(10 points)**

Decision on Awards

The recommendations of the review panel are advisory and are not binding by the Office of the State Superintendent of Education. The final decision on awards rests solely with the OSSE. After reviewing the recommendations of the review panel and any other relevant information, the OSSE shall make a final determination regarding awardees and the amounts to be funded. Selected grantees will receive written notice regarding their award no later than 60 days after the application deadline.

Upon notification, OSSE's SAHE grant administration office will work with awardees to schedule a Sub-Grantee Award Orientation Meeting. This meeting generally occurs within one month of grant award notifications. During the meeting, expectations regarding grant administration, allowable expenditures, and OSSE's reimbursement process will be discussed.

SECTION VII - LIST OF ATTACHMENTS

Attachment A Notice of Grant Pre-Application Conference

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION
FY 2013- FY 2014 Teacher Quality Improvement Grant Program RFA

Attachment B	Application Checklist
Attachment C	Applicant Profile
Attachment D	Certifications
Attachment E	Assurances
Attachment F	Application Receipts
Attachment G	Work Plan
Attachment H	Staffing Plan
Attachment I	Budget
Attachment J	List of DC Priority, Focus, and Developing Schools

ATTACHMENT A



NOTICE

**DISTRICT OF COLUMBIA
Office of the State Superintendent of Education
Teacher Quality Improvement Grant Program: FY 2013 and FY 2014**

**PRE-APPLICATION CONFERENCE
ATTENDANCE STRONGLY RECOMMENDED**

WHEN: Thursday, February 20, 2014

WHERE: The pre-application conference will be conducted at 810 First Street, NE, Washington, DC. Upon contacting the OSSE to RSVP, prospective applicants will receive specific location information.

TIME: 1:00 pm - 2:30 pm

CONTACT PERSON: For more information about the pre-application conference or to RSVP contact:
Tanisha Brown
Office of the State Superintendent of Education
810 First Street, N.E., 8th Floor
Washington, D.C. 20002
Office: (202) 741-5095
tanisha.brown@dc.gov

ATTACHMENT B



APPLICATION CHECKLIST

FY 2013- FY 2014 Teacher Quality Improvement (TQI) Grant Program

- ☐ The applicant organization/entity has responded to all required sections outlined in the Application Format (Section V, pgs. 9-12). The review panel will not review applications that do not conform to the application format.
- ☐ The Applicant Profile, found in Attachment C, contains all the information requested.
- ☐ The Program Budget is complete and complies with the Budget form listed in Attachment I of the RFA. The budget narrative is complete and describes the categories of items proposed.
- ☐ The application is formatted for 8½ by 11-inch page sizes, double-spaced (including bulleted items) using 12-point type with a minimum of one inch margins. OSSE will not forward applications to the review panel that do not conform to this requirement.
- ☐ The applicant is submitting the application as a MS Word or PDF email attachment to Tanisha.Brown@dc.gov.
- ☐ The Certifications and Assurances listed in Attachments D and E are complete and contain the requested information.
- ☐ Appropriate appendices, including position descriptions, staff qualifications, résumés, licenses (if applicable), and other supporting documents are enclosed.
- ☐ The application is submitted to OSSE by Friday, February 26, 2014 at 5:00 P.M.

ATTACHMENT C



APPLICANT PROFILE/COVER PAGE

**Office of the State Superintendent of Education
FY 2013- FY 2014 Teacher Quality Improvement (TQI) Grant Program**

Project Name: _____

Principal Partner 1 – Program Lead Applicant*

☐ LEA ☐ IHE/School of Education ☐ IHE/Arts & Sciences

Principal Partner 2

☐ LEA ☐ IHE/School of Education ☐ IHE/Arts & Sciences

Principal Partner 3

☐ LEA ☐ IHE/School of Education ☐ IHE/Arts & Sciences

Additional Partners:

LEAD APPLICANT CONTACT PERSON:

Name/Title: _____

Office Address: _____

Phone: _____ Fax: _____

Email: _____

Funds Requested: \$ _____

**The Lead Applicant will be the fiscal agent for the grant and responsible for the submission of all program & financial reports.*

**GOVERNMENT OF THE DISTRICT OF COLUMBIA
Office of the Chief Financial Officer**



**Certifications Regarding
Lobbying; Debarment, Suspension and Other Responsibility
Matters; and Drug-Free Workplace Requirements**



Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 28 CFR Part 69, "New Restrictions on Lobbying" and 28 CFR Part 67, "Government-wide Debarment and Suspension (Non-procurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code and implemented at 28 CFR Part 69, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 28 CFR Part 69, the applicant certifies that:

- (a) No Federally appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - III, "Disclosure of Lobbying Activities," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly.



