



District of Columbia  
Office of the State Superintendent of Education

# **Special Education Enhancement Fund (SEEF) Competitive Grant – FY20**

Request for Applications (RfA)

Release date: Friday, December 13, 2019

Pre-Application Webinars:

Monday, Dec. 16, 2019 – 2-3 p.m.

Wednesday, Dec. 18, 2019 – 10-11 a.m.

Tuesday, Jan. 7, 2020 – 10-11 a.m.

Intent to Apply Deadline: Wednesday, Jan. 8, 2020 at 5 p.m.

Partnership Facilitation Meeting: January 14, 2020, 1-3 p.m.

Application Deadline:

Tuesday, Jan. 28, 2020 at 3 p.m.



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## SEEF FY20 Competition - Request for Applications

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# Checklist for Application

## **FY 20 Special Education Enhancement Fund (SEEF) Competitive Grant**

- ☐ The applicant attended one of the **mandatory** pre-application webinars. Applicants may register [here](#).
  - **Monday, Dec. 16, 2019 – 2-3 p.m.**
  - **Wednesday, Dec. 18, 2019 – 10-11 a.m.**
  - **Tuesday, Jan. 7, 2020 – 10-11 a.m.**
- ☐ The applicant submitted the **mandatory** Intent to Apply by **Wednesday, Jan. 8, 2020 at 5 p.m.** to [SEEF@dc.gov](mailto:SEEF@dc.gov). Submitting an Intent to Apply does not obligate completing an application. The Intent to Apply form can be found in Appendix A and on the Office of the State Superintendent of Education (OSSE) website.
- ☐ The applicant attended the **optional** in-person meeting with potential applicants and eligible High-Need partner schools invited. This meeting will not be required, but may be a helpful opportunity to form an eligible application partnership. The meeting will be held Tuesday, January 14, 2020, 1-3 p.m. at OSSE, 1050 First St. NE, Washington, DC 20002.
- ☐ The applicant agreed to assurances within the 2020 Central Data application in OSSE's Enterprise Grants Management System (EGMS) prior to creating the SEEF application.
- ☐ The applicant uploaded, within the SEEF application in EGMS, a **required** signed partnership agreement for each intended partnership and the **required** completed partnership enrollment template.
- ☐ The applicant uploaded, within the application in EGMS, a **required** complete logic model.
- ☐ The applicant completed all steps **required** by the RFA and submitted a complete application, through EGMS that contains all the information and appendices requested. Please see Section 3 for an overview of the application components.
- ☐ The application adheres to the directions and criteria of each section of this RFA.
- ☐ The application was submitted **by Tuesday, Jan. 28, 2020 at 3 p.m.**, through EGMS.

## **PLEASE NOTE**

**Applications are due by 3 p.m. on Tuesday, Jan. 28, 2020. Applications submitted at or after 3:01 p.m. EST on Tuesday, Jan. 28, 2020 will not be reviewed.** All applications must be submitted through the Enterprise Grants Management System (EGMS). For more information about EGMS, please visit <http://osse.dc.gov/service/enterprise-grants-management-system-egms>

*Please note: All required application elements **must** be submitted by entering text or uploading files directly into the required sections in EGMS. Supporting documents will not be considered if emailed separately.*

Please avoid last minute technical submission issues by submitting early. OSSE strongly recommends submitting your application at least the day before to ensure a smooth submission.

## General Information

### Introduction

The Office of the State Superintendent of Education (OSSE) is soliciting grant applications for the Special Education Enhancement Fund competitive grant, pursuant to OSSE's authority to issue grants for programs that increase the capacity of a local education agency to provide special education services (D.C. Code § 38-2602(b)(18)) and the State Education Office Special Education Enhancement Amendment Act of 2014 (D.C. Law 20-196; D.C. Code § 38-2613).

### Purpose of Grant Funds

The purpose of this funding is to:

- Address systemic barriers to academic achievement for students with disabilities (SWD) identified based on the landscape analysis research conducted by OSSE;
- Accelerate student achievement for SWD by using evidence-based interventions; and
- Share and scale promising practices citywide.

### Source of Funding

This competition is funded by District of Columbia local funds in the Special Education Enhancement Fund (D.C. Code § 38-2613).

### Requirements of Funding

Successful applicants will meet the requirements of this RFA, the assurances made in the submitted application, and the terms of the Grant Award Notice (GAN) issued by OSSE to the grantee. Grantees will be expected to comply with all OSSE reporting and oversight requirements related to grant administration, including any performance agreement or data-sharing agreement required by OSSE. Please be advised that noncompliance with the terms and conditions stated in the GAN may result in enforcement actions imposed by OSSE, including withholding of funds or termination of the grant.

### Funds Available and Funding Period

The total funding available for the grant award period is up to \$2,000,000. Awards are limited to one per applicant. OSSE anticipates making awards of \$500,000 to \$1,000,000, subject to the number of students being served as well as the intensity and expected impact of the intervention, availability of continued funding and satisfactory completion of grant obligations. Determinations regarding the number of competitive grant awards will be based on the quality and number of applications received and available funding. Successful applicants may be awarded amounts less than requested. Successful applicants must budget their award over the entire award period, which crosses two local fiscal years.

Grantees may obligate funds beginning February 19, 2020 or the date of the grant award notification, whichever date is later. The grant period will end on September 30, 2021. Subject to the factors identified below, successful applicants may carry over any unspent funds that they do not spend by September 30, 2020 and use the balance by the final spending deadline of September 30, 2021. To ensure timely drawdown of local funds, all grantees must spend at least 30 percent of their total award by the approximate midpoint of the award period, which will be November 30, 2020.

Continuation of awards in year two is contingent upon:

- Availability of funds;
- Recipient's demonstration that substantial progress has been made toward meeting the objectives set forth in the approved application, based on ongoing monitoring and review of the recipient;
- Compliance with the District and federal laws, regulations, and guidance;
- Operation of the grant program as submitted in the application; and
- Appropriate expenditure of funds throughout each grant award period.

## Expected Number of Awards

OSSE expects to make 1-4 awards, depending on the quality of applications and availability of funds.

## Eligibility

OSSE will make these grants available through a competitive process. Eligible lead applicants include third-party non-profit organizations and institutions of higher education. All applicants must partner with targeted school(s) at one or more LEAs. Applicants must secure partnerships with the partner school(s) and parent LEA(s) with which they intend to work and will be required to verify these partnerships by uploading, as part of the grant application, a signed Partnership Agreement that details the parameters of the partnership and demonstrates each partner's role in the planning and implementation of programs and services.

