Community Schools Incentive Initiative Grant
Fiscal Year 2024 Competitive Application Meeting

Oct. 2, 2023

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Agenda

- Welcome and Introductions
- Overview of the Community School Incentive Initiative (CSII)
- Start Up - Before the Application Process
- Application Process
- Application Submission
- Award Decisions
- EGMS Tips
- Important Dates
- Q&A

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Community School Incentive Initiative (CSII) Program Staff

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OSSE Community Schools Incentive Initiative Website

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Overview of Community Schools Incentive Initiative

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Overview of Community Schools Incentive Initiative

The purpose of the grant is to establish community schools in the District of Columbia. The overall goal of the grant is to provide resources that will enable eligible consortia to create and enhance community-based partnerships, develop a framework for continued funding as well as ongoing evaluation of program success.

> As defined by the Community Schools Incentive Act of 2012, **a "community school" is a public and private partnership** to coordinate educational, developmental, family, health and after-school care programs during school and non-school hours for students, families, and local communities at a public school or public charter school. DC Official Code § 38-754.02(2)

Funding Availability: The total funding available for FY24 is $1,107,875.35. An eligible consortium may apply for an award amount of approximately **$160,000.00-$180,000.00**. The award amount for the subsequent two fiscal years of the grant award period is subject to funding availability.

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CSII Grant Program Objectives

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Eligible Applicants

An **"eligible consortium"** is a partnership established between a local education agency (LEA) in DC and one or more community partners for the purposes of establishing, operating, and sustaining a community school.

An eligible consortium must demonstrate the ability to provide at least **four** "eligible services" that were not previously provided to the student/community population by the consortium to establish, operate, and sustain a community school.

Priority will be given to schools that have:
- A focus on mental health prevention and treatment services;
- A student population where more than 60 percent of the students are at-risk as defined in DC Official Code § 38-2901(2A); and
- A focus on improving academic outcomes for students. DC Official Code § 38-754.03.

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Eligible Services

A. Primary medical/dental care that will be available to students and community residents;

B. Mental health prevention and treatment services that will be available to students and community residents;

C. Academic enrichment activities designed to promote a student's cognitive-development and provide opportunities to practice and apply academic skills;

D. Programs designed to increase attendance, including reducing early chronic absenteeism;

E. Youth development programs designed to promote young people's social, emotional, physical, and moral development, including arts, sports, physical fitness, youth leadership, community service and service-learning opportunities;

F. Early childhood education, including Head Start and Early Head Start program

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Eligible Services (Continued)

G. Programs designed to:
- Facilitate parental involvement in, and engagement with, their children's education, including parental activities that involve supporting, monitoring, and advocating for their children's education,
- Promote parental leadership in the life of the school, and
- Build parenting skills.

H. School-age child-care services, including before-school and after-school services and full-day programming that operates during school holidays, summers, vacations and weekends;

I. Programs that provide assistance to students who have been truant, suspended, or expelled and that offer multiple pathways to high school graduation or General Educational Development completion;

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Eligible Services (Continued)

J. Youth and adult job-training services and career-counseling services;

K. Nutrition-education services;

L. Adult education, including instruction in English as a second language, adult literacy, computer literacy, financial literacy, and hard-skills training; or

M. Programs that provide remedial education and enrichment activities; or

N. Programs that provide a full continuum of school-based, early literacy intervention services for all grades pre-K through 3, consisting of developmentally appropriate components for each grade, through a comprehensive model.

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Additional Components

Community Partnerships	Eligible consortia will establish additional community partnerships to address the needs of the LEA and community it will serve.
Community School Coordinator	Eligible consortia must designate a paid Community School Coordinator to facilitate effective implementation and maintenance of the community school including providing ongoing vision for the community school, securing and maintaining the community partnership, integrating "eligible services" into the school community and assuring that students are participating in these services, managing and/or keeping abreast of the budget, seeking additional funding sources, among other things.
Community School Advisory Board	Eligible consortia must develop a community school advisory board and include members of the school leadership, school faculty, parents of school students, community leaders, community-based organizations and other community members. The board must convene, at minimum, four times per year.

