



DISTRICT OF COLUMBIA  
OFFICE OF THE STATE SUPERINTENDENT OF

# EDUCATION

## REQUEST FOR APPLICATIONS (RFA)

**FY 2024 Community Schools Incentive Initiative Grant (CSII2024)**

**Application Release Date:**

Sept. 15, 2023 (12 p.m. EST)

**Pre-Application Meeting Date:**

Oct. 2, 2023 (10 a.m. EST)

**Application Submission Date:**

Oct. 27, 2023 (3 p.m. EST)

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

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## Application Checklist

- Attend optional pre-application meeting (highly encouraged).
- Create an Account in Central Data by the application deadline in the Office of the State Superintendent of Education's (OSSE) Enterprise Grants Management System (EGMS) at <http://grants.osse.dc.gov/>. To apply for an award, applicants must complete account set up Central Data.
- Complete application in EGMS.
  - Contact Information
  - Executive Summary
  - Program Features
  - Program Implementation and Monitoring
  - Financial Management and Stability (Includes Budget)
  - Confirm all sections of the application, including all required documentation, are completed at the time of submission.
- Submit application in EGMS by October 27, 2023

Please note the following:

- Incomplete applications will not be considered for review.
- Any additions or deletions to an application will not be accepted after the deadline.

## Section 1—Application Information

### Funding Opportunity Information

Funding Opportunity Information	
Grant Name (Full)	Fiscal Year (FY) 2024 Community Schools Incentive Initiative Grant
Grant Name (Abbreviated)	CSII2024
Granting Agency	Office of the State Superintendent of Education (OSSE)
Full Grant Period	3 Years
Start Date of Grant's First Year	October 1, 2023
End Date of Grant's First Year	September 30, 2024
Minimum Funding Request	n/a
Maximum Funding Request	\$200,000

### Public Contact and Q&A

For questions or additional information regarding this request for applications (RFA) and the associated competitive process, please email or visit the Office of the State Superintendent of Education's (OSSE) [Community Schools Incentive Initiative website](#).

### Timeline of Activities

Activity	Date
Release Notice of Funding Availability (NOFA)	September 1, 2023
Application System Opens /Request for Applications (RFA) released	September 15, 2023
Pre-Application Webinar	October 2, 2023
Application Closes	October 27, 2023
Peer review of applications (anticipated)	November 1-14, 2023
Awards Announced	Late November 2023
Post Award Training Session	TBD
New Programs may commence	October 1, 2023

### Pre-Application Technical Assistance Sessions

Applicants are strongly encouraged to attend one of the virtual pre-application technical assistance sessions hosted by OSSE. Each session will include the same overview of the Community Schools Incentive Initiative (CSII) grant program, the competition, application completion and submission process.

Pre-Application Technical Assistance Session Information		
Date	Time	Session Link
October 2, 2023	10 a.m.	<a href="#">FY24 CSII Pre-Application Mtg.</a>

## Section 2—Program Information

### Program Name

Fiscal Year (FY) 2024 Community Schools Incentive Initiative Grant (CSII2024)

### Specific Funding Authority

The Community School Incentive Initiative is authorized under the Community Schools Incentive Act of 2012.<sup>1</sup>

### Funding purpose

The purpose of the grant is to establish up to eight 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.

Many challenges can impact long term outcomes for children in economically disadvantaged communities, including low student achievement, truancy, and poor health and homelessness. Washington, DC’s school system is comprised of both public schools and public charter schools serving thousands of students and a large percentage of DC students qualify for free or reduced-price lunches through the National School Lunch Program due to their socioeconomic status. According to the Institute for Educational Leadership, in many urban areas, community schools have been an effective approach to ensure that students and their parents/caregivers have access to school and community programs and services that help them to achieve success in life.<sup>2</sup> Through the establishment of community schools, the aim of the CSII grant is to increase student achievement and address many of the challenges faced by economically disadvantaged communities.

