



DISTRICT OF COLUMBIA  
OFFICE OF THE STATE SUPERINTENDENT OF

**EDUCATION**

**OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION (OSSE)**

**REQUEST FOR APPLICATIONS (RFA)**

**COMPREHENSIVE LITERACY STATE DEVELOPMENT GRADE 6 THROUGH  
GRADE 12 (CLSD 6-12) SUBGRANT**

**RFA Release Date:**

**Wednesday, July 13, 2022 (12 p.m. EST)**

**Application Submission Deadline:**

**Wednesday, Aug. 24, 2022 (3 p.m. EST)**

**Pre-Application Webinar**

**Tuesday, July 19, 2022 (10-11 a.m. EST)**

**Thursday, July 28, 2022 (10-11 a.m. EST)**

**LATE OR INCOMPLETE APPLICATIONS WILL NOT BE REVIEWED OR  
CONSIDERED FOR AN AWARD.**

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## APPLICATION CHECKLIST

### COMPREHENSIVE LITERACY STATE DEVELOPMENT GRADE 6 THROUGH GRADE 12 SUBGRANT

The Office of the State Superintendent of Education (OSSE) will not forward applications to the review panel that do not conform to the following specifications:

- The application is submitted using OSSE's Enterprise Grants Management System (EGMS), [grants.osse.dc.gov](https://grants.osse.dc.gov).
- The applicant has answered all components of the RFA and included all required documentation.

**Applications received after 3 p.m. EST on Wednesday, August 24, 2022 will not be considered for review.** Any additions or deletions to an application will not be accepted after the deadline. Applications must be complete when submitted in EGMS.

#### For any questions, please contact:

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## **SECTION I: GENERAL INFORMATION**

### **1.1 Background Information**

In September 2020, the District of Columbia's Office of the State Superintendent of Education (OSSE) was awarded a five-year, \$16 million federal Comprehensive Literacy State Development (CLSD) grant, of which 95% must be sub-granted to community-based organizations (CBOs) serving children birth through five and local education agencies (LEAs) (defined for purposes of this grant as the District of Columbia Public Schools and a District of Columbia public charter school or group of public charter schools operating under a single charter) serving students Kindergarten through grade 12 to support the implementation of high-quality practices such as high-quality curriculum adoption, aligned job-embedded professional development, intervention systems, family literacy initiatives, and tutoring support for struggling and at-risk readers. The purpose of these funds is to improve the language and literacy development of our state's children and students to address gaps in critical resources, staff capacity, and opportunity for District youth, specifically students who live in [Qualified Opportunity Zones \(QOZs\)](#).

In September 2021, OSSE awarded nearly \$13 million in CLSD grant funds to support approximately 8,800 students across the District of Columbia. The FY23 CLSD subgrant competition will build on the FY22 subgrant competition and focus solely on LEAs serving students in grades 6 through grade 12 in a secondary setting, including middle school and high school environments.

Through the CLSD grant program, OSSE has developed a [State-wide Comprehensive Literacy Plan \(CLP\)](#), which establishes a vision and guiding principles for literacy in the District of Columbia. The CLP was developed by a working group of nearly 50 individuals including educators, literacy experts, school administrators, instructional coaches, academic researchers, LEA leaders, and OSSE staff. In addition to providing detailed, evidence-based research information, the CLP also includes tools and resources for LEAs, schools, families, and organizations to utilize in order to improve literacy outcomes for all students across the District.

#### **1.1.1 Release of Application**

The release date of the Request for Applications (RFA) is **Wednesday, July 13, 2022, 12 p.m.** The RFA is available through the Enterprise Grants Management System (EGMS) and on the [OSSE Literacy DC website](#).

#### **1.1.2 Pre-Application Webinar**

The pre-application webinars will be held on **Tuesday, July 19, 2022, 10-11 a.m.** and **Thursday, July 28, 2022 from 10-11 a.m.** To attend the pre-application webinar, please complete the [pre-application webinar registration form](#).

#### **1.1.3 Submission of Application**

The application must be submitted using EGMS. A completed application with any required attachments is due upon submission. OSSE Teaching and Learning (OSSE/TAL) will not forward incomplete applications to the review panel.

#### **1.1.4 Application Deadline**

Applications are due no later than **Wednesday, August 24, 2022 (3 p.m.)**. Applications must be submitted through EGMS. Late applications will not be accepted.

