



**Request for Applications (RFA)**

**Office of the State Superintendent of Education (OSSE)  
Division of Postsecondary and Career Education**

**SAT Preparation Expansion Grant 2016-17**

**THIS DOCUMENT IS INTENDED FOR REVIEW ONLY. APPLICATIONS MUST BE  
SUBMITTED THROUGH EGMS**

**<http://grants.osse.dc.gov>**

Announcement Date: May 20, 2016

RFA Release Date: June 3, 2016

Pre-Application Information Session: June 16, 2016

Application Submission Deadline: July 18, 2016

**LATE OR INCOMPLETE APPLICATIONS WILL NOT BE REVIEWED**

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## Section I: Overview and Program Goals

### *Background*

The Office of the State Superintendent of Education (OSSE) envisions a city where every child leaves the K-12 education system ready to enter college, a credential program, or a high-skill, high-wage, or high-growth career pathway.<sup>1</sup> To this end, the Division of Postsecondary and Career Education (PCE) provides programs, services, and support for college and career access and readiness in Washington, DC. This work includes programs that support preparation for the SAT college entrance exam, a key component of college access and a robust measure of college readiness among District of Columbia high school students.

Currently, OSSE offers SAT School Day, a program developed in partnership with the College Board, which provides OSSE-funded, in-school administration of the SAT to students attending public high schools in the District. In the 2015-16 school year, approximately 75 percent of DC public high schools participated in this program, with a total of 4,992 District juniors and seniors taking the SAT.

Additionally, OSSE provides a variety of professional development opportunities for District educators on the skills required for the SAT and PSAT, including information sessions during the OSSE Postsecondary Conference, local education agency (LEA) Best Practices Institute, College and Credential Completion Network (C3N) Roundtables, and more.

### *Program Purpose and Goals*

OSSE is excited to announce the SAT Preparation Expansion Grant 2016-17, which will afford SAT test prep companies with the funding and support necessary to create one or more partnerships with District LEA(s) with the aim of forming effective collaborations that target the specific needs of schools and their students. The grant is supported through local funds as part of a strategic citywide effort to ensure all District students are college and career ready.

The goal of the SAT Preparation Expansion Grants is to increase the number of District high school students receiving high-quality test preparation services. Additionally, OSSE seeks to understand which type or types of SAT preparation programs have the greatest positive impact on student scores for the greatest number of District students as well as which type or types of SAT preparation programs may be most effective for specific student populations.

### *Funding*

The grant will be dispersed in two phases. The first phase of the grant program will provide fiscal year 2016 (FY16) funding for professional development, planning, and services to take place Aug. 1 – Sept. 30, 2016. The second phase of the grant program will provide fiscal year 2017 (FY17) funding for SAT preparation programs to take place Oct. 1, 2016 – June 30, 2017, as detailed in the next section.

OSSE will provide a total of \$35,000 for professional development, planning, and programs (starting Aug. 1, 2016), and \$225,000 in funding for the implementation of programs (starting Oct. 1, 2016). Test preparation companies and LEAs must apply for grant funding in partnership with the test preparation company serving as the lead applicant. Applicants will be expected to submit program proposals for both phases of the grant within the same application.

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<sup>1</sup> See [Strengthening the Pipeline to College & Careers: A Strategic Plan for Career and Technical Education in the District of Columbia](#) for definition of high-skill, high-wage, high-demand, and priority career fields.

#### *Application Due Date*

All applications are due to OSSE by July 18, 2016, no later than 4 p. m. EST. Applications must be submitted through the online [Enterprise Grants Management System](#) (EGMS). No paper or emailed applications are accepted. Late applications will not be considered.

### **Section II: Program Options & Requirements: Professional Development, Planning, and Programs (FY16)**

The SAT Preparation Expansion Grant 2016-17 will fund the following types of professional development and planning related programs, to take place Aug. 1 – Sept. 30, 2016. Professional development and planning should be directly connected to SAT preparation programs planned for the 2016-17 school year (as detailed in the next section).

**Expenditures for FY16 programs (professional development and planning) must be complete by Sept. 20, 2016.**

#### *Teacher/Leader Professional Development (PD)*

OSSE will fund PD and training programs for teachers, administrators, and counselors at partner LEAs and schools. Professional development should be directly connected to planned school year programs (program option 1 or program option 2, as detailed below). Training should include providing academic subject area teachers with curriculum integration strategies (to pair with option 1 below), and/or providing school-employed staff with knowledge, tools, and resources to teach a standalone SAT course or courses as part of the school day (to pair with option 2 below).