### Definition of a “Community School”

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 with the objectives of improving academic achievement, reducing absenteeism, building stronger relationships between students, parents, and communities, and improving the skills, capacity, and well-being of the surrounding community residents.”<sup>3</sup>

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<sup>1</sup> [DC Official Code § 38-754.01 et al.](#)

<sup>2</sup> [Community Schools Archives - Institute for Educational Leadership \(iel.org\)](#)

<sup>3</sup> [DC Official Code § 38-754.02\(2\).](#)

#### Eligibility Criteria (Who Can Apply?)

OSSE will make these grants available through a competitive process to eligible consortia. As defined by the Community Schools Incentive Act of 2012, 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.<sup>4</sup> The consortia will designate the LEA or the CBO as the lead partner. An eligible consortium must demonstrate the ability to provide additional eligible services that did not exist before the establishment of the eligible consortium.<sup>5</sup>

If, at any point during the full grant period, either an LEA or community partner exits a consortium, OSSE may require the remaining consortium members to develop a plan with specific roles, responsibilities and timelines to ensure the continuation of quality of services without interruption. OSSE must approve or deny this plan as well as any replacement consortium members. OSSE also reserves the right to terminate the grant if it determines that the remaining consortium members can no longer comply with the terms and conditions of the grant, including the grantee’s approved application and budget.

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<sup>4</sup> D.C. Official Code § 38-754.02(3).

<sup>5</sup> D.C. Official Code § 38-754.03.



## Section 3—Program Requirements

### Eligible Program Activities

The overall goal of the grant is to provide resources that will enable eligible consortia to create and enhance community-based partnerships while developing a framework for continued funding and ongoing evaluation of program success. An eligible consortium must demonstrate its ability to provide at least four “eligible services” that were not previously provided to the student/community population by the consortium. The consortium must also demonstrate its ability to establish, operate, and sustain a community school.

Pursuant to the Community Schools Incentive Act of 2012, “eligible services” include:

- Primary medical/dental care that will be available to students and community residents;
- Mental health prevention and treatment services that will be available to students and community residents;
- Academic-enrichment activities designed to promote a student’s cognitive-development and provide opportunities to practice and apply academic skills;
- Programs designed to increase attendance, including reducing early chronic absenteeism;
- 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;
- Early childhood education, including Head Start and Early Head Start programs;
- 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.
- 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;
- 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;
- Youth and adult job-training services and career-counseling services;
- Nutrition-education services;
- Adult education, including instruction in English as a second language, adult literacy, computer literacy, financial literacy, and hard-skills training;
- Programs that provide remedial education and enrichment activities; or
- 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 intervention model.

## Priorities

Priority will be given to schools that have:

- 1) A focus on mental health wellness and treatment services;
- 2) A student population where more than 60% of the students are at-risk as defined in DC Code <sup>6</sup>; and
- 3) A focus on improving academic outcomes for students.

## Required Grant Components

An eligible consortium must demonstrate its ability to establish and sustain the following grant components:

- 1) **Community Partnerships.**
  - a) The consortia must establish a partnership between at least one LEA in DC and one community-based organization (CBO) for the purposes of establishing, operating, and sustaining a community school.
  - b) The consortium will establish additional community partnerships to address the needs of the LEA and community it will serve.
  
- 2) **Community School Coordinator.**
  - a) The 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 the budget, seeking additional funding sources, among other things.
  - b) The Community School Coordinator, if not a full-time employee of a member of the “eligible consortia,” must have adequate time devoted to the community school project to fulfill the requirements stated above.
  
- 3) **Community School Advisory Board.**
  - a) The consortia must develop a community school advisory board and include members of the school leadership and faculty, parents, community leaders, community-based organizations and other community members.
  - b) The Board must convene, at minimum, four times per year.

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<sup>6</sup> DC Official Code § 38-2901(2A).

## Description of Application Sections

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

### 1. Contact and Program Information

- a) Provide contact information for the following:
  - i. Lead Applicant,
  - ii. Fiscal Agent,
  - iii. Program Director/Manager, if applicable,
  - iv. Community School Coordinator, and
  - v. Partner Organization/School.

### 2. Executive Summary (Required but not scored)

#### a) **Overview.**

- i. Provide a description of the proposed eligible consortium partnership.
- ii. Describe the program approach, including an implementation action plan and explanation of how the chosen approach is evidence-based either through research or other proven community school models.
- iii. Describe how the consortium plans to use the grant funds to implement a community school model that will expand the school to support District students and the community.

#### b) **Intended Population.**

- i. Describe the intended population to be served by the community school during FY24.

#### c) **Students with Disabilities.** Please respond to the following:

- i. How will the proposed eligible consortium ensure that students with disabilities have access to and meaningfully participate in the programs described in the application?
- ii. How will the proposed eligible consortium set, communicate and ensure high expectations for students with disabilities to teachers, staff, and families.

### 3. Program Features (Maximum 40 points)

#### a) **Eligible Services.**

- i. Identify at least four eligible services to be provided that did not exist before the establishment of the eligible consortium.
- ii. Check all that apply from the above list of eligible services.
- iii. Describe the reason the eligible services were identified.