### **1.1.5 Program Contact**

Applicants are advised that the authorized contact person for matters concerning this RFA is:

Megan Dumond  
Program Analyst, CLSD Grant Specialist  
Division of Teaching and Learning  
Office of the State Superintendent of Education  
(202) 727-3666  
[Megan.Dumond@dc.gov](mailto:Megan.Dumond@dc.gov)  
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### **1.2 Introduction**

As the state education agency for the District of Columbia, OSSE is uniquely positioned to leverage resources and build on existing initiatives through the CLSD grant to advance literacy skills for all students, including English learners (ELs), students with disabilities (SWDs) and at-risk students in grades 6 through 12. OSSE defines students who are at risk as those who qualify for Temporary Assistance for Needy Families (TANF), the Supplemental Nutrition Assistance Program (SNAP), have been identified as homeless during the academic year, who under the care of the Child and Family Services Agency (CFSA or “foster care”), and who are high school students at least one year older than the expected age for their grade. While there is much to be proud of in the K-12 sector, OSSE recognizes that the most recent available test scores indicate that significant gaps continue to exist between students experiencing disadvantages, students of color, SWDs, and ELs, compared to their peers not in these subgroups. In 2019, only 27.9% of Black/African-American students, 37.5% Hispanic/Latino students, and 9.8% of SWDs met or exceeded expectations on the Partnership for Assessment of Readiness for College and Careers (PARCC) English language arts (ELA) assessment, compared to 84.8% of white students. Additionally, only 9.8% of SWDs and just 21.3% of students classified as “at-risk” met or exceed expectations on the same assessment (OSSE, 2020).

While more recent standardized test scores are not available due to the COVID-19 pandemic, graduation rate data demonstrate a similar divide amongst outcomes by student subgroup. In school year 2021, the 4-year adjusted cohort graduation rate for SWDs was 53.63% and for ELs was 59.72%, while the graduation rate for the state was 72.63% (OSSE, 2021). It is clear that there is work to be done in order to provide critical literacy instruction and intervention to secondary students. Through the CLSD grant program, LEAs serving students in grades 6 through grade 12 will have the opportunity to implement evidence-based practices to meet the unique needs of all students with a specific emphasis on ELs, SWDs, and at-risk students.

#### **1.2.1 Purpose of Funds**

OSSE received a competitive, five-year Comprehensive Literacy State Development Grant (CLSD) from the U.S. Department of Education in September 2020, which continues through Sept. 30, 2025. OSSE is required to subgrant no less than 95 percent of the award to eligible subgrantees in which 40 percent must serve students in grades 6-12.

The purpose of the CLSD 6-12 subgrant is to implement evidence-based literacy interventions to increase proficiency of District students in grades 6-12. Overall, the OSSE CLSD 6-12 subgrant goal is to significantly increase the percentage of 6-12 students scoring proficient or advanced on state standardized ELA assessments. The specific objectives of the OSSE CLSD 6-12 subgrant project is to

increase the number of students reading on grade level in grade 6 through high school and improve literacy outcomes for disadvantaged and traditionally underserved students across secondary education landscape.

### **1.2.2 Eligibility**

To apply for this grant, an eligible entity must be a District of Columbia LEA serving the highest need and most underserved population of students in grade 6 through grade 12 in a secondary setting (middle school or high school). Priority will be given to entities applying to support schools in [QOZs](#) and proposing the implementation of evidence-based practices and strategies. **Previously awarded CLSD subgrantees are not eligible for the FY23 competition.**

For the purpose of this grant, **high need** means a middle school in which not less than 50 percent of the enrolled students are from low-income families or a high school in which not less than 40 percent of the enrolled students are children from low-income families. **Low-income** family means a family in which children are eligible for free or reduced-price meals under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.), receiving assistance under the program of block grants to States for temporary assistance for needy families under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.), or in which children are eligible to receive medical assistance under the Medicaid program under title XIX of the Social Security Act (42 U.S.C. 1396 et seq.).

### **1.2.3 Source of Funds**

The source of funds for the CLSD 6-12 subgrant is U.S. Department of Education Comprehensive Literacy State Development grant, authorized by Title II, Part B of the Elementary and Secondary Education Act of 1965, Sections 2222-2226, as amended (20 U.S.C. §§ 6641-6646).

### **1.2.4 Award Period**

This is a three-year grant, subject to continued availability of funding. The grant period will begin on Oct. 1, 2022 and end on Sept. 30, 2025.

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's reports.
- 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.

### **1.2.5 Funds Available**

The total funding available for this award is \$2,288,884.60 over three years, subject to continued availability of funding. OSSE will award up to two total subgrants to eligible entities. Each applicant may apply for up to \$1.14 million total or \$286,110.58 per year.

### **1.2.6 Permissible Use of Grant Funds**

Grant funds may only be used for allowable grant project expenditures. The grant is strictly limited to provide direct services and build capacity in literacy, as described in the grant award requirement section of this RFA. Funding may not be used for travel expenses for grantee personnel. Funding may

be used to cover costs of salaries and benefits of grantee personnel, materials (including curriculum), and training. See specific permissible use of funds below.

