



**Fiscal Year 2025 (FY25) Scholarships for
Opportunity and Results (SOAR) Act
Formula Consolidated Application**

Pre-Application Webinar

October 2024 | Brianna Griffin

By the end of this presentation, attendees will...

- Understand the purposes of SOAR Act Academic Quality and Early Childhood grants and distinctions among their purposes.
- Be prepared to complete and submit a SOAR Formula Consolidated application, including knowing what information should be gathered and prepared in advance.
- Understand the basics of project budgeting and allowable expenses.

Agenda

- FY25 Grant Details
- Purpose of SOAR Formula Grants
- Review of Application
- Application Evaluation
- Important Dates and Contacts
- Q&A

Accessing Applications and Reviewing Allocations

Applications are available in the [Enterprise Grants Management System \(EGMS\)](#).

Allocations were published on the [SOAR website](#) under "FY25 Resources."

Scholarships for Opportunity and Results (SOAR) Act Academic Quality and Early Childhood Grants Fiscal Year 2025 (FY25) Allocations



LEA Name	Academic Quality	Early Childhood	Total	Program Contact
Academy of Hope Adult PCS	151,774.74		151,774.74	Stacy Kirk
Achievement Preparatory Academy PCS	89,255.97		89,255.97	Marie Hutchins
AppleTree Early Learning PCS	119,788.40	342,046.64	461,835.04	Stacy Kirk
BASIS PCS	133,600.68		133,600.68	Marie Hutchins
Breakthrough Montessori PCS	94,708.19		94,708.19	Marie Hutchins
Bridges PCS	94,708.19		94,708.19	Marie Hutchins
Briya PCS	142,445.39	39,329.26	181,774.65	Stacy Kirk
Capital City PCS	174,310.58		174,310.58	Brianna Griffin
Capital Village PCS	62,843.00		62,843.00	Stacy Kirk
Carlos Rosario International PCS	305,648.47		305,648.47	Stacy Kirk
Cedar Tree Academy PCS	101,856.66		101,856.66	Brianna Griffin
Center City PCS	215,020.48		215,020.48	Brianna Griffin
Cesar Chavez PCS	99,191.13		99,191.13	Marie Hutchins
Community College Preparatory Academy PCS	124,877.13		124,877.13	Stacy Kirk
Creative Minds International PCS	120,757.68		120,757.68	Marie Hutchins
DC Bilingual PCS	120,151.88		120,151.88	Marie Hutchins
DC International PCS	247,249.15		247,249.15	Brianna Griffin
DC Preparatory PCS	310,131.40		310,131.40	Marie Hutchins
DC Scholars PCS	109,489.76		109,489.76	Marie Hutchins
DC Wildflower PCS	53,392.49	5,616.65	59,009.14	Stacy Kirk
Digital Pioneers Academy PCS	123,302.05		123,302.05	Stacy Kirk
E. L. Haynes PCS	192,848.12		192,848.12	Brianna Griffin
Early Childhood Academy PCS	79,926.62		79,926.62	Brianna Griffin
Elsie Whitlow Stokes PCS	134,085.32		134,085.32	Brianna Griffin





FY25 Grant Details

Award Period

- The award period for the Academic Quality and Early Childhood grants will be from **July 1, 2024, to Sept. 30, 2025.**
- Pre-award costs (i.e., costs obligated between July 1, 2024, and the date of application approval) are allowed on this grant
 - LEAs should be aware that if OSSE does not approve a pre-award cost in the recipient's application budget, the LEA will need to remove that cost from the grant budget and find a different funding source
 - Any pre-award costs must have been obligated no earlier than July 1, 2024.



Purpose of SOAR Formula Grants

Background: Purpose of Formula Grants

Academic Quality	Early Childhood
Projects designed to have a direct impact on student achievement , either school-wide or for specific subgroups of students, which may include 3- and 4-year-olds	Supplementary activities that support school readiness , including the development of literacy and mathematics skills for 3- and 4-year-olds

Allowable Uses

All grant activities should: (1) be supported by the conclusions of the needs assessment, (2) have a direct impact on student achievement, and (3) be supported by research and evidence.