#### b) **Community Partnerships and Engagement.**

- i. Describe how the proposed eligible consortium intends to engage and foster a relationship with potential community partners to serve the community school.

- ii. Describe the type and number of community partners, the need for the partnership and how the services will be integrated into the community school.
  - iii. Describe the degree to which the eligible consortium is able to demonstrate the creative use of existing partnerships and/or secure additional resources from community partners.
- c) **Understanding of the Community’s Need.**
  - i. Provide an assessment of the local school community and neighborhood need, including academic, health and social service needs and assets, and;
  - ii. Address how the community school shall address the needs and build upon the assets of the community it serves.
- d) **Community School Advisory Board.**
  - i. Provide 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.
- e) **Community School Coordinator.**
  - i. Describe the plan for identifying the community school coordinator to:
    - a) Facilitate effective implementation and maintenance of the community school including providing ongoing vision for the community school;
    - b) Secure and maintain the community partnership, integrating “eligible services” into the school community and assuring that students are participating in these services;
    - c) Manage the budget; and
    - d) Seek additional funding sources, among other things.
  - ii. The Coordinator, if not a full-time employee of a member of the “eligible consortia,” must have adequate time devoted to the community schools project to fulfill the requirements stated above.
  - iii. The Coordinator must also participate in Community Schools Advisory Board meetings and OSSE-sponsored activities related to the grant.
- f) **Program Mission and Vision.**
  - i. Provide a mission and vision statement of the proposed eligible consortium. The mission statement should:
    - a) 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
    - b) Convey a plan of how the mission and vision of the community school will be shared with the school, stakeholders, students and families.
- g) **Program Goals.**
  - i. Identify the program’s three overarching goals.

- a) In defining the three overarching program goals, include measurable student-level performance goals as well as measurable program-level performance goals.
      - ii. Identify one program goal for community and neighborhood engagement.
      - iii. Describe how the goals will be used to measure the effectiveness of the program.
    - h) **Program Start-Up.**
      - i. Describe orientation and ongoing training plans for school staff and key stakeholders to ensure that the purpose of the community school approach is clear to all stakeholders.
      - ii. Please include a timeline for the implementation of the community school (include as an uploaded attachment).
4. Program Implementation and Monitoring (Maximum 20 points)
- a) **Parent/Student Involvement.**
    - i. Describe how the proposed eligible consortium will ensure that families are welcomed and encouraged to seek community school support and involved in decision-making.
  - b) **School Leadership and Management Engagement.**
    - i. Describe 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 implementation of the community school model.
  - c) **Data Collection.**
    - i. 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, academic achievement, disciplinary data, number of referrals, family visits, etc.
    - ii. Describe how data will be used to inform practice. Include data collection methodology and frequency.
  - d) **Evaluation of Program.**
    - i. Describe the plan for formal quarterly qualitative and quantitative program evaluation to assess the community schools provision of services, progress towards goal attainment and outcomes.
      - a) Include measurable indicators of success in areas such as student academic achievement, graduation and attendance rates, and improvement in student health and socio-emotional well-being.
5. Financial Management and Sustainability (Maximum 40 points)
- a) **Financial Management.**

- i. 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.
    - ii. Describe how internal controls and records will be maintained specific to the community school program.
    - iii. 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.**
    - i. Provide a proposed budget and narrative description of the proposed use of grant funds.
    - ii. Budget shall reflect a core concept of service coordination and integration of the identified eligible services.
      - **Indirect Cost:** Funding for this grant may be used for indirect cost. Indirect cost is defined as organizational-wide costs and administrative service costs, such as accounting, human resources, and purchasing. These costs are incurred for a common or joint purpose and not readily assignable to benefitting costs objectives. Examples include: salary and related costs of administration; travel, occupancy, communications, supplies and materials for the office, not directly for the purpose for the award, and professional Services.
  - c) **Financial and Program Sustainability:**
    - i. Describe plans to identify and secure other sources of funding to sustain the community school program after the grant award period.
6. **Priorities (Maximum = 15 Points)**
- a) Applicant has an existing focus on mental health and prevention/treatment services for mental health challenges.
  - b) 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).
  - c) Applicant has a focus on improving academic outcomes for students.

## Section 4—Grant Funding

### Source of Funding

The source of funds for the CSII2024 is local funds.