## Required Targeted Partner Schools

Eligible applicants are required to partner with DC public schools and/or DC public charter schools as follows:

1. **Only serve DC public schools and/or DC public charter schools enrolling students with disabilities.** The complete list of DC public schools and DC public charter schools, including their enrollment of students with disabilities in the 2019-20 school year, can be found on the OSSE enrollment audit website [here](#).
2. **Prioritize high-need schools with low growth and achievement for SWD:** When calculating the total number of SWD enrolled across an applicant's list of partner schools, at least 50 percent of all SWD in the applicant's entire partnership must be enrolled in schools on the target high-need schools list. The targeted list of high-need schools is based on their SWDs' low performance and growth on measures in the DC state accountability system. These target schools have a 2018-19 school year DC STAR accountability subgroup score for either the SWD or At-Risk SWD subgroup of 40% or lower, in

at least one grade span or alternative school framework. Applicants may serve other DC public schools and/or public charter schools as well. The list of target high-need schools and the enrollment for each can be found on the application website [here](#). For more information on the STAR accountability system, visit [here](#).

- 3. Limit past SEEF competitive grantee schools:** Across all of an applicant's partner schools, no more than 20 percent of their SWD may be enrolled in LEAs that have already received a SEEF competitive grant in Cohort 1 or Cohort 2, as either a lead applicant or partner LEA. The list of existing SEEF competitive grantees is as follows:

SEEF Competitive Grant Cohort 1 grantees and partner schools:

- Capital City Public Charter School (PCS)
- DC Public Charter School Cooperative, in partnership with:
  - Bridges PCS
  - City Arts and Prep PCS
  - Inspired Teaching Demonstration PCS
  - Lee Montessori PCS, and
  - DC Bilingual PCS
- KIPP DC PCS
- Perry Street Prep PCS
- Two Rivers PCS
- Washington Global PCS

SEEF Competitive Grant Cohort 2 grantees and partner schools:

- Bridges PCS, in partnership with:
  - Briya PCS
- DC Prep PCS
- Eagle Academy PCS
- E.L. Haynes PCS
- Meridian PCS
- Monument PCS

**Partnership Facilitation Meeting:** OSSE will host an optional in-person meeting with potential applicants that submit an Intent to Apply. Representatives of eligible High-Need partner schools will also be invited. This meeting will not be required, but may be a helpful opportunity to form an eligible application partnership. The meeting will be held **Tuesday, January 14, 2020, 1-3 p.m. at OSSE, 1050 First St. NE, Washington, DC 20002.**

**Required Partnership Agreement:** With the final application submission, applicants must submit a Partnership Agreement, explaining the duties, roles, and responsibilities of the non-profit organization or IHE lead applicant, each target partner school, and each target partner schools' parent LEA(s) if the applicant is awarded a SEEF competitive grant for FY20. The partnership agreement must be signed by an executive of the lead applicant and the principal of each partner school and an executive of the parent LEA(s). **See Appendix B** for a template Partnership Agreement that applicants may complete.



## Permissible Use of Funds

The funds associated with this RFA are available strictly on a reimbursement basis and may only be used for allowable grant project expenditures during the grant period as follows:

**All costs must:**

- Support projects that are linked to evidence-based research and have been shown to increase academic achievement; and
- Support projects that apply promising practices to increase academic achievement.

OSSE is requiring that applicants include the following priority strategies and priority target populations that were identified based on the landscape analysis research conducted by OSSE:

**Priority Strategies:** Grant applicants will be required to address at least one of the following barriers:

- Building Special Education Staff Capacity: Special education teachers, especially novice and/or out-of-field teachers, need supports, such as access to targeted professional development, mentorship, and coaching in order to build their capacity to effectively implement evidence-based case management and instructional practices.
- Building General Education Teacher Capacity and Commitment: Since the majority of students with disabilities spend more than 80% of their time in general education settings, all teachers should be equipped with the time, resources, and structured supports to effectively address the academic and social-emotional needs of students with disabilities.
- Building School and LEA Leadership Capacity and Commitment: In order for all teachers to take ownership for all students and their outcomes, leaders must put in place school-wide structures, such as educator evaluation practices and scheduling models, that reflect the expectation that all teachers are responsible for serving all students. To set these high expectations and effectively drive toward them, school and LEA leaders need access to supports such as professional development, communities of practice, and tools to enable data-driven decision-making.
- Expanding Access to High Quality Instructional Resources: General and special education teachers alike require access to high-quality instructional resources that allow them to differentiate instruction to meet individual students' needs while maintaining all students' access to rigorous, standards-aligned instruction.
- Addressing Inadequate Identification Practices: To ground the identification of students with disabilities in sound evidence and minimize the disproportionate representation of certain student groups, school leadership and staff must be empowered to implement school-wide, data-driven identification protocols and systems such as Response-to-Intervention (RTI) and Multi-Tiered Systems of Supports (MTSS).
- Supporting Effective Transitions: To ensure that students transitioning from IDEA Part C (early intervention services) to Part B (pre-K or K) and from high school to adulthood (secondary transition) are set up for success in a new environment, special educators, service providers, and counselors would benefit from additional training and supports, such as professional development, engagement in data-driven transition planning teams, and structured evaluation of needs.

**Priority Student Populations:** Grant applicants will be required to target at least one of the following sub-populations of students with disabilities that research has found have especially significant achievement gaps with their non-disabled peers:

- At-risk students with disabilities;
- Black or African American students with disabilities;
- Students with disabilities involved in the juvenile justice and/or child welfare system(s);
- Students with emotional disturbance; and/or
- Students with specific learning disabilities.

## Evidence Requirements

Applicants must implement a proposed evidence-based intervention to improve outcomes for SWD that has strong, moderate, or promising evidence, as defined by the Elementary and Secondary Education Act (ESEA), Sec. 8101(21):

(21) EVIDENCE-BASED.— (A) IN GENERAL.—[...] the term “evidence-based”, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that—

(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—

- (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
- (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
- (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or

(ii) (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and

(II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

Note that a proposed intervention will not be considered if it only meets the fourth and lowest tier of evidence in ESEA Sec. 8101(21)(ii), i.e. “demonstrates a rationale...”.

## Schedule

### RFA and Grant Application Release

The RFA and application will be released **Friday, Dec. 13, 2019 by 5:00 p.m.** The RFA will be available at <https://osse.dc.gov/page/special-education-enhancement-fund-seef-competitive-grant>. The grant application will be available in the Enterprise Grants Management System (EGMS), at [grants.osse.dc.gov](https://grants.osse.dc.gov).

### Pre-Application Webinars

The mandatory pre-application webinars will be held on the following dates and times:

- **Monday, Dec. 16, 2019 – 2-3 p.m.**
- **Wednesday, Dec. 18, 2019 – 10-11 a.m.**
- **Tuesday, Jan. 7, 2020 – 10-11 a.m.**

Each interested applicant must have at least one representative attend one of the above webinars in order to meet the attendance requirement for this grant. This representative should be someone who is employed directly by the prospective applicant.