#### *School Year Planning*

OSSE will fund planning and preparation time by test preparation companies, for SAT related programs that will take place during school year 2016-17. Planning and preparation time should include collaboration with partner LEAs. In addition to the administrative cost of planning time, this category of program can also include purchase of supplies and materials for 2016-17 school year planned programs. See budget section below for all allowable expenses.

In addition to PD and planning, OSSE will also fund program implementation that begins in FY16. Proposed programs must meet the following requirements in order to be considered eligible for funding.

Program must:

- Include PD, planning, and/or program implementation as outlined above;
- Take place between Aug. 1 – Sept. 30, 2016; and
- Be in partnership with the same LEAs and schools as the proposed 2016-17 school year programs.

Please note that applicants are unlikely to receive grant funding for multiple programs to occur within one school, but are encouraged to apply for as many LEA partnerships/schools as they would like.

### **Section III: Program Options & Requirements: SAT Preparation Program Implementation (FY17)**

The SAT Preparation Expansion Grant 2016-17 will fund the following types of SAT preparation program implementation beginning Oct. 1, 2016. Test preparation companies may choose to apply for as many options as they see fit in partnership with one or more LEAs. Applications for this grant funding should be directly connected to the PD and planning that is scheduled for Aug. 1 – Sept. 30, 2016 (as detailed in the previous section).

#### *Option 1: Curriculum Integration*

OSSE will fund programs that train academic subject area teachers to integrate SAT strategies and content into pre-existing classroom curriculum. Programs should provide specific professional development on curricular integration coupled with ongoing training and support of this integration. This option may be integrated into all levels of English, math, history and science. The test preparation company must provide ongoing training and support to include

coaching, feedback, strategy sessions and planning, as well as technical assistance. Funding may be used to cover costs associated with teacher stipends, professional development, ongoing training, technical assistance, preparation books and practice exams.

*Option 2: LEA-provided SAT Test Preparation Course*

OSSE will fund programs that support school-employed staff to teach a standalone SAT course or courses as part of the school day. Programs should adopt the train-the-teacher model through which the test preparation company provides professional development around effective teaching strategies and program implementation in addition to ongoing training and support around best practices for preparing students for the SAT. Funding may be used to cover costs associated with teacher stipends, professional development, ongoing training, preparation books and practice exams.

*Option 3: Company-provided SAT Preparation Course*

OSSE will fund programs that provide an external instructor or instructors directly from the test preparation company to teach a standalone SAT preparation and strategy course for students. Applicants interested in option three must provide a funding match of 2:1, with the applicant providing the 1/3 portion. Applicants must also explain, in detail, how the external instructor(s) will be integrated into the school (e.g., the external instructor(s) may attend regular faculty or personnel meetings or be assigned a teacher partner to collaborate with on instruction and leadership in the classroom). Funding may be used to cover costs associated with instructor stipends, professional development, technical assistance, preparation books and practice exams.

Proposed programs must meet the following requirements in order to be considered eligible for funding.

Program must:

- Be structured as one of the program options (option 1, 2, or 3) listed above;
- Take place Oct. 1, 2016 – June 30, 2017;
- Be offered during the school day (except for in the case of professional development components).
- Be offered to students as credit toward graduation (at least ½ credit).
- Be facilitated by certified teachers at the bachelor's level or higher (if applicable).
- Have an intentional and thoroughly described target population and recruitment strategy. Schools and LEAs may determine which students to target for participation; however, applications must present a clear rationale for their target student population as well as a realistic and thoughtful plan for increasing the SAT scores of their target population.
- Supplement, not supplant, any existing SAT preparation programming; the proposed program must either be a new initiative at the LEA or significantly increase the scope of existing SAT programming such that a new population of students have access to SAT preparation services.<sup>2</sup>

#### **Section IV: Additional Program Requirements**

In addition to the above program requirements, applicants must provide the following:

- Demonstrated need for SAT preparation services. This may include:
  - a. Current student SAT score ranges, goals for improvement, and specific steps that are currently being taken or are planned by the LEA to meet these goals;

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<sup>2</sup> Except in the cases of applicants who were past grantees (2015-16) of the SAT Preparation Expansion Grant. These applicants do not need to show that they will significantly increase the scope of work and student population; however, they will need to indicate their plans for program improvement in the case that they are awarded funding again.