### Award Period

The FY24 grant award is for a period of one year, beginning October 1, 2023 and ending Sept. 30, 2024. Subject to funding availability and continued compliance with grant terms and conditions, awardees shall be eligible for up to two additional years of grant funding, for a total of three years ending on Sept. 30, 2026.

### Available Funding for Awards

The total funding available for the FY24 award period is \$1,107,875.35. Final funding amounts for an eligible consortium will depend on the number of applications and the funding availability. OSSE anticipates awarding 6-7 grantee amounts ranging from approximately \$160,000 per grantee (in the case of seven awards) to approximately \$180,000 (in the case of six awards). Subject to funding availability and compliance with grant terms and conditions, all grantees shall be eligible for continued funding for two additional years, for a total of three years. Grant funds shall only be used to support activities authorized by the relevant statutes and included in the applicant's submission.

### Award Decisions

#### Scoring/Award Process

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

#### Review Panel

An external review panel will be convened to review, score, and rank each application. OSSE may use multiple review panels. The review panel(s) will be composed of neutral, qualified, professional individuals selected for their expertise, knowledge and/or related experiences. The application will be scored against a rubric and each application will have multiple reviewers to ensure accurate scoring. Upon completion of its review, the panel(s) shall make recommendations for awards based on the scoring rubric. The Office of the State Superintendent or her designee will consider those recommendations but make all final award decisions.

#### Scoring Rubric

The scoring of the application is based on a 115-point scale. For details on the FY24 CSII2024 Grant Scoring Rubric, please refer to **ATTACHMENT C - SCORING RUBRIC**.

### Grant Award Notice and Payment

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. Upon award, each grant recipient 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.

### Reimbursement Process

OSSE has implemented a reimbursement process for all grantees. To receive reimbursement for grant program expenditures, OSSE grantees must complete and submit a reimbursement request electronically using EGMS. Grant recipients are required to comply with OSSE's Grantee Reimbursement Request Submission Policy, available at <https://osse.dc.gov>.

After OSSE has approved the grant recipient's application, the grant recipient may submit a reimbursement request for any allowable expenditure paid during the award period or during the liquidation period. Grant recipients must submit at least one reimbursement per quarter in which the grant recipient expended funds, unless more frequent reimbursements are required by the terms of this grant.

The reimbursement request must include all funds expended, but not yet claimed for reimbursement. 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.

**Please Note: Grantees are expected to expend all funds within the year funds are awarded, in alignment with the applicant's approved budget and program plan.**

### Continuation Awards

Subject to funding availability and continued compliance with grant terms and conditions, awardees shall be eligible for up to two additional years of grant funding. Continuation of awards is contingent upon the following:

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



#### Permissible Use of Funds

Grant funds are subject to the terms, conditions and provisions of the Community Schools Incentive Act of 2012, as amended, this request for applications, the grantee's approved application, budget, and assurances, and the grant award notification.

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 also not be used for daily home-work travel expenses for employees and other personnel of members of the eligible consortium. 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.

**NOTE:** Grantees must receive prior written approval before incurring special or unusual costs.

## Section 5—Award Administration

### Monitoring and Reporting

Grant recipients will receive, at minimum, one (1) annual school site visit from an OSSE staff member to review their grant files, administrative procedures, and program operations. The OSSE Grant Program Managers will monitor program services and grant administration pursuant to the terms of the grant agreement and will 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.

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

### Reporting Requirements

Awardees must submit to OSSE mid-year and end-of-grant year reports, illustrating the use of funds and the progress toward goal attainment. These reports should include all grant required components, as identified in the grant RFA and approved application. Submit mid-year and end-of-grant year reports electronically via at <http://grants.osse.dc.gov>.

### Evaluation Requirements

If awarded, grantees will be evaluated on an annual basis to assess implementation of grant requirements, as stated in this RFA.

### Programmatic Compliance Requirements

#### **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.

#### Program Specific Assurances

If awarded funds, a program must agree to the following assurances:

- We will ensure that the facilities under our school or organization's ownership, lease or supervision, which shall be utilized in the accomplishment of the project are compliant with all District statutes, codes, and regulations;
- If required by [The Healthy Schools Act of 2010 \(HSA\) \(D.C. Law 18-209\)](#), our school or organization is in compliance with all of the requirements of the HSA;
- We know and understand that awarded funds shall be used to support community-based education and activities which may include covering the costs salaries and benefits of personnel, transportation for students/community members, materials, training, and to support the promotion of community partnerships. Funding may not be used for daily home-work travel expenses for employees and other personnel of members of the "eligible consortium." The funds may not be transferred outside of, or within the organization or school, for any unrelated purpose; and
- We will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly with whom they have family, business, or other ties.
- We will expend all funds within the allocated year.