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Permissible Use of Funds

- Grant funds may only be used for allowable grant budget expenditures. The grant is strictly limited to developing and sustaining community schools, as described in the grant award requirement section of this RFA.

- Funding may be used to cover costs of salaries and benefits of personnel, transportation for students/community members/staff to conduct grant-related activities, materials, training, and to support the promotion of community partnerships.

- Funding may not be used for daily homework travel expenses for employees and other personnel of members of the eligible consortium.

NOTE: Grant funds are subject to the terms, condition and provisions of the Community Schools Incentive Act of 2012. Grantees must receive prior written approval before incurring special or unusual costs.

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Start Up
Before the Application

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Enterprise Grants Management System (EGMS)

OSSE uses EGMS to manage grant applications and administration.

- Without exception, all applications must be submitted in EGMS by the deadline.

Information required to create an organizational account in EGMS:

- Federal Employer ID Number (FEIN); and
- W-9 form

Potential applicants can log into EGMS with their email address and use the "Forgot Password" link to determine if EGMS credentials have already been created.

- If no credentials are found, use the FEIN prompt to request credentials under the "New User Link" button.
- If an organization does not have a FEIN recognized in EGMS, it will need to contact the EGMS Help Team (OSSE Call Center) to confirm that an up-to-date W-9 form has been submitted.

Note: It may take up to 48 hours for the credentialing process to be completed.

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Central Data

CSII applications and budgets **cannot be submitted until Central Data is completed in** EGMS.

Information required to complete Central Data in EGMS includes:

- Central organizational contacts;
- Dun & Bradstreet's Data Universal Numbering System (DUNS) number;
- Active, not expired, System for Award Management (SAM) account;
- Agreement of certifications and assurances, including certifications regarding lobbying; debarment, suspension and other responsibility matters; criminal offenses and legal proceedings; political campaigns and contributions; tax and payment compliance; and accuracy acknowledgement. (Assurances are based on federal and local statutes); and
- Allocations and funding summary, including programs, allocations, current year funds and prior year funds.

Central Data

Learn more about Central Data by accessing the EGMS user manual.

- EGMS User Manual

Questions about Central Data may be submitted to the OSSE Help Desk.

- Hours of operation: 8 a.m.-5 p.m., Monday through Friday
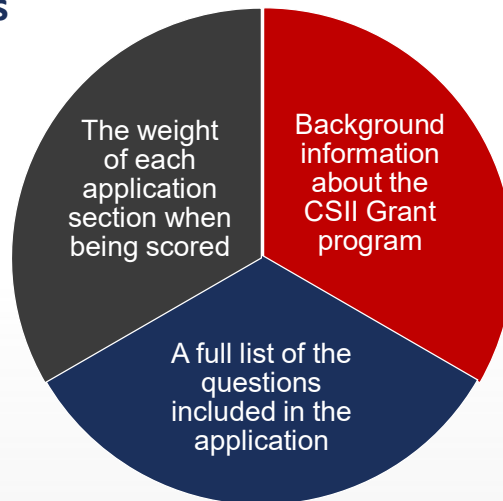- Email: OSSE Call Center
- Phone: (202) 719-6500

Application Process

Request for Applications

OSSE has published a request for applications (RFA), that outlines the process to submit a complete application and provides guidance about essential requirements associated with the application and administration of CSII Grants.

Background information about the CSII Grant program

A full list of the questions included in the application

The weight of each application section when being scored

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Application Tabs in EGMS

Application must be completed in OSSE's Enterprise Grants Management System (EGMS). Application sections and tabs in EGMS are below.

- Overview Tab
- Contact and Program Information Tab
- Funding Distribution Tab
- Executive Summary Tab
- Grant Requirements Tabs
  - Program Features
  - Program Implementation and Monitoring
  - Financial Management and Sustainability
- Additional Requirements Tab

- Yearly Reports Tab
- Budget Tabs
  - Budget Overview
  - Salaries and Benefits
  - Professional Services
  - Equipment
  - Supplies and Materials
  - Fixed Property Costs
  - Other Objects
  - Budget Amendments
  - Budget Summary

- Assurances Tabs
  - Program Specific Assurances
  - Assurances Agreement Summary
- Submit Tab

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Contact and Program Information

- Application Approval/Disapproval Notices – please provide at least one contact person. Up to five email addresses may be provided.