Applicants may register [here](#).

## Intent to Apply

All eligible entities seeking to receive funding under this RFA must submit their Intent to Apply notification form (please see appendix A), signed by an authorized official of the entity, via email to [SEEF@dc.gov](mailto:SEEF@dc.gov) by **Wednesday, Jan. 8, 2020 at 5:00 p.m.** Submitting an Intent to Apply notification does not bind a potential applicant to submit a final application.

## Partnership Facilitation Meeting

OSSE will host an optional in-person meeting with potential applicants that submit an Intent to Apply. Representatives of eligible High-Need partner schools will also be invited. This meeting will not be required, but may be a helpful opportunity to form an eligible application partnership. The meeting will be held **Tuesday, January 14, 2020, 1-3 p.m. at OSSE, 1050 First St. NE, Washington, DC 20002.**

## Application Due Date

Applications are due **Tuesday, Jan. 28, 2020 at 3 p.m.** and must be submitted through EGMS at [grants.osse.dc.gov](https://grants.osse.dc.gov). Applicants must agree to assurances within the 2020 Central Data application in EGMS prior to creating and completing the SEEF application. Applicants are encouraged to submit applications at least the day before to avoid any technical difficulties. OSSE strongly encourages applicants to submit at least the day before to ensure a smooth submission. Evidence of opening a technical support ticket before the deadline will not extend the deadline.

## Updates

Information and updates regarding the grant competitions will be emailed to all potential applicants that submit an Intent to Apply form and attend the mandatory pre-application conference webinar specific to this grant.

## Awards Announcement

Awards will be announced via EGMS, email, and on the OSSE website. OSSE expects to announce awards by **Wednesday, Feb. 19, 2020.** OSSE will disseminate grant award notifications following the awards announcement.

## Contact Person

Applicants are advised that the following OSSE staff member is the authorized contact person for this grant competition:

Brianna Griffin  
Division of K-12 Systems and Supports  
[SEEF@dc.gov](mailto:SEEF@dc.gov)  
Office of the State Superintendent of Education  
1050 First Street, NE, Fifth Floor, Washington, D.C. 20002

## Application Content

The application in EGMS contains all of the following sections or "tabs." Unless noted, each section must be completed as instructed in the system:

- Section 1 – Overview Pages (*informational; nothing to complete*)
  - General Information (*informational; nothing to complete*)
  - Schedule (*informational; nothing to complete*)
  - Scoring Rubric (*informational; nothing to complete*)
- Section 2 – Contact Information
- Section 3 – Brief Project Summary – Note that text entered in this section may be used by OSSE to publicly share a summary of winning applicants' projects.
- Section 4 – Partner Schools
  - Upload the partnership enrollment template to demonstrate meeting the eligible partnership requirements.
- Section 5 – Project Rationale and Evidence
  - Detailed Project Description. Include the number of students, educators, leaders, and support staff to be served. Map out key project milestones over the grant period.
  - Priority—Addressing Barriers: Clearly explain how the project will address a specific barrier for SWDs, and clearly links to the research identified in OSSE's landscape analysis (link):
    - Building Special Education Staff Capacity;
    - Building General Education Teacher Capacity and Commitment;
    - Building School and LEA Leadership Capacity and Commitment;
    - Expanding Access to High Quality Instructional Resources;
    - Addressing Inadequate Identification Practices; and/or
    - Supporting Effective Transitions with a Focus on transitions from IDEA Part C (early intervention services) to Part B (pre-K or K) or Secondary Transition from high school to adulthood.
  - Priority—Target Populations: The application clearly explains how the project will target specific populations of SWD, and clearly links to the research identified in OSSE's landscape analysis (link):

- At-risk students with disabilities;
  - Black or African American students with disabilities;
  - Students with disabilities involved in the juvenile justice and/or child welfare system(s);
  - Students with emotional disturbance; and/or
  - Students with specific learning disabilities.
- Evidence: Explain how the project will meet the grant's evidence requirements at the appropriate tier, as defined by the [Elementary and Secondary Education Act \(ESEA\), Sec. 8101\(21\)](#):
    - "Promising" evidence from at least one correlational study.
    - "Moderate" evidence from at least one quasi-experimental study. Either of these first tiers could include an intervention with some evidence of effectiveness in other settings, with a proposal to implement this in DC for the first time; or
    - "Strong" evidence from at least one experimental study. This tier could include significant scale-up of an intervention with strong research base.
  - Logic Model, Theory of Action and Rationale: Upload a logic model explaining inputs, outputs, and numerical student outcome measures at six months after the date of award, one year after the date of award, and three years after the date of award. [A template can be found on the OSSE website](#). Incorporate the question stem "If [the applicant does the following...] then [outcomes will improve measurably in the following ways...] because [specific studies or other evidence show...]."
  - Organizational capacity, track record of success, and role and bios for key staff members. Explain the organization's capacity to implement the project effectively, the track record of success for similar initiatives, and list the role and biographies for key staff members who will be leading implementing of the project.
- Section 6 – Sustainability and Scaling
    - Sustainability and/or Scale-Up Plan: Explain how the strategies funded by the grant will continue after the grant ends. If applicable, clearly explain the specific plan to scale up effective practices, including a proposed timeline and number of schools, educators, or students to serve each year after the grant ends.
    - Sharing Best Practices: Explain how the applicant will share best practices and lessons learned, at least citywide.
- Section 7 – Budget, Value, and Return on Investment
    - Budget Overview (*informational; nothing to complete*)
    - Budget Narrative
      - Summary of Planned Expenditures: Include a high-level summary of how funding will be spent across all budget categories, using at least one paragraph per initiative in the project and a summary total for each initiative. Estimate how much within each initiative will be spent within FY20 (date of award through September 30, 2020) and FY21 (October 1, 2020 through September 30, 2021). These thematic paragraphs may each include items from multiple budget codes (i.e., salaries, professional services, supplies and materials, etc.).
      - Reasonableness and cost assumptions: Explain how the applicant arrives at the amount of funding requested for each line item, given the number of students served, the number of

staff or leadership capacity developed, and the level and type of impact expected. Use per-unit costs, market prices, historical data or other benchmarks where possible. Explain the number and length of any professional development sessions. Use GAO rates for per diem for travel. Overall, apply the federal definition of “reasonable costs” to the SEEF local grant, using 2 CFR §200.404, in which proposed costs do not exceed what a “prudent person” would pay.