#### Central Data Assurances/Acknowledgement Assurances/Certifications

Common assurances and certifications must be agreed to by applicants that wish to submit one or more funding applications within a fiscal year to OSSE. These assurances and certifications apply to multiple funding applications including this one.

#### 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.

#### Confidentiality

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

#### Nondiscrimination in 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 intrafamily offense, domestic violence, or stalking, or place of residence or business, credit information, or homeless status of any individual.

#### 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.

## Section 6—Next Steps for Applicants

- **Attend Pre-Application Meeting (Optional)**

A pre-application meeting will be held on October 2, 2023, at 10am.

- **Create an account in Central Data**

- **Get EGMS Access**

All EGMS users will need individual credentials to the system. To obtain EGMS access, visit <http://grants.osse.dc.gov/>. Users with credentials to access EGMS should enter their UserID (email address), password, and click the Login button.

The Login Page contains sections:

1. Logging on using existing credentials
2. Requesting Credentials for a New User (which may be a new user at an existing vendor, or a new user at a vendor new to OSSE) via New User link.
3. Reset password via Forgot Password link.

- **Submit application in EGMS**

The application submission must include the following:

- Position description for budgeted positions of unidentified staff supported with the grant funds and a resume for all staff already identified.
- Timeline of implementation of programmatic activities for FY24.
- Attachment A – Administrative Approval Form
- Attachment B – Attestation of Priority Areas
- Letters of Support from Community Partners

## Appendices

Attachment A: Administrative Approval Form

Attachment B: Attestation of Priority Areas

Attachment C: Scoring Rubric

ATTACHMENT A

**ADMINISTRATIVE APPROVAL FORM**  
**Office of the State Superintendent of Education**  
**FY2024 COMMUNITY SCHOOLS INCENTIVE INITIATIVE GRANT (CSII2024)**

Part of the success of a community school depends on the help and approval of the LEA and school leaders. The Community School Coordinator will occasionally meet with involved teachers, school administrators, participating community and national organizations, school maintenance crew and other key stakeholders to foster a communication and understanding of the community school initiative, its importance, and its care and maintenance needs.

**Please have the LEA leader and principal/school administrator** sign below indicating that they are aware of the application, grant requirements and are able to support the implementation of the grant.

**(NOTE: Consortiums comprised of District of Columbia Schools (DCPS) must obtain the signature of the DCPS Chancellor. Please contact DCPS Central Office-School Partnerships Division for more information on the process for obtaining a signature from the Chancellor.)**

**LEA Leader Name:** \_\_\_\_\_

**LEA Leader Title:** \_\_\_\_\_

**LEA Leader Signature:** \_\_\_\_\_

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

**School Administrator Name:** \_\_\_\_\_

**School Administrator Title:** \_\_\_\_\_

**School Administrator Signature:** \_\_\_\_\_

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

ATTACHMENT B

**ATTESTATION OF PRIORITY AREAS**  
**Office of the State Superintendent of Education**  
**FY 2024 COMMUNITY SCHOOLS INCENTIVE INITIATIVE GRANT (CSII2024)**

In accordance with the *Community Schools Incentive Act of 2012*, priority for the CSII2024 will be given to schools that have: (1) A focus on mental health prevention and treatment services; (2) A student population where more than 60% of the students are at-risk as defined in § 38-2901(2A); and (3) A focus on improving academic outcomes for students. Please have the Principal or Administrator of the school(s) involved in the eligible consortium sign below to attest to the school's status in regard to the priority areas.

- 1) Does the school have an existing focus on mental health and prevention/treatment services for mental health challenges?
- YES
  - NO

If yes, please describe these services:

- 2) \_\_\_\_\_ % of the students at \_\_\_\_\_  
(Name of school/LEA involved in eligible consortium)  
qualify for free or reduced-price lunches under the National School Lunch Program.