Subgrantees must use funds to supplement, and not supplant, non-federal funds that would otherwise be used for activities authorized under this grant. The grant funds are subject to the regulations and guidance under Sections 2221–2225 of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (Pub. L. 115–224). Applicable Regulations: (a) The Education Department General Administrative Regulations in 34 CFR parts 75, 77, 79, 81, 82, 84, 86, 97, 98, and 99. (b) The Office of Management and Budget Guidelines to Agencies on Government-wide Debarment and Suspension (Non-procurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485. (c) The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended as regulations of the Department of Education in 2 CFR part 3474. (d) [The Supplemental Priorities](#). (e) [The Administrative Priorities](#). (f) [The Opportunity Zones NFP](#).

Eligible entities that receive a subgrant may use funds to carry out the following activities:

- Developing and implementing a comprehensive literacy instruction plan across content areas for such students that—
  - Serves the needs of all students, including students with disabilities (SWDs) and English learners (ELs) and especially students who are reading or writing below grade level.
  - Provides intensive, supplemental, accelerated, and explicit intervention and support in reading and writing for students in grades 6-12 whose literacy skills are below grade level; and
  - Supports activities that are provided primarily during the regular school day but that may be augmented by after-school and out-of-school time instruction.
- Training principals, specialized instructional support personnel, school librarians, and other LEA personnel to support, develop, administer, and evaluate high-quality comprehensive literacy instruction initiatives for grades 6 through 12.
- Assessing the quality of adolescent comprehensive literacy instruction as part of a well-rounded education.
- Providing time for teachers to meet to plan evidence-based adolescent comprehensive literacy instruction to be delivered as part of a well-rounded education.
- Coordinating the involvement of principals, other instructional leaders, teachers, teacher literacy teams, English as a second language specialists (as appropriate), paraprofessionals, special educators, specialized instructional support personnel (as appropriate), and school personnel in the literacy development of students served.

Eligible entities that receive a subgrant may, in addition to the activities described above, use subgrant funds to carry out the following activities pertaining to students grade 6 through grade 12:

- Recruiting, placing, training, and compensating literacy coaches.
- Connecting out-of-school learning opportunities to in-school learning to improve student literacy achievement.
- Training families and caregivers to support the improvement of adolescent literacy.
- Providing for a multi-tier system of supports for literacy services.
- Forming a school literacy leadership team to help implement, assess, and identify necessary changes to the literacy initiatives in one or more schools to ensure success.



- Providing time for teachers (and other literacy staff, as appropriate, such as school librarians or specialized instructional support personnel) to meet to plan comprehensive literacy instruction.

#### **1.2.7 Grant Award Requirements**

OSSE will make the funds available through a competitive process for eligible entities that propose comprehensive, developmentally appropriate, evidence-based approaches to increase literacy skills of student in grade 6 through grade 12. Each grantee must demonstrate its ability to provide specific activities to achieve stated outcomes. For purposes of the Comprehensive Literacy State Development grant, LEA subgrantees are required to:

- Develop and implement a LEA literacy plan (also known as a “local literacy plan”),
- Provide a full continuum of school-based literacy intervention services with developmentally appropriate components for each grade,
- Collect data on student progress before and after interventions and conduct progress monitoring,
- Submit mid-year and end of year programmatic and fiscal reports.

Priority will be given to applicants who demonstrate in their application the intention to:

- Serve students attending schools located in [Qualified Opportunity Zones](#)
- Implement evidence-based practices and strategies

### **1.3 Program Scope**

#### **1.3.1 General Grantee Responsibilities**

Grantee(s) will also be required to:

- Work with the OSSE/TAL grant manager, providing information such as positive outcome stories, information about special events, issues/concerns, etc., as needed and upon request.
- Share best practices on processes and implementation efforts as part of citywide professional learning convenings on literacy.
- Complete questionnaires regarding grant programming.
- Based on the need and population to be served, provide assurance to OSSE/TAL that culturally sensitive activities will be utilized, and that competent staff will be part of the proposed program; and
- Adhere to reporting requirements outlined in Section 1.3.3.

#### **1.3.2 OSSE/TAL Responsibilities**

OSSE/TAL will utilize several monitoring strategies including, but not limited to, collection of program and performance data, and review of performance and financial reports. All information in monitoring reports will be subject to verification, and OSSE/TAL may require additional information from the grantee(s). Additionally, OSSE/TAL reserves the right to request, and be provided with additional information, such as financial records, supporting documents, data and statistical records, and all records pertinent to this award at any time during the grant award life.

#### **1.3.3 Performance Standards and Quality Assurance**

OSSE/TAL expects that the subgrantee(s)’s performance will result in measurable, quality improvements in literacy instruction and outcomes, which will be reported in the mid-year and annual program performance reports. The grantee(s) will be expected to meet at least mid-yearly with OSSE/TAL to share information and review reports related to the status of grant activities. In addition, the grantee(s)

will be required to meet performance standards and acceptable quality level to be determined by OSSE/TAL and the grantee(s).