- b. Percentage of students who are college ready, based on other measures such as test scores or GPA, as well as goals and plans for improvement;
  - c. Information about what resources are currently available to students and how this program fills a gap in resources.
- Strong rationale for the type of services selected. This may include:
  - a. Descriptions of successful or failed initiatives and lessons learned from prior programming around college and career readiness; specifically, previous SAT Preparation Expansion grantees will be expected to reflect upon lessons learned from the 2015-16 school year;
  - b. Evidence-based research indicating a match between the services selected and the target population at the LEA.
- Clear information about how the specific SAT preparation services proposed meet goals around college access and success.
- Robust description of how the program will be measured and evaluated (in addition to required PSAT and SAT scores) with attention to how such evaluation may be used for programmatic improvement over time.

#### *Priority Areas*

In order to serve the greatest number of District high school students; OSSE will prioritize applications that present robust recruitment strategies for targeting and enrolling a significant number of students at a given LEA, while minimizing costs.

#### *Recruiting and Enrolling Students*

Applicants must clearly articulate a plan for how they will successfully recruit and enroll students in the SAT prep program along with target enrollment numbers. Schools and LEAs may determine which students to target for participation; however, schools must present a clear rationale for their target student population as well as a realistic and thoughtful plan for increasing the SAT scores of their target population.

### **Section V: Applicant Eligibility**

Applications must be submitted by a test preparation company, in partnership with a local education agency (LEA) within the District of Columbia. Note that a local education agency is defined as a public education agency which provides administrative authority, control, or direction of public elementary and public secondary schools. LEAs may consist of one school or multiple schools. Application partnerships may only consist of test preparation companies and LEAs. If the test preparation company is partnering with a District of Columbia Public Schools (DCPS) campus, DCPS Central Office staff must be involved in the partnership details.

#### *Additional Eligibility Criteria*

- Test preparation company must have created and designed its own curriculum.
- Test preparation company must be in good financial standing with the District of Columbia, per the [Clean Hands Law](#).
- Test preparation company must have demonstrated success or experience urban areas and/or school districts.

## Section VI: Evaluation Requirements

A primary goal of the SAT Preparation Expansion Grants is to better learn what SAT prep strategies and programs improve outcomes for students in the District of Columbia. Grantees of the program will be required to use student PSAT data (or past SAT data as applicable) as baseline student data, and SAT data (spring 2017) as comparative data, to measure the impact of their programs. Additionally, LEAs will be required to provide OSSE with student course grades and GPAs as a reporting requirement for students who receive services (detailed below), and qualitative program implementation feedback, so that OSSE can fully assess program effectiveness and explore connections between student achievement, college readiness, college access and academic success. Additional plans for assessment and evaluation by the organization or partnership should be described in the submitted proposal. Partnerships will report their outcomes via email, at the midway point of their program, and 30 days after their programs concludes, using a provided template.

## Section VII: Budget

OSSE will provide a total of \$35,000 for professional development, planning, and programs (starting Aug. 1, 2016), and \$225,000 in funding for implementation of programs (starting Oct. 1, 2016). **Expenditures for FY16 programs (professional development and planning) must be complete by Sept. 20, 2016.** The average award, per student, for the 2015-16 school year grant programs was \$214.00. As stated above, funding from the SAT Preparation Expansion Grant must supplement, not supplant, any existing SAT preparation programming; the proposed program must either be a new initiative at the LEA or significantly increase the scope of existing SAT programming such that a new population of students have access to SAT preparation services (except in the cases mentioned above).

### *Acceptable Use of Funds*

Funding provided by the grant may cover one or more of these expenses:

- Cost of professional development;
- Cost of ongoing training and support;
- Cost of technical assistance;
- Books, materials, and practice exams;
- Teacher stipends<sup>3</sup>.

Application must provide rationale for expenses that do not fall under these categories, and will be considered on a case-by-case basis.

### *2:1 Matching*

If an applicant is applying for the grant under the company-provided SAT course option (option 3 above), the application must include a 2:1 matching source for the total funds, with the applicant providing the 1/3 portion. The matching source may be an in-kind donation from the test preparation company, in the form of a program discount, donation of test preparation materials or the like. For example, if the application program cost is \$15,000, the applicant should request \$10,000 on the application, with documentation that the test preparation company will donate \$5,000 in-kind, in the form of a program discount, donated materials, or other match funding. The match source cannot be provided by the LEA.