Examples of Allowable Uses

- The needs assessment shows that teachers participating in a continuous cycle of data-driven instruction have been improving student achievement; grant funds are used for NWEA MAP software so teachers have reliable data
- The needs assessment shows students need more learning time; grant funds are used for an extended day coordinator who trains staff on evidence-based extended day programming

Examples of Unallowable Uses

- Curriculum materials for a subject area that is not included in the needs assessment
- Professional development for teachers on a topic that is not supported by research or evidence, or is not aligned with the needs assessment

For more examples of allowable uses, see the [Allowable Uses](#) reference document .



Review of Application

Application Logistics

- **Submission:** All applications must be submitted through [EGMS](#).
- **Deadline: 3 p.m. EST on Friday, Nov. 15, 2024**
 - **We highly encourage local education agencies (LEAs) to submit at least one week prior to the deadline.** This will provide time to resolve potential EGMS issues which may prevent your LEAs from submitting on time.
- Contact your [SOAR grant manager](#) if you have questions.

Application Structure and Expectations

- The application is a consolidated application, meaning it combines two grants: Academic Quality and Early Childhood.
- Review the [allocation table](#) to see which grant(s) your LEA is eligible for. If your LEA is only eligible for Academic Quality, you will only need to complete that section of the application.
- **NEW!** [FY25 SOAR Formula Consolidated Application Guide](#): LEAs can use this new application guide to understand what specific details and information is required for each question/section of the application.
- The guide will help you ensure you are compiling all the necessary information from the different program teams within your LEA for the application. Reviewing your final responses against the guide prior to submission will reduce the number of requested revisions.

Main Application Section

Application Sections

SOAR Formula Consolidated



- Complete **contact information** for your LEA.
- **Supporting documentation** is not required.
- Read through all content and **assurances**, carefully ensuring that your LEA understands what is legally required once the grant is awarded. Be sure to agree to all assurances before saving/submitting.
- The remaining tabs provide reference information and do not require action.

Academic Quality Application

Application Sections

Academic Quality

NEEDS
ASSESSMENT

PROJECT DETAILS

PROJECT ACTIVITIES

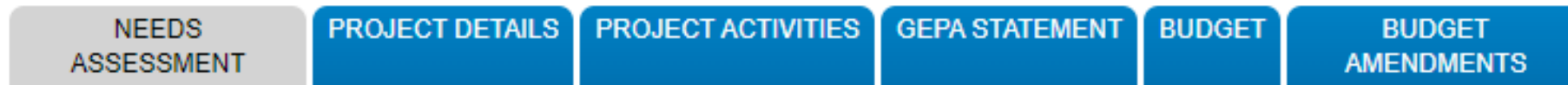
GEPA STATEMENT

BUDGET

BUDGET
AMENDMENTS

- **Needs Assessment**
 - Quantitative and qualitative data sources checklists
 - Needs assessment narrative
- **Project Details**
 - SMART project objective and project description
 - Theory of action
- **Project Activities**
 - At least three specific activities per reporting period
- **GEPA Statement**
 - Description of how the LEA will ensure equitable access and participation
- **Budget**
 - Specific planned expenditures for the Academic Quality grant
- **Budget Amendments**
 - Leave this tab blank when submitting the original application. Complete this tab when submitting an application amendment.

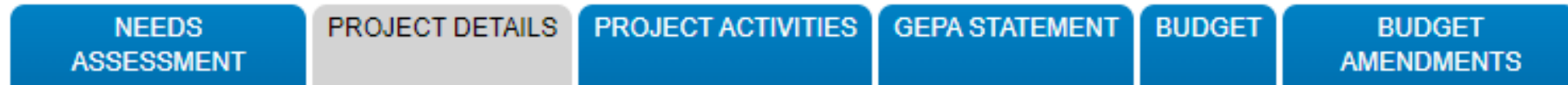
Needs Assessment



In the Needs Assessment tab, be sure that:

- The data sources selected in the checklist are used to clearly substantiate a demonstrated need at the LEA, either for all students or for specific subgroup(s) of students.
- Specific data points from each data source selected are included in the needs assessment narrative.
 - E.g., if the data source selected was “Next Generation Assessments”, a specific data point could be “only 20 percent of fifth-grade students scored a 4 or 5 on DC CAPE in the 2023-24 school year”).
 - LEAs should aim to include both quantitative and qualitative data sources when substantiating the need for the proposed project. At least one data source related to academic achievement or growth must be included.
- Data points provided are up to date. LEAs may continue the same project from a prior year’s SOAR grant, but the data provided should be the most recently available data (e.g., 2023-24 school year assessment data).