As part of the federal Government Performance and Results Act (GPRA) requirements, the following performance measures will be collected by OSSE for all subgrantees, and shared in aggregate form with the U.S. Department of Education:

- 1) The percentage of participating eighth-grade students who meet or exceed proficiency on State reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA.
- 2) The percentage of participating high school students who meet or exceed proficiency on State reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA.
- 3) The percentage of evidence-based activities implemented by subgrantees that meet the requirements of strong or moderate evidence in the definition of “evidence-based” in the NIA.

## **SECTION II: SUBMISSION OF APPLICATION**

### **2.1 Release of Application**

The release date of the RFA is **Wednesday, July 13, 2022 at 12 p.m. EST**. The RFA will be accessible on the [OSSE Literacy DC webpage](#) and the application will open on EGMS ([grants.osse.dc.gov](https://grants.osse.dc.gov))

### **2.2 Application Deadline**

Applications are due no later than **Wednesday, August 24, 2022 at 3 p.m. EST**. Applications must be submitted via EGMS. **LATE APPLICATIONS WILL NOT BE ACCEPTED.**

### **2.3 Award Announcement**

OSSE expects to notify applicants of their award status by **Friday, Sept. 23, 2022**.

### **2.4 OSSE Contact Information**

Applicants are advised that the authorized contact person for matters concerning this RFA is:

Megan Dumond  
Program Analyst, CLSD Grant Specialist  
Division of Teaching and Learning  
Office of the State Superintendent of Education  
(202) 727-3666  
[Megan.Dumond@dc.gov](mailto:Megan.Dumond@dc.gov)  
[OSSE.CLSD@dc.gov](mailto:OSSE.CLSD@dc.gov)

### **2.5 W-9**

The applicant shall submit a completed W-9 form as an attachment within EGMS. If the applicant has submitted an updated W-9 to OSSE within the past year, the applicant shall provide the date of this submission.

## **SECTION III: APPLICATION CONTENT**

### **3.1 Format and Scoring**

The application must be submitted via EGMS ([grants.osse.dc.gov](https://grants.osse.dc.gov)). OSSE will not forward applications to the review panel that do not conform to these specifications.

The scoring of the application is based on a 100-point scale. For details on the FY23 Comprehensive Literacy State Development Grade 6 through Grade 12 (CLSD 6-12) Subgrant Scoring Rubric, please refer to **ATTACHMENT D - SCORING RUBRIC**.

### **3.2 Description of Application Sections**

The purpose and content of each section is described below. Applicants should include all information necessary to adequately describe the proposed project.

#### **Executive Summary**

- ☐ **Overview:** Briefly describe how the organization plans to use the grant funds to implement literacy interventions that will improve literacy outcomes for students in grades 6-12 in the District. Give the reader a vision of the project and the alignment to the applicant's local literacy plan. Summarize the amount of funding requested, introduce grant project goals and activities, and begin to explain how those activities will support advancing the language and literacy development of students served.

#### **A. Program Features (Maximum 40 points)**

- ☐ **Grant Requirements:** This grant requires that the grantee demonstrate an ability to establish and sustain the following components:
  - **Local literacy plan (LLP).** LEAs must submit an OSSE approved local literacy plan (LLP) that they will implement for all schools selected to participate in CLSD 6-12 grant activities that includes (a) a needs assessment to identify gaps in 6-12 literacy for at-risk students, English learners, and students with disabilities; (b) stakeholder input to create guiding principles for literacy interventions; (c) evidence-based strategies for improving literacy outcomes for at-risk students and special populations; and (d) a timeline for implementation. Provide an explanation of how the LEA will implement and monitor progress of selected schools using the LLP.
  - **School selection.** Demonstrate an equitable selection process for schools based on literacy needs and include a description of the steps taken to ensure equitable access to, and participation in, the literacy program for students, teachers, and other program beneficiaries with special needs. Considerations can include the OSSE STAR Framework, PARCC performance data, school diagnostic assessments, and other assessments. Grantees will provide documentation on how the data informed school selection. For LEAs consisting of a small number of school sites who plan to include ALL school sites in CLSD 6-12 grant activities, this section should describe the data collection process used to inform this application, and provide an explanation for any differences in grant activities across schools, as relevant.
  - **Understanding of the school and students' needs.** Describe the needs assessment that was conducted and the subsequent data that were collected to identify how funds will be used to inform comprehensive literacy instruction aligned to the science of reading (e.g., PARCC data, benchmark data, community surveys) and how students in need of literacy interventions or other support services are identified. Provide an explanation of the extent

to which your proposed program will serve students with disabilities, English learners, at-risk students, and other students in need of literacy interventions or support services.

- ☐ **Program Goals:** List the program's three (3) overarching goals. In defining the goals, include student-level performance goals as well as program-level performance goals. Describe how the goals will be used as a basis to measure the effectiveness of the literacy interventions.