## Section VIII: Application Submission Logistics

### *Application Checklist*

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<sup>3</sup> Please note that typically, teacher stipends may only cover out of school activities. It is to the responsibility of the test preparation company and LEA to ensure that their proposal for teacher stipend, if applicable, is in accordance with the LEA policies.

Complete applications will include the following:

- ✓ Contact information for test preparation company, LEA, and school. Contact information should include any relevant teacher/course facilitator contact information.
- ✓ Detailed project narratives that demonstrate a strong coordinated plan and structure for implementing the program(s) – both for the FY16 professional development and planning and for the FY17 program implementation.
- ✓ Detailed budget narratives and detailed budgets. If selecting company-led SAT course option, this includes documentation of the 2:1 matching source. Line item budget information must be entered into EGMS, as well as a budget spreadsheet addendum. Template will be provided.
- ✓ Detailed evaluation plan.
- ✓ Partnership Agreement between test preparation company and LEA, detailing roles and responsibilities, contact information, etc. Template will be provided.
- ✓ Teacher/course facilitator qualification information.
- ✓ Assurances.

#### *Submission in EGMS*

As stated above, all applications are due to OSSE by July 18, 2016, no later than 4 p.m. EST. Applications must be submitted through the online [Enterprise Grants Management System](#) (EGMS). No paper or emailed applications are accepted. Late applications will not be considered.

As the lead applicants for the SAT Preparation Expansion Grants, test preparation companies that have not done so will need to create a new user account in EGMS in order to apply for funding. The new user account will require an organization's [Employer Identification Number \(EIN\)](#), [System for Award Management \(SAM\)](#) expiration date, copy of SAM registration, [Data University Number System \(DUNS\) number](#) and organizational contact information.

### **Section IX: Application Scoring and Review Process**

#### *Review Process*

The review panel for this grant is comprised of neutral qualified individuals with professional experience in college and career readiness program development and administration. Awards are based on how well applicants address the goals and meet the requirements and/or priority areas of this Request for Applications as specified in Appendix A.

### **Section X: Award Administration**

#### *Notification of Awards*

Applicants will be notified of final award decisions no later than July 25, 2016. Awards are not final until the applicant has received a Grant Award Notification (GAN) from OSSE.

#### *Monitoring*

In order to ensure efficient use of funds, OSSE staff will conduct enrollment verification visits to each site receiving services through these grants. These visits may occur up to three times during the program duration, and will be scheduled 30 days in advance. If the program enrollment does not meet expectations, OSSE retains the right to adjust the funding to reflect actual number of students being served.

#### *Reporting*

Partnerships receiving funds must comply with the following reporting requirements:



1. Professional Development and Planning Report. A report is due to OSSE by Sept. 30, 2016, with an overview of activities that took place during the PD and planning period (Aug. 1 – Sept. 30), highlighting any proposed changes in logistics or budget to the program implementation. Template will be provided.
2. Roster of student participants.
3. Weekly reporting of participant attendance.
4. Mid-Program Report. An evaluation report is due to OSSE midway through the duration of the program. At a minimum the report should detail student enrollment, daily attendance, and an overview of program activities. Template will be provided.
5. Final Evaluation Report. A final evaluation report is due within 30 days of the program end date. At a minimum the final report should detail student enrollment, attendance, an overview of program activities, PSAT and SAT exam scores, and student grades and GPA. Additionally, this report should include qualitative feedback from test preparation company staff. Template will be provided.

Additionally, OSSE we will ask for qualitative feedback from school and/or LEA program contacts up to three times throughout the program duration via phone call or in person meetings. **With the exception of these qualitative conversations, the test preparation companies will be responsible for submitting the reporting requirements to OSSE.**

#### *Timeline*

| Date                         | Activity   |
|------------------------------|--|
| May 20, 2016                 | Release of Notice of Funding Availability (NOFA)                     |
| June 3, 2016                 | Release of Request for Applications (RFA)                            |
| June 16, 2016                | Pre-Application Information Session and Matching Session             |
| June 17, 2016                | Application Open in EGMS   |
| July 18, 2016                | Application Closed – all submissions due in EGMS by 4 p.m. EST       |
| July 25, 2016                | Grant Award Notification (GAN)                                       |
| Aug. – Sept. 2016            | Professional development, planning, and implementation begins (FY16) |
| Oct. 1, 2016                 | Program implementation begins (FY17)                                 |
| 30 days after end of program | Final Reports Due  |

#### *Grant Award Payment*

OSSE has implemented a reimbursement process for all sub-recipients. Grant award payments are reimbursable on a monthly basis. Program costs must be paid by the sub-recipient to the payee prior to requesting reimbursement; it is not sufficient for costs merely to be incurred. Sub-recipients may receive payment for allowable expenditures for which obligation was made during the grant period through the reimbursement request process. To receive reimbursement for grant program expenditures, OSSE sub-recipients must complete and submit the applicable reimbursement workbook(s) electronically.