- Explain why the grant is needed beyond regular resources and activities already available to the applicant and partner schools, and how this will not supplant existing funding already used for these purposes.
- Budget Categories: Complete line items for each of the required budget categories
  - Salaries and Benefits
  - Professional Services
  - Equipment
  - Supplies and Materials
  - Other Objects
- Budget Summary (*informational; nothing to complete – summarizes numerical entries from Budget Categories tabs*)
- Section 8 – Supporting Documentation: *Attach any supporting documentation, including the **required signed partnership agreement** between the applicant, LEA, and partner school for each intended partnership.*
- Section 9 – Assurances
- Section 10 – Submit (*application is not complete until it is submitted here*)
- Section 11 – Application Print (*hard copies of applications may be printed through this tab*)
- Section 12 – Application History (*the history of who has accessed and modified the application may be viewed through this tab*)

## Scoring Process

The grants described in this RFA will be awarded competitively. A panel of at least three external reviewers will be convened to review, score, and rank each application. The review panel will be composed of neutral, qualified, professional individuals selected for their expertise, knowledge, or related experiences. In addition, a parallel panel of neutral, qualified, professional OSSE staff members with similar qualifications will be selected and conduct a separate scoring process. All internal and external reviewers must sign a Conflict of Interest statement. The application will be scored against a rubric. The complete rubric is available in EGMS and in Appendix C of this RFA. The panel shall make recommendations for awards based on the scoring rubric. The State Superintendent of Education, or her designee, will make all final award decisions. Winning applicants may be required to make amendments to the Budget or other application sections to meet grant requirements.

## Award Administration

### Decision and Notification of Awards

In order to be awarded a grant, organizations must establish eligibility by submitting an application to OSSE in accordance with the relevant program statute(s) and this RFA. Each awarded applicant will receive a Grant Award Notification (GAN) generated through OSSE's electronic grant management system (EGMS) that will include the award amount, award agreement, terms and conditions of the award, and any supplemental information required. Once OSSE has fully approved the application and issued an official GAN, grantees may then receive payment for allowable expenditures for which obligation was made during the grant period. OSSE has implemented a reimbursement process for all grantees. Grant award payments are reimbursable on a monthly basis. Program costs must be paid by the grantee to the payee prior to requesting reimbursement; it is not sufficient for costs merely to be incurred. Compliance with programmatic and fiscal implementation and reporting will be considered in paying reimbursement requests. To receive reimbursement for grant program expenditures, OSSE grantees must complete and submit a reimbursement request electronically using EGMS.

### Audits

At any time, or times, before final payment and during the required record retention period, the District and/or the federal government may audit the applicant's expenditure statements and source documentation.

### Monitoring and Reporting

The recipient will cooperate with any evaluation of the program, such as providing OSSE requested data and access to records and pertinent staff. Monitoring efforts are designed, at the minimum, to determine the grantee's level of compliance with federal and/or District requirements and identify specifically whether the grantee's operational, financial and management systems and practices are adequate to account for program funds in accordance with federal and/or District requirements. Failure to maintain compliance with such requirements may result in payment suspension, disallowance of costs or termination of the grant.

Grantees shall be required to cooperate with all requirements and information requests by OSSE relating to evaluation of the program and the collection of data, information, and reporting on outcomes regarding the program and activities carried out with grant funds. Grantees shall be required to reply and acknowledge OSSE's information requests within 48 hours and to provide requested information within ten (10) business days, except for biannual reports which will have a longer deadline for submission.

Grantees shall submit two written reports per year, using templates that will be provided by OSSE staff. Biannual reports will include student- and program-level data, updates on implementation successes and

challenges, and budget information. In addition, reporting for the SEEF competitive grant is designed to determine whether the proposed intervention is demonstrative measurable improvement in outcomes for SWD, identify promising strategies, share best practices citywide, and help grantees troubleshoot any barriers to implementation. Grant recipients will also receive an annual site visit and meeting with key staff about student outcomes and successes and challenges with their approach. Grantees will share artifacts they developed with SEEF funds.

The recipient will cooperate with any data-sharing agreement that may be required to securely share student-level data and/or teacher-student linkages in order to fulfill the grant's monitoring and reporting requirements, subject to all applicable federal and District privacy laws. If a data-sharing agreement is requested by OSSE staff or an outside evaluator, LEA and school partners must sign the data-sharing agreement along with non-profit organization or IHE lead applicants.

## Sharing Best Practices

During FY21, grant recipients will be required to share best practices and lessons learned from the grant, at least citywide. Examples could include organizing a professional development session in-person or via webinar, presenting at a conference available to staff citywide, completing an academic paper or rigorous evaluation, etc. Grant applicants will explain their plans for sharing best practices within the SEEF application. Requirements include at least one 90-minute session to share best practices citywide in FY21, either in person or by webinar.

This grant is designed to facilitate sharing of best practices and strategies to improve outcomes for SWD in the District of Columbia and beyond. OSSE will not require the sharing of curriculum, professional development, or other educational materials. However, grant recipients are encouraged to share non-proprietary curriculum, professional development, or other educational materials developed with SEEF FY20 Competitive Grant funds with OSSE and make them available to the public in an open source manner, such as by posting an editable version on the applicant's website and sharing the hyperlink with OSSE.

## Confidentiality

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

## Nondiscrimination in the Delivery of Services

The grant recipient shall comply with the District of Columbia Human Rights Act of 1977, as amended, (D.C. Official Code § 2-1401.01 *et seq.*) which prohibits discrimination based on race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, source of



income, disability, status as a victim of an interfamily offense, place of residence or business, or credit information.

## Appearance of a Conflict of Interest

The grant recipient 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.

## Terms and Conditions

- Funding for this award is contingent on OSSE's continued availability of 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 it is its best interest to do so. OSSE shall notify the applicant if it rejects that applicant's proposal. OSSE may suspend or terminate an outstanding RFA pursuant to its own grant-making rule(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 to 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; 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 thereto, then the provisions of the applicable law or regulation shall control and it shall be the responsibility of the applicant to ensure compliance.