**B. Program Implementation and Monitoring (Maximum 50 points)**

- ☐ **Implementation of Literacy Interventions:** Applicant identifies and describes how their intervention(s) address the needs identified in the needs assessment. The description includes the methods, frequency, duration, and checks for fidelity of implementation. Applicant also describes how the school, the local educational agency, or a provider of high-quality professional development will provide ongoing, high-quality professional development to all teachers, principals, other school leaders, specialized instructional support personnel (as appropriate), and other instructional leaders served by the school. Finally, describe how the school will integrate comprehensive literacy instruction into a well-rounded education for all students, including SWDs, ELs, and at-risk students.
- ☐ **Data Collection:** Describe how data will be collected to assess and evaluate the program on a regular basis (include: data collection methodology and frequency) and the alignment between programmatic data and school performance data.
- ☐ **Evaluation of Program:** Describe the evaluation plan to regularly assess the outcomes of the literacy interventions provided and the tools that will be utilized to measure improvements in reading and overall academic outcomes.

**C. Financial Management and Sustainability (Maximum 10 points)**

- ☐ **Financial Management:** Please describe the financial management and internal accounting procedures that will be used to ensure proper financial management, including the fiscal controls put in place to ensure accountability. The applicant must agree to maintain its financial records in accordance with generally accepted accounting principles (as defined by the American Institute of Certified Public Accountants).
- ☐ **Proposed Budget:** Please provide a proposed budget and narrative description of the proposed use of grant funds year-by-year throughout the award period, from October 2022 through September 2025. The narrative shall include the cost of all deliverables, including personnel, using the budget categories identified in the grant application. The proposed budget will not be scored strictly on dollars per student but will also consider number of students being served as well as the intensity and expected impact of the intervention. The narrative shall include the cost of all deliverables, including personnel, using the budget categories identified in the grant application. The proposed budget will not be scored strictly on dollars per student but will also consider number of students being served as well as the intensity and expected impact of the intervention.
- ☐ **Program Sustainability:** With an emphasis on increasing the proficiency and advanced rate for students in grades 6-12, please describe how the LEA will build capacity in literacy beyond the term of this grant. There is 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

up effective practices, including a proposed timeline and number of schools, educators, or students to serve each year after the grant ends.

**D. Competitive Priority Points (10 points)**

- ☐ **Qualified Opportunity Zones:** Priority points will be given to applicants who use subgrant funds to implement selected evidence-based literacy interventions in schools located in [QOZs](#).
- ☐ **Evidence-based Practices:** Applicant describes 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.

## **SECTION IV: REVIEW PROCESS AND APPLICATION SCORING**

Applications will be screened initially by OSSE staff to determine whether all application and eligibility requirements have been met. Only applications that meet all eligibility and application requirements will be evaluated, scored, and rated by the external review panel(s).

### **4.1 Review Process and Panel**

The grants described in this RFA will be awarded competitively. A panel or panels of external reviewers will be convened to review, score, and rank each application. The review panel(s) will be composed of neutral, qualified, professional individuals selected for their expertise, knowledge, and/or related experiences. All external reviewers must sign a Conflict of Interest statement. The application will be scored against a rubric and each application will have at least three external reviewers to ensure accurate scoring. The complete rubric can be found in EGMS for review and as Attachment D of this RFA. Upon completion of the panels' review, the panels shall make recommendations for awards based on the scoring rubric(s). The State Superintendent of Education, or his/her designee, will consider those recommendations but all final award decisions are left to the Superintendent's, or his/her designee's, discretion. Winning applicants may be required to make amendments to the Budget or other application sections to meet grant requirements.

### **4.2 Scoring Rubric**

For details on the FY23 Comprehensive Literacy State Development Grade 6 through Grade 12 (CLSD 6-12) Subgrant Scoring Rubric, please refer to **ATTACHMENT D - SCORING RUBRIC**.

## **SECTION V: GENERAL PROVISIONS**

### **5.1 Grant Award Notice and Payments**

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. Grantees are required to submit a least one reimbursement request per quarter in which the grantee expends funds on an allowable use.

### **5.2. 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.

### **5.3. Monitoring and Reporting**

OSSE is required to track specific information as part of the federal Comprehensive Literacy Development Grant. Therefore, subgrantees will be required to:

- Provide information requested via surveys and other data collection projects using methods identified by OSSE.
- Submit bi-annual fiscal reports and any other required information in a timely and efficient manner using the methods established by OSSE.
- File an expenditure report within 90 days of the end of each annual budget period. These reports will be submitted through the agency's grant system, EGMS.
- File final grant activities reports within 90 days of the end of the subgrant period using the agency's grant system, EGMS. The report will contain, at a minimum:
  - Executive summary.
  - Report on each subgrant project goal, including disaggregated data and information that support the outcome of each goal.
  - Expenditure report detailing percentage of awarded subgrant expenditures; and
  - A property inventory of all equipment and non-consumable goods purchased with Comprehensive Literacy State Development subgrant funds (2 CFR Section 200.313[d])

Additionally, OSSE may utilize several methods to monitor the project including, but not limited to, site visits, collection of program and performance data, and financial reports. All information in these reports is subject to verification, and OSSE may require additional information from the grantee. The OSSE grant program managers will monitor program services and grant administration pursuant to the terms of the grant agreement and may make onsite visits. Monitoring efforts are designed 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.