- Lead Applicant Contact (Required)

- Fiscal Agent (Required)

- Program Director/Manager Contact (If applicable)

- Community School Coordinator Contact (Required)

- Partner Organization/School Information (Required)

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Funding Distribution

- Standard tab with funding information
- "Funds not applied for" section does not apply

LC(6
SD(1

Funds not applied for
(Select the boxes below ONLY if the Organization is electing to release its Program funds back to OSSE to be reallocated to other Organizations.)

Current Year Funds	☐
Prior Year Funds	☐

Total Available for Budgeting	$0.00
	TitleIVB

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Executive Summary

Overview	Provide a description of the proposed eligible consortium partnership. Describe the program approach, including an explanation of how the chosen approach is evidence-based either through research or other proven community school models. Describe how the plans to use the grant funds to implement a community school will expand school and community support to District students and the community.
Intended Population	Describe the intended population and number to be served by the community school in FY24.
Students with Disabilities	How will the proposed eligible consortium ensure that students with disabilities have access to and meaningfully participate in the programs described in the grant application? How will the consortium set, communicate, and ensure high expectations for students with disabilities to teachers, staff, students and families related to the programs described in the grant application?

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LC(6 Which part of this graphic is important? It is far too small to see.
Take a closer image of the section that is important to understand.
Lynott, Cassie (OSSE), 9/21/2023

SD(1 Done
Susskind, Danielle (OSSE), 9/22/2023

Program Features

The grant requires that the grantee demonstrate an ability to establish and sustain the following components:

A. Eligible Services

- Identify at least four eligible services to be provided that did not exist before the establishment of the eligible consortium.

B. Community Partnerships and Engagement

- Describe how the proposed eligible consortium intends to engage and foster a relationship with potential community partners to serve the community school. Include the plan for regular communication with community partners.

- Describe the type and number of community partners, the need for the partnership and how the services will be integrated into the community school.

- Describe the use of any pre-existing community partnerships for community school programming.

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Program Features (Continued)

C. Understanding of the Community's Need

- Provide an assessment of the local school community and neighborhood, including academic, health and social service needs and assets. Include how the community school shall address the needs and build upon the assets of the community it will serve.

D. Community School Advisory Board

- Provide a plan for the development of a community school advisory board to include members of the school leadership, school faculty, parents of the school students, community leaders, community-based organizations and other community members.

E. Community School Coordinator

- Describe the plan for identifying a community school coordinator to facilitate effective implementation and maintenance of the community school including providing ongoing vision for the community school, securing and maintaining the community partnership, integrating "eligible services" into the school community and assuring that students are participating in these services, managing or knowledge of the program budget, seeking additional funding sources, among other things. In addition, describe the amount of time to be devoted to the community school program and fulfillment of requirements stated above.

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LC(5 Why does this intro sentence show up here and not for slides 26 and 28? Would the same text apply there?

Lynott, Cassie (OSSE), 9/21/2023

SD(2 Good catch- added to other slides

Susskind, Danielle (OSSE), 9/22/2023

Program Features (Continued)

F. *Program Mission and Vision*

- Provide a mission and vision statement of the proposed eligible consortium. The mission statement should: (1) clearly articulate the consortium's overall vision/philosophy of the "community school" approach, and the significance of serving students through a community school approach; and (2) plans of how the mission and vision of the community school will be conveyed to the school, stakeholders, students and families.

G. *Program Goals*

- Identify the program's three overarching goals including measurable student-level performance goals as well as measurable program-level performance goals. Describe how the three overarching goals will be used to measure the effectiveness of the program. Also, identify one (1) additional program goal of how the proposed eligible consortium will engage the community and neighborhood it will serve.

H. *Program Start-Up*

- Describe orientation and ongoing training plans for school staff and key stakeholders to ensure that the purpose of the community school approach, program mission and vision and program goals are clear to all stakeholders.

Program Implementation & Monitoring

The grant requires that the grantee demonstrate an ability to establish and sustain the following components:

A. *Parent/Student Involvement*

- Describe how the proposed eligible consortium will ensure that families are welcomed, encouraged to seek community school support and involved in decision-making.