### *Audits*

At any time or times before final payment and for three years thereafter, the District and/or the federal government may audit the sub-recipient's expenditure statements and source documentation. The sub-recipient cannot at any time prior to the application process nor during the award period be in violation of any previous grant obligations to the District of Columbia government or a United States federal agency.

### *Terms & Conditions*

- Funding for this award is contingent on available funds. The RFA does not commit OSSE to make an award.
- OSSE reserves the right to accept or deny any or all applications if OSSE determines that it is in the best interest of OSSE to do so. OSSE shall notify the applicant if it rejects the applicant's proposal. OSSE may suspend or terminate an outstanding RFA pursuant to its own grant making rules(s) or any applicable federal regulation or requirement.
- OSSE reserves the right to issue addenda and/or amendments subsequent to the issuance of the RFA, or to rescind the RFA.
- OSSE shall not be liable for any costs incurred in the preparation of applications in response to the RFA. Applicant agrees that all costs incurred in developing the application are the applicant's sole responsibility.
- OSSE may conduct pre-award on-site visits to verify information submitted in the application and determine if the applicant's facilities are appropriate for the services intended.
- OSSE may enter into negotiations with an applicant and adopt a firm funding amount or other revision of the applicant's proposal that may result from negotiations.
- OSSE shall provide the citations to the statute and implementing regulations that authorize the grant or sub grant; all applicable federal and District regulations; payment provisions identifying how the grantee will be paid for performing under the award; reporting requirements, including programmatic, financial and any special reports required by OSSE; and compliance conditions that must be met by the grantee.
- If there are any conflicts between the terms and conditions of the RFA and any applicable federal or local law or regulation, or any ambiguity related thereof, then the provisions of the applicable law or regulation shall control and it shall be the responsibility of the applicant to ensure compliance.

### *Nondiscrimination in the Delivery of Services*

In accordance with the District of Columbia Human Rights Act of 1977, no educational institution shall deny, restrict, or abridge, or condition the use of, or access to, any of its facilities, services, programs, or benefits of any program or activity to any person otherwise qualified, wholly or partially, for a discriminatory reason, based upon the actual or perceived: race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, source of income, or disability of any individual. In addition, no educational institution shall make or use a written or oral inquiry, or form of application for admission, that elicits or attempts to elicit information, or to make or keep a record, concerning the race, color, religion, or national origin of an applicant for admission, except as permitted by District of Columbia regulations.

### *Confidentiality*

Except as otherwise provided by local or federal law, no recipient of this grant shall use or reveal any research, statistical information, or personally identifiable information furnished by OSSE for any person or for any purpose other than that for which such information was obtained in accordance with the OSSE program funded. Any identifiable personal information, and any copy of such information, shall be immune from legal process and shall not, without the written consent of the person identified in the information, be admitted as evidence or used for any purpose in any action, suit, or judicial, legislative, or administrative proceeding.

### *Appearance of a Conflict of Interest*

All grant recipients shall ensure that no individual in a decision-making capacity will engage in any activity, including participation in the selection of a vendor, the administration of an award, or an activity supported by award funds, if the

appearance of a conflict of interest would be involved. An appearance of a conflict of interest would arise when the individual, any member of the individual's immediate family, the individual's partner; or an organization that employs, or is about to employ, any of the aforementioned, has a financial or personal interest in the firm or organization selected for a contract.