## Appendix A – Intent to Apply Form

**(Due to OSSE no later than Wednesday, Jan. 8, 2020 by 5:00 p.m.)  
(PDF Submission Preferred)**

**TO:** OSSE Division of K-12 Systems and Supports  
**Attn:** Brianna Griffin, [SEEF@dc.gov](mailto:SEEF@dc.gov)

**FROM:** \_\_\_\_\_ (Lead Applicant Organization Name)

**RE:** Intent to Apply for FY 2020 Special Education Enhancement Fund Competitive Grant

---

Lead Applicant Organization Name: \_\_\_\_\_

Lead Applicant Organization Address:

\_\_\_\_\_  
\_\_\_\_\_

Contact Person: \_\_\_\_\_

Contact Person Telephone: \_\_\_\_\_

Contact Person Email: \_\_\_\_\_

***I understand that the deadline for these grant applications is 3 p.m. on Tuesday, Jan. 28, 2020, and that late applications will not be reviewed. Evidence of entering a technical support ticket before the deadline will not extend the deadline.***

Signature: \_\_\_\_\_  
(Organization Official)

Date: \_\_\_\_\_

## Appendix B – Partnership Agreement Template

District of Columbia  
Office of the State Superintendent of Education



**Special Education Enhancement Fund (SEEF) Competitive Grant  
PARTNERSHIP AGREEMENT**

**Between**

**[THIRD PARTY NONPROFIT ORGANIZATION OR INSTITUTION OF HIGHER EDUCATION NAME]**

**AND**

**[LOCAL EDUCATION AGENCY NAME(S)]**

**AND**

**[SCHOOL NAME(S)]**

This Partnership Agreement outlines the responsibilities of Third Party Nonprofit Organization or Institution of Higher Education (“IHE”) (“Third Party”), Local Educational Agency (“LEA”), and a School within the LEA as required by the Request for Applications for the Special Education Enhancement Fund (SEEF) Competitive Grant. Third Party, LEA, and School intend to enter into an arrangement to plan and implement programs and services to improve outcomes for students with disabilities at one or more schools with funding received under the DC Office of the State Superintendent SEEF Competitive Grants.

Under this arrangement, Third Party and LEA and School will plan and implement programs and services such that:

- [Describe the details of the proposed programs/services, length of time, and schools to be served.]

The Third Party, [Nonprofit or IHE Name], agrees to:

- [List the duties, roles, and responsibilities of the Third Party.]

**AND**

As a partner, [LEA Name], agrees to:

- [List the duties, roles, and responsibilities of the partnering LEA.]

**AND**

As a school to be served, [School Name], agrees to:

- [List the duties, roles, and responsibilities of the partnering School.]

The signatories below certify agreement to these terms.

Third Party Executive Name  
Third Party Executive Title  
Third Party Name  
Third Party Address  
City, State, Zip Code

LEA Representative Name  
[LEA Leader is defined as having fiscal or  
operational management  
responsibilities at the LEA level.]  
LEA Representative Title  
LEA Name  
LEA Address  
Washington, DC Zip Code

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\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

School Leader Name

[School Leader is defined as a principal, assistant principal, or other school leader with day-to-day instructional or operational management responsibilities at the building level]

School Leader Title

School Name

School Address

Washington, DC Zip Code

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

School Leader Name

School Leader Title

School Name

School Address

Washington, DC Zip Code

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

## Appendix C – Scoring Rubric

| Score Not Assignable   | Limited/ Weak  | Fair  | Good  | Strong/ Exceptional   |
|--|--|---|---|---|
| No response or information/<br>information doesn't answer<br>prompt question | Attempts to<br>answer<br>prompt                          | Mostly answers<br>prompt  | Fully answers<br>prompt   | Answers prompt in depth;<br>reviewer has no clarifying<br>questions   |
| Information, if provided, is unclear<br>or hard to understand                | Missing a lot<br>of requested<br>information/<br>unclear | Missing some of<br>requested<br>information/ mostly<br>clear        | All requested<br>information<br>provided/ clear                 | All requested information<br>provided/ clear, highly<br>focused, coherently<br>integrated answers                           |
| Inappropriate answer   | Appropriate<br>answer with<br>limited details            | Appropriate answer<br>with details; answer<br>is not well expressed | Appropriate answer<br>with details; answer<br>is well expressed | Appropriate, well-<br>articulated answer that is<br>extremely detailed and<br>shows a clear and relevant<br>path to success |
| Strongly disagree  | Disagree   | Slightly agree  | Agree   | Strongly agree  |

| Rubric Section (Maximum Points Possible)  |                      |               |      |      |                     |
|---|----------------------|---------------|------|------|---------------------|
| Project Rationale and Evidence (Maximum 65 points for this section)   |                      |               |      |      |                     |
| Detailed Project Description (Maximum 10 points)  |                      |               |      |      |                     |
|   | Score Not Assignable | Limited/ Weak | Fair | Good | Strong/ Exceptional |
| <p>Project description clearly explains what the project will do overall.</p> <p>Description clearly explains the number of students, educators, leaders, and support staff proposed to be served.</p> <p>Description includes milestones with specific timelines.</p>  | 0                    | 2.5           | 5    | 7.5  | 10                  |
| <b>Priority—Addressing Barriers:</b> The application clearly explains how the project will address a specific barrier for SWDs, and clearly links to the research identified in OSSE's landscape analysis (link). Applicant will choose at least one of these below, but only the top score will be counted. (Maximum 10 points). |                      |               |      |      |                     |
|   | Score Not Assignable | Limited/ Weak | Fair | Good | Strong/ Exceptional |
| <ul style="list-style-type: none"> <li>Building Special Education Staff Capacity; or</li> </ul>   | 0                    | 2.5           | 5    | 7.5  | 10                  |

|   |                             |                     |             |             |                           |
|---|-----------------------------|---------------------|-------------|-------------|---------------------------|
| • Building General Education Teacher Capacity and Commitment; or  | 0                           | 2.5                 | 5           | 7.5         | 10                        |
| • Building School and LEA Leadership Capacity and Commitment; or  | 0                           | 2.5                 | 5           | 7.5         | 10                        |
| • Expanding Access to High Quality Instructional Resources; or  | 0                           | 2.5                 | 5           | 7.5         | 10                        |
| • Addressing Inadequate Identification Practices; or  | 0                           | 2.5                 | 5           | 7.5         | 10                        |
| • Supporting Effective Transitions, with a focus on: <ul style="list-style-type: none"> <li>○ Transition from IDEA Part C (early intervention services) to Part B (pre-K or K); or</li> <li>○ Secondary Transition from high school to adulthood.</li> </ul>  | 0                           | 2.5                 | 5           | 7.5         | 10                        |
| <b>Priority—Target Populations:</b> The application clearly explains how the project will target specific populations of SWDs. and clearly links to the research identified in OSSE’s landscape analysis (link). Applicant will choose at least one of these below, but only the top score will be counted. (Maximum 5 points). |                             |                     |             |             |                           |
|   | <b>Score Not Assignable</b> | <b>Limited/Weak</b> | <b>Fair</b> | <b>Good</b> | <b>Strong/Exceptional</b> |
| • At-risk students with disabilities; or  | 0                           | 1.25                | 2.5         | 3.75        | 5                         |
| • Black or African American students with disabilities; or  | 0                           | 1.25                | 2.5         | 3.75        | 5                         |
| • Students with disabilities involved with the criminal justice and/or child welfare system(s); or  | 0                           | 1.25                | 2.5         | 3.75        | 5                         |
| • Students with emotional disturbance; or   | 0                           | 1.25                | 2.5         | 3.75        | 5                         |
| • Students with specific learning disabilities.   | 0                           | 1.25                | 2.5         | 3.75        | 5                         |

**Evidence:** Applicant explains how their intervention(s) fit within one of the three highest tiers of evidence-based practices as defined by ESEA Sec. 8101(21). The applicant clearly explains in the narrative response how their proposal meets the grant’s evidence requirements, and provides hyperlink(s) to at least one study that meets the required evidence level.