B. *School Leadership and Management Engagement*

- Describe the plan for regular interaction and communication between the principal/administration, other school staff, and the Community School Coordinator to promote a positive relationship and successful implementation of the community school model.

Program Implementation & Monitoring (Continued)

C. *Data Collection*

- Describe what data system(s) and tools will be used to collect data for tracking indicators of student, family, and community participation; including attendance and truancy rates, number of referrals, family visits, etc.
- Describe how data will be to inform practice. Include data collection methodology and frequency.

D. *Evaluation of Program*

- Describe the plan for formal <u>quarterly</u> qualitative and quantitative program evaluation of data collected to assess the community school services provided, progress toward goal attainment and outcomes. Include measurable indicators of success in areas such as, student academic achievement, attendance rate, graduation rate, and improvement in student health and socio-emotional well-being.

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Financial Management & Sustainability

The grant requires that the grantee demonstrate an ability to establish and sustain the following components:

A. *Financial Management*

- 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. In addition, describe how internal controls and records will be maintained specific to the community school grant program. 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. *Proposed Budget*

- Provide a proposed budget and narrative description of the projected use of grant funds. Ensure budget reflects a core concept of service coordination and integration of the identified eligible services. Please ensure that the items described in this section align with the budget detail summary in the Budget.

C. Financial & Program Sustainability

- Describe plans to identify and secure other sources of funding to sustain the community school program after the grant award period. Include the degree services and resources may be leveraged to support the community school program.

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Additional Requirements

This tab is used to upload **required** documentation.

- Position descriptions for budgeted position(s) for unidentified staff to be supported with grant funds and resume for staff already identified.

- Contracts and Memorandums of Agreement/Understanding.

- A timeline of implementation and programmatic activities for FY24.

- Attachment A: Administrative Approval Form (Located in the RFA)

- Attachment B: Attestation of Priority Areas (Located in the RFA)

- Letters of Support for Community Partners

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Yearly Reports

No content is uploaded on this tab during the application process.

This tab is used to submit to OSSE the mid-year and end-of-grant year reports for FY24, illustrating the implementation of the community school model, use of funds and the progress toward goal attainment.

Yearly Reports Components

- Community Schools Model Overview
- Program Features
- Program Mission and Vision
- Progress Toward Goals
- Program Start-Up
- Data Collection and Evaluation
- Financial Management and Sustainability

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Budget: Budget Overview

For each budget category, the organization must provide a full list of all proposed expenditures for the FY24 DC Community Schools Incentive Initiative Grant. The total of all expenditures in this section must match the total amount from all sources of funds. When developing the budget, please consult the *Description of Program Category Values* table located in EGMS.

- Ensure all cost assumptions are provided for each expenditure.

- Ensure that the expenditures in this section align with the information provided in the Proposed Budget narrative under the Grant Requirements/Financial Management and Sustainability tab.

- Ensure that the expenditures align with the eligible services outlined in the RFA and identified in the grant application.

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Budget: Description of Program Category Values Table