Subgrantees 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. Subgrantees shall be required to reply and acknowledge OSSE's information requests within forty-eight (48) hours and to provide requested information within ten (10) business days. The grant recipient will also be required to submit a mid-term and final report to OSSE, illustrating the use of funds and the progress towards goal attainment. These reports should include all grant required components listed in this RFA. Additionally, subgrantees are required to attend a bi-annual literacy convening hosted by OSSE.

#### **5.4. 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.

#### **5.5. Nondiscrimination in 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.

#### **5.6 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.

#### **5.7 RFA 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.

### **5.8 Application Technical Assistance**

Prospective subgrant applicants are encouraged to attend live presentations or view recorded presentations that provide technical assistance developing local literacy plans aligned with the state plan. Recorded presentations will be available through OSSE's website. OSSE will provide timely information and assistance to parties who are interested in applying for subgrant funds. Technical assistance may include frequently asked questions, conference or virtual call, or webinars.

### **5.9 Competitive Preference Priorities**

Competitive preference priority points supplement the total score by increasing the total points possible for the application. This category provides additional points to subgrant applicants whose project proposes to serve students attending schools located in [Qualified Opportunity Zones \(QOZs\)](#).

## **SECTION VI: ATTACHMENTS**

Attachment A	NOTIFICATION OF INTENT TO APPLY
Attachment B	ADMINISTRATIVE APPROVAL FORM
Attachment C	ESEA ASSURANCES
Attachment D	SCORING RUBRIC

**LATE OR INCOMPLETE APPLICATIONS WILL NOT BE REVIEWED OR CONSIDERED  
FOR AN AWARD.**

ATTACHMENT A

**OPTIONAL NOTIFICATION OF INTENT TO APPLY**

**Deadline: Friday, July 29, 2022 at 5 p.m. (EST)**

*Office of the State Superintendent of Education*

**FY 2023 COMPREHENSIVE LITERACY STATE DEVELOPMENT GRADE 6 THROUGH GRADE 12 SUBGRANT  
(CLSD 6-12)**

**TO:** Megan Dumond  
Program Analyst, CLSD Grant Specialist  
Division of Teaching and Learning  
Office of the State Superintendent of Education  
(202) 727-3666  
[Megan.Dumond@dc.gov](mailto:Megan.Dumond@dc.gov)  
[OSSE.CLSD@dc.gov](mailto:OSSE.CLSD@dc.gov)

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Please accept this notification that the following **eligible** organization intends to apply for consideration of funding under FY 2023 COMPREHENSIVE LITERACY STATE DEVELOPMENT GRADE 6 THROUGH GRADE 12 SUBGRANT (CLSD 6-12).

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Applicant Name (Local Education Agency Official Name)

---

Applicant Address

---

Applicant Contact Person

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Telephone

---

Email

---

Authorized Representative Name and Title

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Signature

---

Date

**ATTACHMENT B**

**ADMINISTRATIVE APPROVAL FORM  
Office of the State Superintendent of Education  
FY 2023 COMPREHENSIVE LITERACY STATE DEVELOPMENT GRADE 6 THROUGH GRADE 12 SUBGRANT  
(CLSD 6-12)**

**Please have each LEA leader and principal/school administrator** included as partners in your application sign below indicating that they are aware of the application's grant requirements and can support the implementation of the project. If you need additional space, please duplicate this form.

LEA Name	_____
LEA Leader Name	_____
LEA Leader Role/Title	_____
LEA Leader Signature	_____

LEA Name	_____
LEA Leader Name	_____
LEA Leader Role/Title	_____
LEA Leader Signature	_____

School Administrator Name	_____
School Administrator Title	_____
School Administrator Signature	_____

School Administrator Name	_____
School Administrator Title	_____
School Administrator Signature	_____

## ATTACHMENT C

### ESEA Assurances

The applicant shall:

- a. Ensure that this program and title will be administered in accordance with all applicable statutes, regulations, program plans, and applications. (Section 8306(a)(1))
- b. Ensure that the control of funds provided under this program and title to property acquired with program funds will be in a public agency or in an eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities. (Section 8306(a)(2)(A))
- c. Ensure the public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes. (Section 8306(a)(2)(B))
- d. Ensure the applicant will adopt and use proper methods of administering each such program, including— (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation. (Section 8306(a)(3))
- e. Ensure the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials. (Section 8306(a)(4))
- f. Ensure the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program. (Section 8306(a)(5))
- g. Ensure the applicant will— (A) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program. (Section 8306(a)(6)(A))
- h. Maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties. (Section 8306(a)(6)(B))
- i. Afford a reasonable opportunity for public comment on the application and considered such comment. (Section 8306(a)(7))
- j. The LEA is in compliance with D.C. Official Code § 38-231 which requires the expulsion from school for a period of not less than 1 year a student who brings a firearm to school, as determined on a case by case basis and consistent with the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). The LEA further assures that it will provide OSSE with a description of the circumstances surrounding any expulsions required by D.C. Official Code § 38-231, including the name of the school concerned, the number of students expelled from such school, and the type of firearm. (Section 8561(b) & (d))