2. Debarment, Suspension, and Other Responsibility Matters (Direct Recipient)

As required by Executive Order 12549, Debarment and Suspension, and implemented at 28 CFR Part 67, for prospective participants in primary covered transactions, as defined at 28 CFR Part 67, Section 67.510—

A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, sentenced to a denial of Federal benefits by a State or Federal court, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c.) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and
- (d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

1. Drug-Free Workplace (Grantees Other Than Individuals)

As required by the Drug Free Workplace Act of 1988, and implemented at 28 CFR Part 67, Subpart F. for grantees, as defined at 28 CFR Part 67 Sections 67.615 and 67.620—

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the applicant's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (b) Establishing an on-going drug-free awareness program to inform employees about—
 - (1) The dangers of drug abuse in the workplace;
 - (2) The applicant's policy of maintaining a drug-free workplace;

ATTACHMENT D



- (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
- (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will—
 - (1) Abide by the terms of the statement; and
 - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title to: Office of the State Superintendent of Education 441 4th St., NW, Room 350 North, Washington, DC 20001. Notice shall include the identification number(s) of each effected grant;
- (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted—
 - (1) Taking appropriate personnel action against such an employee, up to and incising termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
 - (3) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (1), (c), (d), (e),. and (f).
- B. The applicant may insert in the space provided below the sites) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Drug-Free Workplace (Grantees who are Individuals)

As required by the Drug-Free Workplace Act of 1988, and implemented at 28 CFR Part 67, subpart F, for grantees as defined at 28 CFR Part 67; Sections 67.615 and 67.620—

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and



- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Office of the State Superintendent of Education, 810 First Street, NE – 8th Floor, Washington, DC 20002.

**As the duly authorized representative of the application,
I hereby certify that the applicant will comply with the above certifications.**

1. Grantee Name and Address

2. RFA Number and Project Name

3. Grantee IRS/Vendor Number

4. Typed Name and Title of Authorized Representative

5. Signature

6. Date



ASSURANCES

The applicant hereby assures and certifies compliance with all Federal statutes, regulations, policies, guidelines and requirements, including OMB Circulars No. A-21, A-110, A-122, A-128, A-87; E.O. 12372 and Uniform Administrative Requirements for Grants and Cooperative Agreements - 28 CFR, Part 66, Common Rule, that govern the application, acceptance and use of Federal funds for this federally-assisted project.

Also, the Applicant assures and certifies that:

1. It possesses legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information as may be required.
2. It will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 PL 91-646 which provides for fair and equitable treatment of persons displaced as a result of Federal and federally-assisted programs.
3. It will comply with provisions of Federal law which limit certain political activities of employees of a State or local unit of government whose principal employment is in connection with an activity financed in whole or in part by Federal grants. (5 USC 1501, et. seq.).
4. It will comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act if applicable.
5. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
6. It will give the sponsoring agency of the Comptroller General, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the grant.
7. It will comply with all requirements imposed by the Federal-sponsoring agency concerning special requirements of Law, program requirements, and other administrative requirements.
8. It will insure that the facilities under its ownership, lease or supervision which shall be utilized in the accomplishment of the project are not listed on the Environmental Protection Agency's (EPA) list of Violating Facilities, and that it will notify the Federal grantor agency of the receipt of any communication from the Director of the EPA Office of Federal Activities indicating that a facility to be used in the project is under consideration for listing by the EPA.