DIRECT COSTS		Budget Categories (sub-tabs in EGMS)					
		Salaries and Benefits (100)	Contracted Professional Services (300)	Equipment (500)	Supplies and Materials (600)	Fixed Property Costs (700)	Other (800)
INSTRUCTION (10) The direct instructional interaction between teachers and students. This instruction may be provided to students in a school classroom, in an alternate location (i.e.: home or hospital), or in other learning situations, including those involving co-curricular activities. The activities of teacher aides or classroom assistants of any type (i.e.: clerks, graders, teaching machines) who assist in the instructional process are also in this category.		Teachers, Tutors, Coaches, Substitute Teachers, Teacher's Aides, Reading Specialists, Classroom Paraprofessionals (all positions are on staff)	Contracted Teachers / Instructors or Substitute Teachers (those that are not an official employee)	Machinery, Furniture, Fixtures, Technology-related Hardware more than $5,000 per unit (according to OSSE's equipment policy)	General Supplies, Textbooks, Instructional Aids, Instructional Software, Internet Fees - Site License	Rental of Instruction Equipment	Dues and Fees, Reimbursement of Tuition, Teacher Aide Education, Approved Conference/Training Fees, Travel Costs, Non-Payroll Taxes, Miscellaneous
(program categories within each sub-tab) **SUPPORT SERVICES (20)** The technical and logistical support to facilitate and enhance instruction. These are services within programs that aid in fulfilling that program's instructional objectives or community service goals, rather than being full-service entities. Such services include activities or stipends associated with providing professional development to the instructional staff, assessing and improving the well-being of students, and supplementing the teaching process.		Site Coordinators, Instructional Staff Trainers, Librarians, Counselors, Audiovisual Services, Curriculum Consultants, Program Evaluators, Psychologists, Social Workers, Nurses, Attendance Personnel, Record Clerks, Chief Academic Officer, Dean of Students (all positions are on staff)	Contracted Consultants, Contracted Evaluators, Counselors, Therapists, Doctors or Instructional Staff Trainers. Fees for Professional Development, In-service Training, or Conference Registration	Machinery, Furniture, Fixtures, Technology-related Hardware more than $5,000 per unit (according to OSSE's equipment policy)	General Supplies, Books, Library Books, Periodicals, Testing Materials	Rental of Support Services Equipment	Dues and Fees, Reimbursement of Tuition, Teacher Aide Education, Approved Conference/Training Fees, Travel Costs, Non-Payroll Taxes, Miscellaneous
		Program Directors,					

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Budget: Salaries and Benefits

- List all staff to be compensated with grant funds. This includes salaried employees of either entity of the eligible consortium.

- List position title.

- Select appropriate program category, according to Description of Program Category Values table.

- Percentage of FTE to be Paid, for example, 100 (percent).

- Expenditure description and itemization.

- Amount of grant funds allocated for salaries and benefits expenditures for each staff person.

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Budget: Professional Services

- List all contracted and consultant services items to be purchased. **Note:** Contractors and consultants are not salaried employees of the eligible consortium.

- Select appropriate program category, according to Description of Program Category Values table.

- Description of purpose of the purchase.

- Amount of funds allocated for professional services expenditures.

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Budget: Equipment

- List all equipment items to be purchased $5,000 or more. **Note:** Items less than $5,000, budget on the Supplies and Materials tab.

- Select appropriate program category, according to Description of Program Category Values table.

- Description of purpose of the expenditure.

- Amount of funds allocated for equipment expenditures.

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Budget: Supplies and Materials

- List all supplies and materials expenditures.

- Select appropriate program category, according to Description of Program Category Values table.

- Description of purpose of the expenditure.

- Amount of funds allocated for supplies and materials expenditures.

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Budget: Fixed Property Costs

- List all fixed property costs (rental expenditures), e.g., rental of chairs.

- Select appropriate program category, according to Description of Program Category Values table.

- Description of purpose of the expenditure.

- Amount of funds allocated for fixed property costs expenditures.

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Budget: Other Objects

- List all other objects expenditures. **Note:** This tab should be minimally used.

- Select appropriate program category, according to Description of Program Category Values table.

- Description of purpose of the expenditure.

- Amount of funds allocated for other objects expenditures.

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Budget: Budget Amendments

- List all budget changes to be submitted with the application amendment.
- Be sure to make corresponding changes in the budget tab prior to submitting the amendment.
- Select appropriate program category, according to Description of Program Category Values table.
- Describe the budget item being changed.
- List the amount approved in previous budget
- List the amount in current budget amendment.
- Note the rationale for the change to this budget item.

NOTE: This tab should not be completed when submitting the original grant application.

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Budget: Budget Summary

- Provides a summary of costs by program category and budget tab.
- It is automatically populated with information from the itemized expenditures budgeted in the tabs.
- Review this tab to ensure expenditures are placed in the correct categories and budget tabs.

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Assurances

Program Specific Assurances

- Read through the Program Specific Assurances.

- Check the box at the top of the page to certify that the applicant has read, understood, and will comply with all of the assurances.

- Click on "Save Page."

Assurances Agreement Summary

The authorized representative of the applicant certifies that the assurances have been read, understood and agree to comply with all the provisions of the assurances.

NOTE: The checkbox will be automatically filled in once the program-specific assurances are read and agreed to.