## ATTACHMENT D

### SCORING RUBRIC

#### FY 2023 COMPREHENSIVE LITERACY STATE DEVELOPMENT GRADE 6 THROUGH GRADE 12 (CLSD 6-12) SUBGRANT

Applications will be objectively reviewed and scored against the criteria outlined below:

SECTION A – Program Features (Maximum 40 points)		
Grant Requirements		
<p>This grant requires that the grantee demonstrate an ability to establish and sustain the following components:</p> <ul style="list-style-type: none"> <li>• <b>LEA literacy plan.</b> LEAs must submit an approved literacy plan that they will implement for all schools that includes: <ul style="list-style-type: none"> <li>a) a needs assessment to identify gaps in grades 6-12 literacy for at-risk students, English learners, and students with disabilities</li> <li>b) stakeholder input to create guiding principles for literacy interventions</li> <li>c) evidence-based strategies for improving literacy outcomes for at-risk students and special populations</li> <li>d) a timeline for implementation</li> </ul> <p>LEAs must also provide an explanation of how the literacy plan will be implemented and progress monitored.</p> </li> <li>• <b>School selection.</b> Demonstrate an equitable selection process for schools based on literacy needs and include a description of the steps taken to ensure equitable access to, and participation in, the literacy program for students, teachers, and other program beneficiaries with special needs. Considerations can include the OSSE STAR Framework, PARCC performance data, school diagnostic assessments, and other assessments. Grantees will provide documentation on how the data informed school selection. For LEAs consisting of a small number of school sites who plan to include ALL school sites in CLSD6-12 grant activities, this section should describe the data collection process used to inform this application, and provide an explanation for any differences in grant activities across schools, as relevant.</li> <li>• <b>Understanding of the school and students' needs.</b> Describe the needs assessment that was conducted and the subsequent data that were collected to identify how funds will be used to inform comprehensive literacy instruction aligned to the science of reading (e.g., PARCC data, benchmark data, community surveys) and how students in need of literacy interventions or other support services are identified. Provide an explanation of the extent to which your proposed program will serve students with disabilities, English learners, and other students in need of literacy interventions or support services.</li> </ul>		
Fails to meet criterion Response does not address all required elements outlined in this section	Minimally meets criterion Response provided, but answers do not demonstrate sufficient evidence of clear understanding of the responsibilities as outlined in this section	Substantially meets criterion Response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section
8	16	20
Strengths:		
Weaknesses:		

<b>Program Goals</b>		
List the program's three (3) overarching goals. In defining the goals, include student-level performance goals as well as program-level performance goals. Describe how the goals will be used as a basis to measure the effectiveness of the literacy interventions.		
<b>Fails to meet criterion</b> Response did not provide three goals	<b>Minimally meets criterion</b> Response provides three required goals, but goals are not aligned to measurement of student level performance	<b>Substantially meets criterion</b> Response provides three required goals and clearly describes alignment to student-level performance and program level performance
<b>8</b>	<b>16</b>	<b>20</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		
<b>Total Points</b> Section A: ____/40 points		

<b>SECTION B – Program Implementation and Monitoring (Maximum 50 points)</b>		
<b>Implementation of Literacy Interventions</b>		
Applicant identifies and describes how their intervention(s) address the needs identified in the needs assessment. The description includes the methods, frequency, duration, and checks for fidelity of implementation. Applicant also describes how the school, the local educational agency, or a provider of high-quality professional development will provide ongoing, high-quality professional development to all teachers, principals, other school leaders, specialized instructional support personnel (as appropriate), and other instructional leaders served by the school. Finally, describe how the school will integrate comprehensive literacy instruction into a well-rounded education for all students.		
<b>Fails to meet criterion</b> Response does not address all required elements outlined in this section	<b>Minimally meets criterion</b> Response provided, but answers do not demonstrate sufficient evidence of clear understanding of the responsibilities as outlined in this section	<b>Substantially meets criterion</b> Response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section
<b>8</b>	<b>16</b>	<b>20</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		
<b>Data Collection and Analysis</b>		
Describe how data will be collected to assess and evaluate the program on a regular basis (include: data collection methodology and frequency) and the alignment between programmatic data and school performance data.		
<b>Fails to meet criterion</b> Response does not address all required elements outlined in this section	<b>Minimally meets criterion</b> Response addresses all required elements, but descriptions do not demonstrate sufficient evidence of a plan that can be effectively implemented	<b>Substantially meets criterion</b> Response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation
<b>5</b>	<b>10</b>	<b>15</b>