#### *Assurances*

##### **Program Specific Assurances**

Applicants will be required to attest to the following program specific assurances, as applicable:

1. Our fiscal records are kept in accordance with Generally Accepted Accounting Principles (GAAP) and account for all funds, tangible assets, revenue, and expenditures whatsoever; that all fiscal records are accurate, complete and current at all times; and we give the sponsoring agency through any authorized representative, the right to audit and inspect all records, books, papers, or documents related to the grant;
2. We are current on payment on all federal and District taxes, including Unemployment Insurance taxes and Workers' Compensating premiums. (Except for public or charter schools, this statement of certification shall be accompanied by a Certificate of Good standing from the District of Columbia Office of Tax & Revenue [OTR] stating that the entity has complied with the filing requirements of District of Columbia tax laws and has paid taxes due to the District of Columbia, or is in compliance with any payment agreement with OTR.);
3. We have demonstrated administrative and financial capability to provide and manage the proposed services and ensure an adequate administrative performance and audit trail;
4. If required by the grant making agency, we are able to secure a matching amount not less than the total amount of the funds awarded, against losses of money and other property caused by fraudulent or dishonest acts committed by any employee, board member, officer, partner, shareholder, or trainee;
5. We are not proposed for debarment or presently debarred, suspended, or declared ineligible, as required by Executive Order 12549, "Debarment and Suspension," and implemented by 2 CFR 180, for prospective participants in primary covered transactions and are not proposed for debarment of presently debarred as a result of any actions by the District of Columbia Contract Appeals Board, the Office of Contracting and Procurement, or any other District contract regulating Agency;
6. We have the financial resources and technical expertise necessary to perform the grant or sub grant, or the ability to obtain them;
7. We will insure that the facilities under our school or organization's ownership, lease or supervision, which shall be utilized in the accomplishment of the project are compliant with all District statutes, codes, and regulations;
8. We know and understand that awarded funds shall be used to support activities to improve research-supported college and college readiness skills and competencies related to the SAT college entrance exam; and
9. We 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 with whom they have family, business, or other ties.

#### *Acknowledgement Assurances*

Applicants will be required to acknowledge compliance with the following District and Federal statutes and regulations, as applicable:

1. The Americans with Disabilities Act of 1990, Pub. L. 101-336, July 26, 1990, 104 Stat. 327 (42 U.S.C. § 12101 et seq.)
2. Rehabilitation Act of 1973, Pub. L. 93-112, Sept. 26, 1973, 87 Stat. 355 (29 U.S.C. § 701 et seq.)
3. The Hatch Act, Chap. 314, 24 Stat. 440 (7 U.S.C. § 361a et seq.)
4. The Fair Labor Standards Act, Chap 676, 52 Stat, 1060 (29 U.S.C. § 201 et seq.)
5. The Clean Air Act (subgrants over 41000,000) pub. L. 108-201, February 24, 2004, (42 U.S.C. Chap 85 et seq.)

6. The Occupational Safety and Health Act of 1970, Pub. L. 91-596, Dec. 29, 1970, 84 Stat. 1590 (26 U.S.C. 651 et seq.)
7. The Hobbs Act (Anti-Corruption), Chap 537, 60 St. 420 (see 18 U.S.C. § 1951)
8. Equal Pay Act of 1963, Pub. L. 88-38, June 10, 1963, 77 Stat. 56 (29 U.S.C. § 201)
9. Age Discrimination Act of 1975, Pub. L. 94-135, Nov. 28, 1975, 89 Stat. 728 (42 U.S.C. § 6101 et seq.)
10. Age Discrimination in Employment Act, Pub. L. 90-202, Dec. 15, 1967, 81 Stat. 602 (29 U.S.C. § 621 et seq.)
11. Military Selective Service Act of 1973
12. Title IX of the Education Amendments of 1972, Pub. L. 92-318, June 23, 1972, 86 Stat. 235, (20 U.S.C. § 1001)
13. Immigration Reform and Control Act of 1986, Pub. L. 99-603, Nov 6, 1986, 100 Stat. 3359, (8 U.S.C. § 1101)
14. Executive Order 12459 (Debarment, Suspension and Exclusion)
15. Medical Leave Act of 1993, Pub. L. 103-3, Feb. 5, 1993, 107 Stat. 6 (5 U.S.C. § 6381 et seq.)
16. Drug Free Workplace Act of 1988, Pub. L. 100-690, 102 Stat. 4304 (41 U.S.C. § 701 et seq.)
17. Assurance of Nondiscrimination and Equal Opportunity as found in 29 CFR § 34.20
18. District of Columbia Human Rights Act of 1977, D.C. Official Code § 2-1401.01
19. Title VI of the Civil Rights Act of 1964
20. District of Columbia Language Access Act of 2004, DC Law 15 -414, (D.C. Official Code § 2-1931 et seq.)
21. Lobbying Disclosure Act of 1995, Pub. L. 104-65, Dec 19, 1995, 109 Stat. 693, (31 U.S.C. § 1352)
22. Individuals with Disabilities Education Act of 2004 (IDEA), (20 U.S.C. § 1400 et seq.)