For proposals with multiple interventions, applicants will complete this for each proposed intervention, and will receive the average evidence score for all proposed interventions. (Maximum 15 points).

|  |   |   |   |   |
|--|---|---|---|---|
| <p>Note: for this section, reviewers will first determine the maximum number of points possible by evaluating the evidence level from the study(ies) hyperlinked in the response. Then reviewers will assign points within that maximum number of points possible based on how clearly the applicant explains how their proposed intervention meets the selected evidence requirement.</p> | <p>No evidence provided, unclear evidence, or lowest tier of evidence “Demonstrates a Rationale” without Promising or stronger evidence at right.</p> | <p>“Promising” evidence from at least one correlational study. This tier could include an intervention with some evidence of effectiveness in other settings, with a proposal to implement this in DC for the first time (Maximum 5 points); or</p> | <p>“Moderate” evidence from at least one quasi-experimental study. This tier could include an intervention with some evidence of effectiveness in other settings, with a proposal to implement this in DC for the first time (Maximum 10 points);</p> | <p>“Strong” evidence from at least one experimental study. This tier could include significant scale-up of an intervention with strong research base (Maximum 15 points).</p> |
| <p>For each intervention, applicant links to a study(ies) that meets the required evidence level in each column. Within each column, the applicant earns points by clearly explaining how the proposed strategy is linked to evidence-based practices in the study(ies).</p>   |   |   |   |   |
| <p>○ Strong/Exceptional</p>  | 0   | 5   | 10  | 15  |
| <p>○ Good</p>  | 0   | 3.75  | 7.25  | 11.25   |
| <p>○ Fair</p>  | 0   | 2.5   | 5   | 7.5   |
| <p>○ Limited/Weak</p>  | 0   | 1.25  | 2.5   | 3.75  |
| <p>○ Score Not Assignable</p>  | 0   | 0   | 0   | 0   |

| <b>Logic Model and Theory of Action (Attachment) (Maximum 5 points)</b>  |                             |                      |             |             |                            |
|--|-----------------------------|----------------------|-------------|-------------|----------------------------|
|  | <b>Score Not Assignable</b> | <b>Limited/ Weak</b> | <b>Fair</b> | <b>Good</b> | <b>Strong/ Exceptional</b> |
| All elements of the logic models (Inputs, Activities, Outcomes, Outputs, Goals, and Measurements/ Tools) are well-defined. The outcomes and outputs are feasible within a two year timeline. The logic models demonstrate a clear overview of the described project. The if-then-because statement clearly shows how and why the project will lead to better outcomes. | 0                           | 1.25                 | 2.5         | 3.75        | 5                          |
| <b>Organizational Capacity (Maximum 10 points)</b>   |                             |                      |             |             |                            |
|  | <b>Score Not Assignable</b> | <b>Limited/ Weak</b> | <b>Fair</b> | <b>Good</b> | <b>Strong/ Exceptional</b> |
| The applicant's organizational capacity, track record of success, and bios for key staff members demonstrate that the project team is likely to succeed at implementing the project.   | 0                           | 2.5                  | 5           | 7.5         | 10                         |
| <b>Likelihood of Success (Maximum 10 points)</b>   |                             |                      |             |             |                            |
|  | <b>Score Not Assignable</b> | <b>Limited/ Weak</b> | <b>Fair</b> | <b>Good</b> | <b>Strong/ Exceptional</b> |
| Core activities in the project proposal are likely to produce intended outcomes for students with disabilities.  | 0                           | 2.5                  | 5           | 7.5         | 10                         |
| <b>Sustainability and Scaling (Maximum 10 points for this section)</b>   |                             |                      |             |             |                            |
|  | <b>Score Not Assignable</b> | <b>Limited/ Weak</b> | <b>Fair</b> | <b>Good</b> | <b>Strong/ Exceptional</b> |
| Sustainability and/or Scale-Up Plan: Applicant has a clear sustainability plan for how activities funded by the grant will continue after the grant ends. If applicable, applicant clearly explains their specific plan to scale effective practices, including a proposed timeline and  | 0                           | 1.25                 | 2.5         | 3.75        | 5                          |



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|   |                             |                      |             |             |                            |
|---|-----------------------------|----------------------|-------------|-------------|----------------------------|
| number of schools, educators, or students to serve each year after the grant ends.  |                             |                      |             |             |                            |
| Sharing Best Practices: Applicant clearly explains how they will share best practices and lessons learned, at least citywide, providing at least one 90 minute session with at least a citywide audience.                                 | 0                           | 1.25                 | 2.5         | 3.75        | 5                          |
| <b>Budget, Value and Return on Investment (Maximum 25 points for this section)</b>  |                             |                      |             |             |                            |
|   | <b>Score Not Assignable</b> | <b>Limited/ Weak</b> | <b>Fair</b> | <b>Good</b> | <b>Strong/ Exceptional</b> |
| Budget summary and line items clearly align with the project.   | 0                           | 1.25                 | 2.5         | 3.75        | 10                         |
| Budget is reasonable for the number and type of SWD being served. This will not be scored based strictly on dollars per student, but on number of students being served as well as the intensity and expected impact of the intervention. | 0                           | 1.25                 | 2.5         | 3.75        | 5                          |
| Budget narrative provides cost assumptions that clearly explain how the applicant arrived at the requested cost for each line item.   |                             |                      |             |             |                            |
| To evaluate reasonableness, apply the federal definition found in 2 C.F.R. 200.404, to the SEEF local grant, i.e. ensure the proposed costs do not exceed what a “prudent person” would pay.  |                             |                      |             |             |                            |
| The budget narrative explains why this grant is needed beyond regular resources and activities, and explains why this will not supplant existing funds.   | 0                           | 2.5                  | 5           | 7.5         | 10                         |
| <b>TOTAL</b>  |                             |                      |             |             | <b>100</b>                 |

## Appendix D – Assurances

### Program Specific Assurances

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

1. We will ensure 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; and
2. 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.