<i>Strengths:</i>		
<i>Weaknesses:</i>		
<b>Evaluation of Program</b>		
Describe the evaluation plan to regularly assess the outcomes of the literacy interventions provided and the tools that will be utilized to measure improvements in reading and overall academic outcomes.		
<b>Fails to meet criterion</b> Response does not address all required elements outlined in this section	<b>Minimally meets criterion</b> Response addresses all required elements, but descriptions do not demonstrate sufficient evidence of a plan that can be effectively implemented	<b>Substantially meets criterion</b> Response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation
<b>5</b>	<b>10</b>	<b>15</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		
<b>Total Points</b> <b>Section B: ____/50 points</b>		

<b>SECTION C – Financial Management and Sustainability (Maximum 10 points)</b>		
<b>Financial Management</b>		
Please describe the financial management and internal accounting procedures that will be used to ensure proper financial management, including the fiscal controls put in place to ensure accountability. The applicant must agree to maintain its financial records in accordance with generally accepted accounting principles (as defined by the American Institute of Certified Public Accountants).		
<b>Fails to meet criterion</b> Response does not address all required elements outlined in this section	<b>Minimally meets criterion</b> Response addresses all required elements, but descriptions do not demonstrate sufficient evidence of a plan that can be effectively implemented	<b>Substantially meets criterion</b> Response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation
<b>0</b>	<b>2</b>	<b>4</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		
<b>Proposed Budget</b>		
Please provide a proposed budget and narrative description of the proposed use of grant funds year-by-year throughout the award period, from October 2022 through September 2025. The narrative shall include the cost of all deliverables, including personnel, using the budget categories identified in the grant application. The proposed budget will not be scored strictly on dollars per student but will also consider number of students being served as well as the intensity and expected impact of the intervention.		
<b>Fails to meet criterion</b> No proposed budget was included	<b>Minimally meets criterion</b>	<b>Substantially meets criterion</b>

	Proposed budget was submitted; however, the proposed budget does not reflect a core concept of service coordination and integration	Proposed budget was submitted and reflects a clear alignment the purpose of the grant, including the core concept of the service coordination and integration
<b>0</b>	<b>2</b>	<b>4</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		
<b>Program Sustainability</b>		
With an emphasis on increasing the proficiency and advanced rate for students ranging from kindergarten through 12 <sup>th</sup> grade, please describe how the LEA will build capacity in literacy beyond the term of this grant. There is 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 up effective practices, including a proposed timeline and number of schools, educators, or students to serve each year after the grant ends.		
<b>Fails to meet criterion</b> Response does not address all required elements outlined in this section	<b>Minimally meets criterion</b> Response provided but does not sufficiently describe how additional funding will be obtained to ensure program sustainability	<b>Substantially meets criterion</b> Response provided and clearly describes how additional funding will be obtained to ensure program sustainability
<b>0</b>	<b>1</b>	<b>2</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		
<b>Total Points</b> <b>Section C: ____/10 points</b>		

<b>SECTION D – Priority Points (Maximum 10 points)</b>	
<b>Qualified Opportunity Zones (QOZs)</b>	
Priority points will be given to applicants who use subgrant funds to implement selected evidence-based literacy intervention in school located in <a href="#">QOZs</a> . Please list the schools located QOZs of your LEA who will receive identified interventions.	
<b>Fails to meet criterion</b> Response does not address all required elements outlined in this section	<b>Meets criterion</b> Response includes a list of schools receiving interventions located in QOZs
<b>0</b>	<b>5</b>
<i>Strengths:</i>	
<i>Weaknesses:</i>	
<b>Evidence-based Literacy Interventions</b>	
Applicant describes how their intervention(s) fit within one of the three highest tiers of evidence-based practices as defined by ESEA Sec. 8101(21)(A)(i). 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.

<p><b>Fails to meet criterion</b></p> <p>Response does not address all required elements outlined in this section</p>	<p><b>Meets criterion</b></p> <p>Response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section</p>
<p><b>0</b></p>	<p><b>5</b></p>
<p><i>Strengths:</i></p>	
<p><i>Weaknesses:</i></p>	
<p><b>Total Points</b> Section D: ____/10 points</p>	

<p><b>Total Points for Section A (out of 40 points)</b></p>	
<p><b>Total Points for Section B (out of 50 points)</b></p>	
<p><b>Total Points for Section C (out of 10 points)</b></p>	
<p><b>SUBTOTAL (out of 100 points)</b></p>	
<p><b>Additional Priority Points for Section D (up to 10 priority points)</b></p>	
<p><b>GRAND Total (out of 110 points)</b></p>	