### **Section XI: Pre-Application Information Session**

Applicants are highly encouraged to participate in one of the information sessions below.

#### *Pre-Application Information Sessions and Matching Session*

In order to facilitate partnerships between test preparation companies and LEAs, OSSE will provide a 30-minute matching session following the information session.

- Thursday, June 16, 2016, 3:30 - 5 p.m., OSSE Room 5014
  - a. To register, please fill out [this online form](#) no later than Tuesday, June 14, 2016
  - b. Matching session will take place from 4:30-5 p.m.

Please complete [this online form](#) if you are interested in creating a new partnership and would like your contact information available to others. Track the live responses on that contact document at [this link](#).

### **Section XII: Next Steps**

Interested applicants should use the following check list to navigate the next steps:

- ✓ Discuss and develop partnerships with LEAs for the 2016-17 school year (test preparation companies);
  - Begin to develop Partnership Agreements with LEAs and collect LEA contact information for the application.
- ✓ Attend upcoming information session about the RFA and application process (test preparation companies and LEAs).
  - Register online: <http://osse.dc.gov/SAT-preparation-grant>
- ✓ If applicant is new to the EGMS system; create a new user account (test preparation companies);
  - A new user account will require an organization's [Employer Identification Number \(EIN\)](#), [System for Award Management \(SAM\)](#) expiration date, [Data University Number System \(DUNS\) number](#) and organizational contact information;

- ***This must be completed before an applicant can submit their application. If applicant does not already have this information readily available, it may take several days to obtain.***
- ✓ Review SAT Preparation Expansion Grant 2016-17 school year application when it's available in EGMS (test preparation company and LEA).
  - Review application questions online: <http://osse.dc.gov/SAT-preparation-grant>
- ✓ Prepare program proposal narrative, budget, and supporting documents outside of EGMS (i.e. in a Word document); only enter information and upload documents when ready to submit the application (test preparation company).
- ✓ Before beginning the application, complete "Central Data" steps within EGMS (test preparation company).
  - ***This must be completed before an applicant can submit their application.***
- ✓ Complete application in EGMS; upload appropriate documents as necessary; complete budget section; run "consistency check," and submit the application.

**Please note:** Each step of this process (including completing the application and selecting "submit"), may take several days to complete. It is strongly encouraged to begin the application process well before the deadline to avoid any technical issues.

### Section XIII: Questions

To ensure equal opportunity for all applicants, OSSE requests that applicants submit questions regarding the RFA electronically to [Amelia.Hogan@dc.gov](mailto:Amelia.Hogan@dc.gov) by Monday, July 11, 2016.

#### *Contact Information*

Amelia Hogan, Coordinator, Early College and Career Awareness  
 Postsecondary and Career Education  
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## Appendix A: Application Scoring and Review Process

### Review Process

The review panel for this grant is comprised of neutral qualified individuals with professional experience in college and career readiness program development and administration. Awards are based on how well applicants address the goals and meet the requirements and/or priority areas of this Request for Applications as specified below. Maximum points awarded are 80, and will be scored against the rubric below.

| Criteria 1: Goals and Objectives (Maximum 10 points)   |  |  |  |  |
|--|--|--|--|--|
| <p>Applicant describes in detail how their program design will meet the goals of the program, which are to:</p> <ul style="list-style-type: none"> <li>• Increase the number of District high school students with high quality test preparation services, and</li> <li>• Understand which types of SAT preparation programs have the greatest positive impact on student scores for the greatest number of District students.</li> </ul>  |  |  |  |  |
| No evidence – the category is not addressed  | Minimal evidence – the category is addressed, but the applicant is missing a large portion of the required information | Partial evidence – the applicant is missing some of the category | Full evidence – the applicant provides general but sufficient detail, however some areas are not fully explained | Full and thorough evidence – the applicant provides specific and comprehensive information |
| 0  | 3  | 5  | 7  | 10   |
| Strengths:   |  |  |  |  |
| Weaknesses:  |  |  |  |  |
| Criteria 2: Program Logistics & Narrative (Maximum 40 points)  |  |  |  |  |
| <ul style="list-style-type: none"> <li>• Applicant describes how many students will be served; total program contact hours; length per day/week, credit offered; duration of the program; and how the program fits into the school day schedule (10 points).</li> <li>• Applicant describes which program or programs they are selecting and describes rationale for the types of services selected (10 points).</li> <li>• Applicant provides an overview of demonstrated need for SAT services, target population for the program, and recruitment strategy (10 points).</li> <li>• Applicant gives clear information about how the proposed program(s) meets goals around college access and success (specific to the LEA or school), and thoughtful plans for increasing scores of the target population (10 points).</li> </ul> |  |  |  |  |