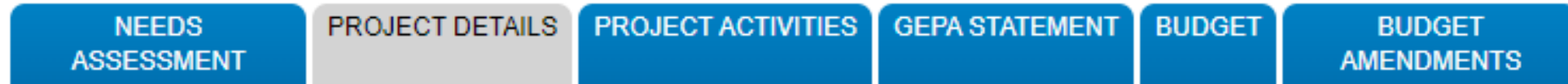
Project Details



In the Project Details tab, be sure that:

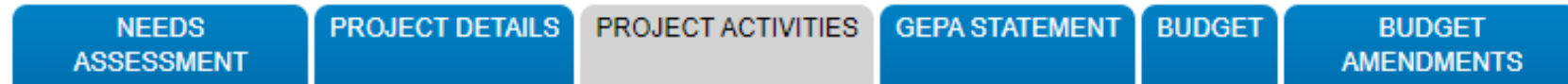
- You identify at least one area of focus and key strategy for the project
 - These should clearly align with the project description
- The project objective(s) is provided in SMART format (Specific, Measurable, Attainable, Relevant and Time-bound).
 - E.g., “For the DC CAPE assessments administered in spring 2025, proficiency in math for fifth-grade students will increase by 7 percent when compared to the 2023-24 school year results.”
- There is a clear link between the need(s) and the project objective(s), and between the project objective(s) and the project description.

Project Details



- The project is clearly described, including how the proposed project will meet the need(s) identified in the needs assessment section and how the project will have a direct impact on student achievement, either school-wide or for specific subgroups of students
 - For the Early Childhood grant, show how the project will facilitate supplementary activities that support school readiness, including the development of literacy and mathematics skills.
- The theory of action is presented in the appropriate if/then/because format: “IF [we do X activity], THEN [we will see Y result], BECAUSE [research/evidence shows Z].”
 - E.g., IF families have more opportunities for engagement, THEN student retention will increase BECAUSE research shows that “family engagement in education is directly related to a range of benefits for students, including improved school readiness, higher academic achievement, better social skills and behavior, and increased likelihood of high school graduation” (Harvard Family Research Project, 2021).

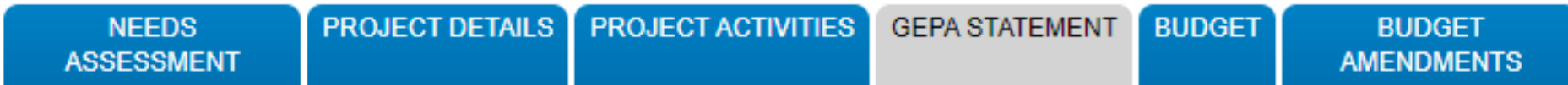
Project Activities



In the Project Activities tab, be sure that:

- There are at least three specific activities provided for each of the two reporting periods (a total of six activities minimum for the entire award period).
- Each project activity includes a target completion date using the MM/YYYY format that falls within the applicable reporting period.
- Each project activity includes a description of the evidence of completion that the LEA will retain in its files to demonstrate that the activity has been completed (e.g., professional development sign-in sheets, coaching logs, student data trackers, and observation notes).
 - Note: LEAs will be required to submit evidence for each activity if selected for OSSE monitoring of FY25 grants.
 - Evidence may include multiple items for one activity to sufficiently demonstrate completion (e.g., dated professional development sign-in sheet, agenda, and training slides).

GEPA Statement



In the GEPA Statement tab, be sure to include:

- A description of how the LEA's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.
- A description of at least one barrier that could impede equitable access and participation of students, educators, or other beneficiaries.
- A description of the steps that will be taken to address identified barriers to equitable access and participation in the proposed project or activity.
- A description of the timeline, including targeted milestones, for addressing these identified barriers.