### Central Data Assurances

Applicants will be required to attest to the following specific assurances:

1. If the grant is federally funded, recipient assures that it shall file a disclosure form at the end of each calendar quarter in which there occurs any event that requires disclosure or that materially affects the accuracy of any previously filed disclosure under 28 CFR Part 69, "New Restrictions on Lobby." See 28 CFR § 69.110(c).
2. If the grant is federally funded, recipient assures that it shall give immediate written notice to OSSE if it failed to disclose information required by federal regulations implementing 2 CFR Part 180, "Guidelines to Agencies on Governmentwide Debarment and Suspension (Non-procurement)," or if due to changed circumstances, the applicant or any of its principals now meet any of the following criteria:
  - A. Are presently debarred, suspended, proposed for debarment, excluded, disqualified, 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 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, tax evasion, or receiving stolen property, making false claims, or obstruction of justice; or commission of any other offense indicating a lack of business integrity or business honesty that seriously and directly affects your present responsibility.
  - C. Are presently indicted for or otherwise criminally or civilly charged by a government entity (Federal, State, or local) with commission of any of the offenses enumerated in subparagraph (B) of this certification.
  - D. Have within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default. See 2 CFR §180.350.
3. We will immediately notify OSSE, in writing, if either of the following occurs during the grant period:
  - A. We or any of our officers, partners, principals, members, or key employees is indicted or has charges brought against them and/or is convicted of (i) any crime or offense arising directly or

- indirectly from the conduct of the applicant's organization; or (ii) any crime or offense involving financial misconduct or fraud;
- B. We or any of our officers, partners, principals, members, or key employees becomes the subject of legal proceedings arising directly from the provision of services by the organization.
4. We shall comply with all terms and provisions of the *OSSE Subrecipient Monitoring Policy*, as may be amended.
  5. We shall provide, upon request and pursuant to any timelines and/or formatting requirements established by OSSE in the LEA Data Management Policy, as applicable, or other OSSE data collection directive or policy, any records or data for the purposes of compliance with the federal or state data collection and reporting requirements, including EDFacts, compliance with federal or state grant administration requirements, inclusion, and/or preparation of the Annual School Report Card.
  6. We are able to maintain adequate files and records and can and will meet all grant reporting requirements;
  7. 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 that these records will be made available for audit and inspection as required.
  8. We have demonstrated administrative and financial capability to provide and manage the proposed services and ensure an adequate administrative performance and audit trail;
  9. If required by the grant making agency, we are able to secure a bond, in an 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;
  10. We have the financial resources and technical expertise necessary for the production, construction, equipment and facilities adequate to perform the grant or sub grant, or the ability to obtain them;
  11. We have a satisfactory record performing similar activities as detailed in the award or, if the grant award is intended to encourage the development and support of organizations without significant previous experience, that we have otherwise established that we have the skills and resources necessary to perform the grant;
  12. We have a satisfactory record of integrity and business ethics;
  13. We have the necessary organization, experience, accounting and operational controls, and technical skills to implement the grant, or the ability to obtain them;
  14. We are in compliance with the applicable District licensing and tax laws and regulations;
  15. We meet all other qualifications and eligibility criteria necessary to receive an award under applicable laws and regulations;
  16. We agree to indemnify, defend and hold harmless the Government of the District of Columbia and its authorized officers, employees, agents, and volunteers from any and all claims, actions, losses, damages, and/or liability arising out of this grant, or sub grant from any cause whatsoever, including the acts, errors, or omissions, of any person and for any costs or expenses incurred by the District on account of any claim therefore, except where such indemnification is prohibited by law;
  17. We will retain all records, supporting documents, statistical records, and all other records pertinent to a Federal or local award for a period of five years from the date of submission of the final expenditure report or other required report, as appropriate. DC City-Wide Grants Manual and Sourcebook §8.8 Agency Post-Award Responsibilities; 34 CFR §81.31(c).
  18. If the grant is locally funded, the recipient assures that it will (1) maintain effective control over, and accountability for, all personal property purchased with local grant funds by adequately safeguarding all

assets, particularly equipment and any computing devices, and assuring that they are used solely for authorized purposes and (2) seek disposition instructions from OSSE when equipment (property with a purchase price of greater than \$5,000) acquired under an award is no longer needed. OSSE further reserves the right to require the grantee to return the grant-funded share of any equipment or residual inventory of unused supplies (all tangible property other than equipment) exceeding \$5,000 in total aggregate value at the end of the grant period.

19. Recipient assures it will abide by the prohibitions and protections required by the District of Columbia December 18, 2017 Mayor's Order 2017-313, Sexual Harassment Policy, Guidance and Procedures, as applicable to grantees.
20. Recipient assures it can comply with the required or proposed delivery or performance schedule, taking into consideration all existing and reasonably expected commercial and governmental business commitments;
21. Recipient assures it complies with applicable Drug and Alcohol Testing provisions of the Child and Youth, Safety and Health Omnibus Amendment Act of 2004 (CYSHA).
22. The recipient may copyright any work that is subject to copyright and was developed, or for which ownership was acquired, under the award. If the grant is locally funded, the recipient grants OSSE a worldwide, non-exclusive, royalty-free, perpetual, and irrevocable license for any copyrightable work to (i) access, reproduce, publicly perform, publicly display, and distribute the copyrightable work; (ii) prepare derivative works and reproduce, publicly perform, publicly display and distribute those derivative works; and (iii) otherwise use the copyrightable work, provided that in all such instances attribution is given to the copyright holder.

#### Acknowledgement of Assurances

The recipient shall comply with all applicable District and Federal statutes and regulations as may be amended from time to time, including, but not necessarily limited to:

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, Pub. L. 103-94 (5 U.S. Code § 7321 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 pub. L. 108-201, February 24, 2004, (42 U.S.C. Chap 85 et seq.)
6. The Hobbs Act (Anti-Corruption), Chap 537, 60 St. 420 (18 U.S.C. § 1951)
7. Equal Pay Act of 1963, Pub. L. 88-38, June 10, 1963, 77 Stat. 56 (29 U.S.C. § 201)
8. Age Discrimination Act of 1975, Pub. L. 94-135, Nov. 28, 1975, 89 Stat. 728 (42 U.S.C. § 6101 et seq.)
9. Age Discrimination in Employment Act, Pub. L. 90-202, Dec. 15, 1967, 81 Stat. 602 (29 U.S.C. § 621 et seq.)
10. Title IX of the Education Amendments of 1972, Pub. L. 92-318, June 23, 1972, 86 Stat. 235, (20 U.S.C. § 1001)
11. Immigration Reform and Control Act of 1986, Pub. L. 99-603, Nov 6, 1986, 100 Stat. 3359, (8 U.S.C. § 1101)
12. Family Medical Leave Act of 1993, Pub. L. 103-3, Feb. 5, 1993, 107 Stat. 6 (5 U.S.C. § 6381 et seq.)
13. Assurance of Nondiscrimination and Equal Opportunity (29 CFR § 34.20)
14. District of Columbia Human Rights Act of 1977 (D.C. Official Code § 2-1401.01)
15. Title VI of the Civil Rights Act of 1964