9. It will comply with the flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973, Public Law 93-234-, 87 Stat. 975, approved December 31, 1976. Section 102(a) requires, on and after March 2, 1975, the purchase of flood insurance in communities where such insurance is available as a condition for the receipt of any Federal financial assistance for construction or acquisition purposes for use in any area that has been identified by the Secretary of the Department of Housing and Urban Development as an area having special flood hazards. The phrase "Federal Financial Assistance," includes any form of loan, grant, guaranty, insurance payment, rebate, subsidy, disaster assistance loan or grant, or any other form of direct or indirect Federal assistance.
10. It will assist the Federal grantor agency in its compliance with Section 106 of the National Historic Preservation Act of 1966 as amended (16 USC 470), Executive Order 11593, and the Archeological and Historical Preservation Act of 1966 (16 USC 569a-1 et. seq.) By (a) consulting with the State Historic Preservation Officer on the conduct of investigations, as necessary, to identify properties listed in or eligible for inclusion in the National Register of Historic Places that are subject to adverse effects (see 36 CFR Part 800.8) by the activity, and notifying the Federal grantor agency of the existence of any such properties, and by (b) complying with all requirements established by the Federal grantor agency to avoid or mitigate adverse effects upon such properties.
11. It will comply with the provisions of 28 CFR applicable to grants and cooperative agreements including Part 18. Administrative Review Procedure; Part 22, Confidentiality of Identifiable Research and Statistical Information; Part 42, Nondiscrimination/Equal Employment Opportunity Policies and Procedures; Part 61, Procedures for Implementing the National Environmental Policy Act; Part 63, Floodplain Management and Wetland Protection Procedures; and Federal laws or regulations applicable to Federal Assistance Programs.
12. It will comply, and all its contractors will comply with; Title VI of the Civil Rights Act of 1964, as amended; Section 504 of the Rehabilitation Act of 1973, as amended; Subtitle A, Title III of the Americans with Disabilities Act (ADA) (1990); Title IIX of the Education Amendments of 1972 and the Age Discrimination Act of 1975.
13. In the event a Federal or State court or Federal or State administrative agency makes a finding of discrimination after a due process hearing on the grounds of race, color, religion, national origin, sex, or disability against a recipient of funds, the recipient will forward a copy of the finding to the Office for Civil Rights, U.S. Department of Justice.
14. It will provide an Equal Employment Opportunity Program if required to maintain one, where the application is for \$500,000 or more.
15. It will comply with the provisions of the Coastal Barrier Resources Act (P.L 97-348), dated October 19, 1982, (16 USC 3501 et. seq.) which prohibits the expenditure of most new Federal funds within the units of the Coastal Barrier Resources System.



Print Name & Title	Organization
-------------------------------	---------------------

Signature	Date
------------------	-------------

ATTACHMENT F



**FY 2013- FY 2014 Teacher Quality Improvement (TQI) Grant Program
Application Receipt**

The Office of the State Superintendent of Education is in receipt of an application for funds for the above referenced grant from the following:

Print Name and Title

Organization Name

Address, City, State, Zip Code

Phone

Email

Fax

Project Title

Amount Requested

OSSE USE ONLY:

Please Indicate Time:

_____ Applications including the Original

RECEIVED ON THIS DATE / /

Received by: _____

LATE APPLICATIONS WILL NOT BE FORWARDED TO THE PANEL FOR REVIEW

ATTACHMENT G**FY 2013- FY 2014 Teacher Quality Improvement (TQI) Grant Program
Work Plan Template**

Project Name:	Date:
Organization Name:	Program Director:
Address:	Telephone & Email:
Measurable Objectives/Activities	
1. Objective:	
Activities:	Beginning & End Dates:
	Who's Responsible - Name(s) & Title(s)
2. Objective:	
Activities:	Beginning & End Dates:
	Who's Responsible - Name(s) & Title(s)

I confirm that the work plan items above have been approved by the lead applicant/fiduciary.

Printed Name/Signed Initials: _____

Title: _____

Please duplicate as needed.

ATTACHMENT H

**FY 2013- FY 2014 Teacher Quality Improvement (TQI) Grant Program
Staffing Plan Template**

NAME	POSITION TITLE	FILLED/ VACANT	SALARY	% OF EFFORT	START DATE

I confirm that the work plan items above have been approved by the lead applicant/fiduciary.

Printed Name/Signed Initials: _____

Title: _____

ATTACHMENT I

FY 2013- FY 2014 Teacher Quality Improvement (TQI) Grant Program Budget Template

Total Funding Requested: _____

	TQI Funds	Local Funds	In-Kind	Other Federal
Personnel/Salaries				
Fringe Benefits				
Travel				
Consultants/Contracts				
Supplies				
Equipment				
Training				
Operating Expenses				
Other Expenses				
Program Total				

Partnership Funding Formula

1) Lead Applicant/Principal Partner 1 Name: _____

will receive _____ % of TQI Funds.

2) Lead Applicant/Principal Partner 2 Name: _____

will receive _____ % of TQI Funds.

3) Lead Applicant/Principal Partner 3 Name: _____

will receive _____ % of TQI Funds.

I confirm that the budget items above have been approved by the lead applicant/fiduciary.