Budget



As overall guidance for the SOAR grant budget, be sure that:

- The budget is designed to cover costs incurred during the award period (July 1, 2024 – Sept. 30, 2025) and that goods and services can reasonably be received within this time frame.
- The budgeted costs are aligned with the project description.
- A complete justification is provided in the cost basis field for each budgeted item.

Budget: Salaries and Benefits



- Program Category
- Position Title
- Brief Position Description
 - The description should demonstrate how the activities conducted by the individual are necessary to meet the purpose or objectives of the grant project
- *Cost Basis*
 - Provide a justification for the amount budgeted. This should include the annual salary, fringe benefits rate, percentage of staff time charged to the grant, number of staff in the position (if more than one) and time period for reimbursement (if not the entire award period)
 - The cost basis demonstrate how the amount budgeted is reasonable
- Amount Budgeted

Budget: Remaining Tabs

- *Program Category*
- *Item(s) to be Purchased*
- *Purpose of Expenditure*
 - Provide a brief description (one to two sentences) of the purpose of this expenditure in the grant program
 - The description must explain why the expenditure is necessary to meet the purpose or objectives of the grant project
- *Cost Basis*
 - Provide a justification for the amount budgeted for this expenditure. For goods, this should include the quantity (i.e., number of units) and estimated cost per unit. For services, this should include the time period of the contract (e.g., hourly rate, months covered) and scope of services (e.g., how many grades/students/staff members served)
 - The cost basis demonstrates how the amount budgeted is reasonable
- *Amount Budgeted*

Cost Basis Examples

Salaries and Benefits: Examples of acceptable cost basis formats for a lead math teacher budgeted at \$50,000:

1. Annual salary and benefits for this full-time position is \$115,000, with a fringe rate of 15%. 50% will be charged to the grant in reimbursement requests from 8/1/24 - 7/30/25.
2. Annual salary for this full-time position is \$100,000. 100% will be charged to the grant in reimbursement requests from 8/1/24 - 1/31/25.

Professional Services: For a series of monthly in-school literacy trainings budgeted at \$10,000, an acceptable cost basis format could be “Ten two-hour workshops at \$1,000 each; contract with vendor covers 9/1/24 - 6/30/25.”

Supplies and Materials: For student laptops budgeted at \$15,000, an acceptable cost basis format could be “30 Chromebooks estimated at \$500 each.”

For further guidance and examples, please review the [FY25 SOAR Formula Application Guide](#)

Early Childhood Application

Application Sections

Early Childhood

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PROJECT DETAILS

PROJECT ACTIVITIES

GEPA STATEMENT

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Application Submission

- **Submit early** to ensure time to resolve any technical issues. Alert your program contact as soon as possible if you are experiencing any issues.
- **PRO TIP!** As you complete the application, save each tab as you go!
- Prior to submitting, review each tab to ensure you've completed every field.
- **To submit the application, there are two separate steps:**
 - Run the “consistency check” to lock the application.
 - Click “submit” to officially submit the application to OSSE.
- **The application is due at 3 p.m. EST on Nov. 15, 2024.** The submit button in EGMS will be disabled after this time.

Application History and Print

- These tabs do not require any action but are available for reference.
- **Application History:** Review to see how many times the application has been submitted and/or rejected, with timestamps and who initiated each action.
- **Application Print:** Use this function to create a PDF version of the application.
 - EGMS only generates PDFs once at the top of each hour. For example, if you submit a request any time between 1 p.m. and 1:59 p.m., the PDF will become available for download at 2:01 p.m.

OSSE's Internal Application Review Process

- Applications are reviewed against a standard checklist to ensure quality of proposed projects.
- Reviewers determine whether enough detail is provided to ensure that expenditures are reasonable, necessary and appropriate, and that they align with the needs assessment and project description.
- If revisions are needed, you will be given an opportunity to make the necessary change(s) to receive approval.



Contact Information

Contact Information

Contact	Contact Information
Marie Hutchins <i>Grant Specialist</i>	Marie.Hutchins@dc.gov
Stacy Kirk <i>Grant Specialist</i>	Stacy.Kirk@dc.gov
Brianna Griffin <i>Grant Supervisor</i>	Brianna.Griffin@dc.gov (202) 355-8194

Program contacts are listed by LEA in the allocations document on the [OSSE website](#)



Q&A