✓ Program Specific Assurances

Attachment A - Administrative Approval Form

Applications will require a completed Attachment A located in the RFA.

District of Columbia Public Schools

Consortia comprised of District of Columbia Public Schools (DCPS) **must** obtain the signature of the DCPS Chancellor (see Attachment A). Please contact DCPS Central Office-School Partnerships Division, dcps.partnerships@dc.gov for more information on the process for obtaining a signature from the chancellor, prior to completing and submitting the CSII2024 grant application.

DC Public Charter Schools

The LEA signatory **must** be the LEA Chief Executive Officer or Executive Director.

Attachment B - Attestation of Priority Areas

Applications will require a completed Attachment B located in the RFA.

Priority Areas

- A focus on mental health prevention and treatment services;

- A student population where more than 60 percent of the students are at-risk as defined in § 38-2901(2A); and

- A focus on improving academic outcomes for students.

Note: The Principal or Administrator of the school(s) involved in the eligible consortium must sign Attachment B to attest to the school's status in regard to the priority areas.

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Application Submission

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Application Submission

- All grant applications, including Central Data and all required documentation must be submitted via EGMS.

  - Emailed, faxed or hand-delivered applications will not be accepted.

  - Upon submission of a grant application, an applicant may not revise the application.

- Applications must be received no later than **Oct. 27, 2023 (3 p.m. EST)**.

  - Late submission will not be accepted.

- OSSE will notify applicants via EGMS if the application is or is not awarded for funding.

  EGMS Help Center: OSSE Call Center (202) 719-6500; 8 a.m.-5 p.m. Monday through Friday

Application Submission

- Before you submit, you must run a consistency check. The consistency check will show any parts of the application are not complete. Missing elements will be noted in **red**.

- Then, lock the application.

- Then submit. **Note:** Individuals with EGMS credentials that are assigned the LEA Authorized Rep and/or District Admin role within the organization/LEA are the same. This role has the capability to submit applications in EGMS.

Assurances must be reviewed and approved before you can submit your application.

CONSISTENCY CHECK   LOCK APPLICATION   UNLOCK APPLICATION

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Deadline and Follow-Up

Applications and all supporting documentation are due by **3 p.m. on Oct. 27, 2023**.

- Applications will be screened initially by OSSE staff to determine whether all application and eligibility requirements have been met.
- An external review panel 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 or related experiences.
  - The application will be scored against a rubric and each application will have multiple reviewers to ensure accurate scoring.
- The review panel will assess each grant application using the *CSII2023 Scoring Rubric*

OSSE makes the final determination on all awards.

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LC(1   Link to this if it is published.
Lynott, Cassie (OSSE), 9/21/2023

SD(4   It is in the RFA so I linked the RFA
Susskind, Danielle (OSSE), 9/22/2023

LC(2   Is "2022" accurate?
Lynott, Cassie (OSSE), 9/21/2023

SD(3   THANK YOU
Susskind, Danielle (OSSE), 9/22/2023

Scoring Rubric – SECTION A

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

SECTION A – Grant Requirements/Program Features (Maximum 40 points)		
Program Features		
This grant requires that the proposed eligible consortium demonstrate an ability to establish and sustain the following components: • **Eligible Services.** Applicant identified at least four eligible services to be provided that did not exist before the establishment of the eligible consortium. Applicant described the reason the identified eligible services were selected. • **Community Partnerships and Engagement.** Applicant described how the proposed eligible consortium intends to engage and foster a relationship with potential community partners to serve the community school. Applicant described the type and number of community partners, the need for the partnership and how the services will be integrated into the community school. Applicant described the degree to which the proposed eligible consortium is able to demonstrate the creative use of existing partnerships and/or secure additional resources from community partners. • **Understanding of the Community's Need.** Applicant provided an assessment of the local school community and neighborhood including academic, health, and social service needs and assets, and how the community school will address the needs and build upon the assets of the community it will serve. • **Community School Advisory Board.** Applicant provided a plan for the development of a community school advisory board to include members of the school leadership, school faculty, parents of school students, community leaders, community-based organizations, and other community members. • **Community School Coordinator.** Applicant described a plan for staffing a community school coordinator position, including the qualifications of personnel, the availability of staff and/or the plan for recruitment and hiring to ensure that the coordinator is in place in time for start-up. The plan describes the responsibility of the Coordinator and the amount of time that the Coordinator will devote to the position.		
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.
0	8	16
Strengths:		
Weaknesses:		