Printed Name/Signed Initials: _____

Title: _____

ATTACHMENT J**FY 2013- FY 2014 Teacher Quality Improvement (TQI) Grant Program
District of Columbia Developing, Focus, and Priority schools**

School Name	Ward	2013 Classification
CENTER CITY TRINIDAD CAMPUS PCS	Ward 5	Developing
CENTER CITY CAPITOL HILL CAMPUS PCS	Ward 6	Developing
FRIENDSHIP PCS BLOW PIERCE	Ward 7	Developing
BURRVILLE ES	Ward 7	Developing
BROOKLAND EC AT BUNKER HILL	Ward 5	Developing
WHEATLEY EC	Ward 5	Developing
SIMON ES	Ward 8	Developing
HOPE COMMUNITY PCS LAMOND CAMPUS	Ward 4	Developing
THOMAS ES	Ward 7	Developing
RANDLE HIGHLANDS ES	Ward 7	Developing
PLUMMER ES	Ward 7	Developing
COOLIDGE HS	Ward 4	Developing
FRIENDSHIP PCS WOODSON COLLEGIATE ACADEMY	Ward 7	Developing
HART MS	Ward 8	Developing
COMMUNITY ACADEMY AMOS III AMSTRONG	Ward 5	Developing
NOYES EC	Ward 5	Developing
SEPTIMA CLARK PCS	Ward 8	Developing
IMAGINE SOUTHEAST PCS	Ward 8	Developing
SMOTHERS ES	Ward 7	Developing
WILSON HS	Ward 3	Focus
KIPP DC PROMISE PCS	Ward 8	Focus
MERIDIAN PCS	Ward 1	Focus
CENTER CITY PETWORTH CAMPUS PCS	Ward 4	Focus
SEATON ES	Ward 2	Focus
NALLE ES	Ward 7	Focus
BRIGHTWOOD EC	Ward 4	Focus
TAKOMA EC	Ward 4	Focus
CAPITAL CITY LOWER PCS	Ward 1	Focus
TYLER ES	Ward 6	Focus
WHITTIER EC	Ward 4	Focus
HOSPITALITY PCS	Ward 4	Focus
ARTS AND TECHNOLOGY PCS	Ward 7	Focus
RICHARD WRIGHT PCS FOR JOURNALISM AND MEDIA ARTS	Ward 6	Focus
H D COOKE ES	Ward 1	Focus
HOWARD ROAD ACADEMY PCS MAIN CAMPUS	Ward 8	Focus
KIMBALL ES	Ward 7	Focus
PAYNE ES	Ward 6	Focus
KING, M L ES	Ward 8	Focus
GARRISON ES	Ward 2	Focus
ORR ES	Ward 8	Focus

ATTACHMENT J

WALKER JONES EC	Ward 6	Focus
NATIONAL COLLEGIATE PREP PCS	Ward 8	Focus
RON BROWN MS	Ward 7	Focus
SHAW MS AT GARNET PATTERSON	Ward 1	Focus
KENILWORTH ES	Ward 7	Focus
TURNER ES	Ward 8	Focus
DAVIS ES	Ward 7	Focus
WINSTON EC	Ward 7	Focus
MINER ES	Ward 6	Focus
FEREBEE HOPE ES	Ward 8	Focus
KELLY MILLER MS	Ward 7	Priority
LANGDON EC	Ward 5	Priority
EASTERN HS	Ward 6	Priority
JOHNSON JOHN HAYDEN MS	Ward 8	Priority
MALCOLM X ES	Ward 8	Priority
BROWNE EC	Ward 5	Priority
STANTON ES	Ward 8	Priority
LASALLE BACKUS EC	Ward 4	Priority
C W HARRIS ES	Ward 7	Priority
KRAMER MS	Ward 8	Priority
GARFIELD ES	Ward 8	Priority
MAYA ANGELOU EVANS CAMPUS PCS	Ward 7	Priority
SPINGARN HS	Ward 5	Priority
CARDOZO HS AT MEYER	Ward 1	Priority
AMIDON BOWEN ES	Ward 6	Priority
SAVOY ES	Ward 8	Priority
ROOSEVELT HS	Ward 4	Priority
ANACOSTIA HS	Ward 8	Priority
DUNBAR HS	Ward 5	Priority
M C TERRELL MCGOGNEY ES	Ward 8	Priority
HENDLEY ES	Ward 8	Priority
OPTIONS PCS	Ward 6	Priority
WOODSON H D HS	Ward 7	Priority
AITON ES	Ward 7	Priority
HOUSTON ES	Ward 7	Priority
PATTERSON ES	Ward 8	Priority
BOOKER T WASHINGTON PCS	Ward 1	Priority
DREW ES	Ward 7	Priority
PROSPECT LC	Ward 6	Priority
BALLOU HS	Ward 8	Priority
LUKE MOORE ALTERNATIVE HS	Ward 5	Priority
WASHINGTON METROPOLITAN HS	Ward 6	Priority
MOTEN ES	Ward 8	Priority