|  |  |  |  |  |
|--|--|--|--|--|
| No evidence – the category is not addressed  | Minimal evidence – the category is addressed, but the applicant is missing a large portion of the required information | Partial evidence – the applicant is missing some of the category | Full evidence – the applicant provides general but sufficient detail, however some areas are not fully explained | Full and thorough evidence – the applicant provides specific and comprehensive information |
| 0  | 3  | 5  | 7  | 10   |
| Strengths:   |  |  |  |  |
| Weaknesses:  |  |  |  |  |
| Criteria 3: Priority Areas (Maximum 10 points)   |  |  |  |  |
| <ul style="list-style-type: none"> <li>Applicant will describe how the program serves a significant number of students, including percentage of target population, and how the program will maximize cost.</li> </ul>                                  |  |  |  |  |
| No evidence – the category is not addressed  | Minimal evidence – the category is addressed, but the applicant is missing a large portion of the required information | Partial evidence – the applicant is missing some of the category | Full evidence – the applicant provides general but sufficient detail, however some areas are not fully explained | Full and thorough evidence – the applicant provides specific and comprehensive information |
| 0  | 3  | 5  | 7  | 10   |
| Strengths:   |  |  |  |  |
| Weaknesses:  |  |  |  |  |
| Criteria 4: Budget Details & Narrative (Maximum 10 points)   |  |  |  |  |
| <ul style="list-style-type: none"> <li>Applicant provides a clearly stated budget and budget narrative, including line item costs and rational for expenses. Applicant includes a budget worksheet addendum, using Excel template provided.</li> </ul> |  |  |  |  |
| No evidence – the category is not addressed  | Minimal evidence – the category is addressed, but the applicant is missing a large portion of the required information | Partial evidence – the applicant is missing some of the category | Full evidence – the applicant provides general but sufficient detail, however some areas are not fully explained | Full and thorough evidence – the applicant provides specific and comprehensive information |
| 0  | 3  | 5  | 7  | 10   |
| Strengths:   |  |  |  |  |

|  |   |   |   |   |
|--|---|---|---|---|
| <i>Weaknesses:</i>   |   |   |   |   |
| <b>Criteria 5: Program Evaluation (Maximum 10 points)</b>  |   |   |   |   |
| <ul style="list-style-type: none"> <li>Applicant provides a robust description of how the program will be measured and evaluated, with attention to how such evaluation may be used for programmatic improvement over time. If applicant is a past awardee of the SAT Preparation Expansion Grant 2015-16, they detail changes to their program based on past evaluation, and describe goals for improvement.</li> </ul> |   |   |   |   |
| <b>No evidence – the category is not addressed</b>   | <b>Minimal evidence – the category is addressed, but the applicant is missing a large portion of the required information</b> | <b>Partial evidence – the applicant is missing some of the category</b> | <b>Full evidence – the applicant provides general but sufficient detail, however some areas are not fully explained</b> | <b>Full and thorough evidence – the applicant provides specific and comprehensive information</b> |
| <b>0</b>   | <b>3</b>  | <b>5</b>  | <b>7</b>  | <b>10</b>   |
| <i>Strengths:</i>  |   |   |   |   |
| <i>Weaknesses:</i>   |   |   |   |   |

#### *Description of Scoring*

The criteria above will be scored using the following indicators:

- No Evidence (0 points). The category is not addressed.
- Minimal Evidence (3 points). The category is addressed, but the applicant is missing a very large portion of the category or fails to provide required information.
- Partial Evidence (5 points). The applicant is missing some of the category, provides inaccurate information, or provides information that is not discernible.
- Full Evidence (7 points). The applicant provides general but sufficient detail, adequately addresses the category, however some areas are not fully explained and/or questions remain. The application has some minor inconsistencies and weaknesses.
- Full and Thorough Evidence (10 points). The applicant provides specific and comprehensive information, and provides complete, detailed, and clearly articulated responses. The program design and description is well-conceived, fully developed, and original.