Scoring Rubric – SECTION A (Continued)

Program Mission and Vision		
Applicant provided a mission and vision statement of the proposed eligible consortium. The mission statement should: (1) clearly articulate the consortium's overall vision/philosophy of the "community school" approach, and the significance of serving students through a community school approach; and (2) plans of how the mission and vision of the community school will be conveyed to the school, stakeholders, students and families.		
Fails to meet criterion - Response did not address all required elements	Minimally meets criterion - Response did not fully address all required elements and does not demonstrate clear understanding of the purpose of the grant.	Substantially meets criterion - Response fully addresses the required elements
0	4	8
Strengths:		
Weaknesses:		
Program Goals		
Applicant identified the program's three (3) overarching goals. In defining the program goals, applicant included measurable student-level performance goals as well as measurable program-level performance goals. Applicant identified one (1) program goal for community and neighborhood engagement. Applicant described how the goals will be used to measure the effectiveness of the program.		
Fails to meet criterion - Response did not provide three goals	Minimally meets criterion - Response provides three required goals but goals are not aligned to measurement of student level performance	Substantially meets criterion - Response provides three required goals and clearly describes alignment to student-level performance and program level performance
0	4	8
Strengths:		
Weaknesses:		
Program Start-Up		
Applicant described orientation and ongoing training plans for school staff and key stakeholders to ensure that the purpose of the community school approach, program mission and vision and program goals are clear to all stakeholders.		
Fails to meet criterion - Response does not address all required elements outlined in this section.	Minimally meets criterion - Response addresses all required elements but descriptions do not demonstrate sufficient evidence of a plan that can be effectively implemented.	Substantially meets criterion - Response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation.
0	4	8
Strengths:		
Weaknesses:		
Total Points Section A: _____/40 points		

LC(4 What information will be spoken during these next few slides? Is it essential to show them all, or would one slide with a section or notes and a link to the rubric suffice? Trying to cut back on slides that are not needed where possible.

Lynott, Cassie (OSSE), 9/21/2023

SD(5 I spoke to the team and they need all of the pieces of the rubric.

Susskind, Danielle (OSSE), 9/22/2023

Scoring Rubric – SECTION B

SECTION B – Grant Requirements/Program Implementation and Monitoring (Maximum 20 points)		
Parent/Student Involvement		
Applicant described how the proposed eligible consortium will ensure that students and families are welcomed, encouraged to seek community school support and involved in decision-making.		
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.
0	2	4
Strengths:		
Weaknesses:		
School Leadership and Management Engagement		
Applicant described the plan for regular interaction and communication between the principal/administration/school staff, community partners and the Community School Coordinator to promote a positive relationship and successful implementation of the community school model.		
Fails to meet criterion - Response does not address all required elements outlined in this section.	**Minimally meets criterion** - Response addresses all required elements but descriptions do not demonstrate sufficient evidence of a plan that can be effectively implemented.	**Substantially meets criterion** - Response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation.
0	2	4
Strengths:		
Weaknesses:		

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Scoring Rubric – SECTION B/C

Data Collection		
Applicant described what data system(s) and tools will be used to collect data for tracking indicators of student, family, and community participation, including attendance and truancy rates, number of referrals, family visits, etc. Applicant described how data will be to inform practice and included data collection methodology and frequency.		
Fails to meet criterion - Response does not address all required elements outlined in this section.	**Minimally meets criterion** - Response addresses all required elements but descriptions do not demonstrate sufficient evidence of a plan that can be effectively implemented.	**Substantially meets criterion** - Response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation.
0	3	6
Strengths:		
Weaknesses:		
Evaluation of Program		
Applicant described the plan for formal quarterly qualitative and quantitative program evaluation to assess the community school services provided, progress towards goal attainment and outcomes. Applicant also described measurable indicators of success in areas such as, student academic achievement, graduation and attendance rate, and improvement in student health and socio-emotional well-being.		
Fails to meet criterion - Response does not address all required elements outlined in this section.	**Minimally meets criterion** - Response addresses all required elements but descriptions do not demonstrate sufficient evidence of a plan that can be effectively implemented.	**Substantially meets criterion** - Response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation.
0	3	6
Strengths:		
Weaknesses:		
Total Points Section B: _____/20 points		

SECTION C – Grant Requirements/Financial Management and Sustainability (Maximum 40 points)		
Financial Management		
Applicant described 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. Applicant described how internal controls and records will be maintained specific to the community school program.		