16. District of Columbia Language Access Act of 2004, DC Law 15 -414, (D.C. Official Code § 2-1931 et seq.)
17. Lobbying Disclosure Act of 1995, Pub. L. 104-65, Dec 19, 1995, 109 Stat. 693, (31 U.S.C. § 1352)
18. 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.)
19. Drug Free Workplace Act of 1988, Pub. L. 100-690, 102 Stat. 4304 (41 U.S.C. § 701 et seq.)
20. District of Columbia Language Access Act of 2004, D.C. Law 15-414, D.C. Official Code § 2-1931 et seq.)
21. Fair Criminal Record Screening Amendment Act of 2014, D.C. Official Code § 24-1351
22. Byrd Anti-Lobbying Amendment (31 U.S.C. § 1352)
23. Uniform Relocation Assistance and Real Property Acquisition Act of 1970, as amended (P.L. No. 91-646)
24. Flood Disaster Protection Act of 1973, as amended (P.L. 93-234; 42 U.S.C. § 4002)
25. National Historic Preservation Act of 1966, as amended (P.L. 89-665; 16 U.S.C. § 470 et seq.), Executive Order 11593
26. Coastal Barrier Resources Act, as amended (P.L. 97-348; 16 U.S.C. 3501 et seq.)
27. D.C. Minimum Wage Amendment Act of 2013 (D.C. Law 9-248, D.C. Official Code 32-1001 et seq.)

#### Certifications

The applicant shall be required to provide the following certifications:

##### 1. Lobbying

If the grant is federally funded and 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, to the best of his or her knowledge and belief, that

- A. No federal appropriated funds have been paid or will be paid, by or on behalf of the aforesigned, 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 federal 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 aforesigned shall complete and upload Standard Form LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. The form may be uploaded within the applicant's application in EGMS.
- C. The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

## 2. Debarment, Suspension, and Other Responsibility Matters

If the grant is federally funded and as required by applicable federal regulations implementing Office of Management and Budget (OMB) guidelines at 2 CFR Part 180, "Guidelines to Agencies on Governmentwide Debarment and Suspension (Non-procurement)," for prospective participants in a covered transaction:

- A. The applicant certifies that it and its principals:
  - i. Are not presently debarred, suspended, proposed for debarment, excluded, disqualified, 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.
  - ii. 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; commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, receiving stolen property, making false claims, or obstruction of justice; or commission of any other offense indicating a lack of business integrity or business honesty that seriously and directly affects your present responsibility;
  - iii. Are not presently indicted for or otherwise criminally or civilly charged by a government entity (Federal, State, or local) with commission of any of the offenses enumerated in subparagraph (i) of this certification; and
  - iv. 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.
- B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attached an explanation to this application.

## 3. Criminal Offenses or Legal Proceedings

The applicant certifies that it has provided the following disclosures, in writing, to OSSE as applicable.

- A. Whether the applicant or any of its officers, partners, principals, members, or key employees, within three (3) years prior to the date of the application have been indicated or had charges brought against them (if still pending) and/or been convicted of (i) any crime or offense arising directly or indirectly from the conduct of the applicant's organization or (ii) any crime or offense involving financial misconduct or fraud; or
- B. Whether the applicant has been the subject of legal proceedings arising directly from the provision of services by the organization.
- C. If the response for 3(A) or 3(B) is in the affirmative, the applicant shall fully describe any such indictments, charges, convictions, or legal proceedings (and the status and disposition thereof) and the surrounding circumstances in writing and provide documentation of the circumstances.

"The applicant is prohibited from including any individual's personally identifiable information, including but not limited to any data protected under the Family Educational Rights and Privacy Act, without also providing that individual's written consent for the release of that information. Personally identifiable information is information that can be used to distinguish or trace an

individual's identity, either alone or when combined with other personal or identifying information that is linked or linkable to a specific individual."

4. Political Campaigns and Contributions (for locally funded grants of \$100,000 or more)

If the grant is \$100,000 or more of local funds and in accordance with D.C. Official Code §1-328.15, I certify, under penalty of perjury, that the applicant is eligible to receive this grant award because the applicant and any of its officers, principals, partners, or members has not made a contribution (as that term is defined in D.C. Official Code §1-1161.01) or solicited such a contribution to be made for a District of Columbia general election within the time periods as described below:

- A. The applicant is ineligible to receive this grant from the date a contribution or solicitation for a contribution was made and continuing for one year after the general election for which the contribution or solicitation for contribution was made, whether or not the contribution was made before the primary election, to any of the following:
  - i. An elected District of Columbia official who is or could be involved in influencing or approving the award of this grant;
  - ii. A candidate for elective District of Columbia office who is or could be involved in influencing or approving the award of this grant; or
  - iii. A political committee affiliated with a District candidate or elected District official described in (i) or (ii) above.
- B. The applicant is ineligible to receive this grant from the date a contribution or solicitation for a contribution was made and continuing for eighteen (18) months after the general election for which the contribution or solicitation for contribution was made to any of the following
  - i. A constituent-service program or fund, or substantially similar entity, controlled, operated, or managed by:
    - (1) An elected District official who is or could be involved in influencing or approving this grant; or
    - (2) A person under the supervision, direction, or control of an elected District official who is or could be involved in influencing or approving this grant;
  - ii. A political party; or
  - iii. An entity or organization:
    - (1) That a candidate or elected District official described in (a) or (b) of this paragraph, or a member of his or her immediate family, controls; or
    - (2) In which a candidate or elected District official described in (a) or (b) of this paragraph has an ownership interest of 10 % or more.

5. Compliance with Tax and Other Payments

The applicant certifies that it is current and shall remain current on payment of all federal and District taxes, as applicable, including Unemployment Insurance taxes and Workers' Compensation premiums. This statement of certification shall be accompanied, as appropriate, by a certificate from the District of Columbia 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. If applicable, please upload the OTR statement of certification here.

6. Any registered domestic entity or registered foreign entity must submit a Certificate of Good Standing from the D.C. Department of Consumer Affairs (DCRA). The Certificate of Good Standing verifies that an entity meets the regulatory requirements of the DCRA's Corporations Division. Please see the following link for more details. (<https://dcra.dc.gov/book/corporate-registration-faqs/corporate-registration-faqs-process>).

Is the applicant a registered domestic entity or registered foreign entity with DCRA's Corporations Division?

☐ Yes

☐ No

If yes, you must submit a Certificate of Good Standing.

#### 7. Acknowledgment of Accuracy

I certify that, to the best of my knowledge and belief, the information contained in this application is correct. I understand that to falsify information is grounds for denial or termination of any grant award.