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Scoring Rubric – SECTION C

Fails to meet criterion - Response does not address all required elements outlined in this section.	Minimally meets criterion - Response addresses all required elements but descriptions do not demonstrate sufficient evidence of a plan that can be effectively implemented.	Substantially meets criterion - Response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation.
0	8	16
Strengths:		
Weaknesses:		
Proposed Budget		
Applicant provided proposed budget and narrative description of the projected use of grant funds, and budget reflected a core concept of service coordination and integration of the identified eligible services.		
Fails to meet criterion - No proposed budget was included.	Minimally meets criterion - Proposed budget was submitted; however, the proposed budget does not reflect a core concept of service coordination and integration.	Substantially meets criterion - Proposed budget was submitted and reflects a clear alignment the purpose of the grant, including the core concept of the service coordination and integration.
0	6	12
Strengths:		
Weaknesses:		
Financial and Program Sustainability		
Applicant described plans to identify and secure other sources of funding to sustain the community school program after the grant award period. Applicant included the degree services and resources may be leveraged to support the community school program.		
Fails to meet criterion - Response does not address all required elements outlined in this section.	Minimally meets criterion - Response provided but does not sufficiently describe how additional funding will be obtained to ensure program sustainability.	Substantially meets criterion - Response provided and clearly describes how additional funding will be obtained to ensure program sustainability.
0	6	12
Strengths:		
Weaknesses:		
Total Points Section C: _____/40 points		

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Scoring Rubric – Priority Areas

Priority Areas (Maximum 15 points)		
A focus on mental health and associated treatment services		
Applicant has an existing focus on mental health and prevention/treatment services for mental health challenges.		
☐ Yes		
☐ No		
0	5	
If yes, describe:		
A student population of which at least 60 percent of the students are at-risk as defined in DC Official Code § 38-2901(2A)		
Applicant has a student population of which at least 60 percent of the students are at-risk as defined in DC Official Code § 38-2901(2A).		
☐ Yes		
☐ No		
0	5	
If yes, describe:		
A focus on improving academic outcomes for students		
Applicant has a focus on improving academic outcomes for students.		
☐ Yes		
☐ No		
0	5	
If yes, describe:		
Total Points Priority Areas: _____/15 points		

Total Points for Section A (out of 40 points)	
Total Points for Section B (out of 20 points)	
Total Points for Section C (out of 40 points)	
Total Points for Priority areas points (out of 15 points)	
GRAND Total (out of 115 points)	

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EGMS Tips

EGMS Tips

- **Save early and often** to avoid losing information and timing out.

- **Contact the** EGMS **help center**. **Note:** A record of contact with EGMS will not excuse missing the submission deadline.

- **Printing Application.** The application may be printed by using the Application Print tab. Once requested, a link to print the application will be provided under Completed Print Jobs at the top of the hour.

- **Narrative responses may not exceed the stated word count**. If the cut and paste function is used from a Word document, ensure final sentences/paragraphs are not cut off.

- **EGMS Help Center:** OSSE Call Center, (202) 719-6500; 8 a.m.-5 p.m. Monday-Friday

- **Start and submit applications early**. Avoid last minute technical submission issues by submitting early to ensure there is time to address issues that may arise.

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Important Dates

Application Release Date	**Sept. 15, 2023** **(12 p.m. EST)**
Competitive Application Meeting (Virtual)	**Oct. 2, 2023** **(10 a.m.-12 p.m. EST)**
Grant Application Submission Deadline	**Oct. 27, 2023** **(No later than 3 p.m. EST)**
Review of Applications	**Nov. 1-14, 2023**
Grantees Notified/GAN Issued	**Late November 2023**

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