- 3) Does the school have a focus on improving academic outcomes for students?
- YES
  - NO

If yes, please describe:

Principal/Administrator Name: \_\_\_\_\_

Title: \_\_\_\_\_

Principal/Administrator Signature: \_\_\_\_\_



# ATTACHMENT C

## SCORING RUBRIC FY 2024 COMMUNITY SCHOOLS INCENTIVE INITIATIVE GRANT (CSII2024)

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

SECTION A – Grant Requirements/Program Features (Maximum 40 points)		
Program Features		
<p>This grant requires that the proposed eligible consortium demonstrate an ability to establish and sustain the following components:</p> <ul style="list-style-type: none"> <li>• <b>Eligible Services.</b> 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.</li> <li>• <b>Community Partnerships and Engagement.</b> 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.</li> <li>• <b>Understanding of the Community’s Need.</b> 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.</li> <li>• <b>Community School Advisory Board.</b> 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.</li> <li>• <b>Community School Coordinator.</b> 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.</li> </ul>		
<p><b>Fails to meet criterion - Response does not address all required elements outlined in this section.</b></p> <p style="text-align: center;"><b>0</b></p>	<p><b>Minimally meets criterion - Response provided, but answers do not demonstrate sufficient evidence of clear understanding of the responsibilities as outlined in this section.</b></p> <p style="text-align: center;"><b>8</b></p>	<p><b>Substantially meets criterion - Response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section.</b></p> <p style="text-align: center;"><b>16</b></p>
<p><i>Strengths:</i></p>		
<p><i>Weaknesses:</i></p>		

<b>Program Mission and Vision</b>		
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.		
<b>Fails to meet criterion - Response did not address all required elements</b>	<b>Minimally meets criterion - Response did not fully address all required elements and does not demonstrate clear understanding of the purpose of the grant.</b>	<b>Substantially meets criterion - Response fully addresses the required elements</b>
<b>0</b>	<b>4</b>	<b>8</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		
<b>Program Goals</b>		
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.		
<b>Fails to meet criterion - Response did not provide three goals</b>	<b>Minimally meets criterion - Response provides three required goals but goals are not aligned to measurement of student level performance</b>	<b>Substantially meets criterion - Response provides three required goals and clearly describes alignment to student-level performance and program level performance</b>
<b>0</b>	<b>4</b>	<b>8</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		
<b>Program Start-Up</b>		
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.		
<b>Fails to meet criterion - Response does not address all required elements outlined in this section.</b>	<b>Minimally meets criterion - Response addresses all required elements but descriptions do not demonstrate sufficient evidence of a plan that can be effectively implemented.</b>	<b>Substantially meets criterion - Response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation.</b>
<b>0</b>	<b>4</b>	<b>8</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		
<b>Total Points</b>		
Section A: ____/40 points		

<b>SECTION B – Grant Requirements/Program Implementation and Monitoring (Maximum 20 points)</b>		
<b>Parent/Student Involvement</b>		
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.		
<b>Fails to meet criterion - Response does not address all required elements outlined in this section.</b>	<b>Minimally meets criterion - Response provided, but answers do not demonstrate sufficient evidence of clear understanding of the responsibilities as outlined in this section.</b>	<b>Substantially meets criterion - Response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section.</b>
<b>0</b>	<b>2</b>	<b>4</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		
<b>School Leadership and Management Engagement</b>		
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.		
<b>Fails to meet criterion - Response does not address all required elements outlined in this section.</b>	<b>Minimally meets criterion - Response addresses all required elements but descriptions do not demonstrate sufficient evidence of a plan that can be effectively implemented.</b>	<b>Substantially meets criterion - Response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation.</b>
<b>0</b>	<b>2</b>	<b>4</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		

<b>Data Collection</b>		
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.		
<b>Fails to meet criterion - Response does not address all required elements outlined in this section.</b>	<b>Minimally meets criterion - Response addresses all required elements but descriptions do not demonstrate sufficient evidence of a plan that can be effectively implemented.</b>	<b>Substantially meets criterion - Response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation.</b>
<b>0</b>	<b>3</b>	<b>6</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		
<b>Evaluation of Program</b>		
Applicant described the plan for formal <u>quarterly</u> 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.		
<b>Fails to meet criterion - Response does not address all required elements outlined in this section.</b>	<b>Minimally meets criterion - Response addresses all required elements but descriptions do not demonstrate sufficient evidence of a plan that can be effectively implemented.</b>	<b>Substantially meets criterion - Response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation.</b>
<b>0</b>	<b>3</b>	<b>6</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		
Total Points Section B: ____/20 points		

<b>SECTION C – Grant Requirements/Financial Management and Sustainability (Maximum 40 points)</b>
<b>Financial Management</b>
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.

<b>Fails to meet criterion - Response does not address all required elements outlined in this section.</b>	<b>Minimally meets criterion - Response addresses all required elements but descriptions do not demonstrate sufficient evidence of a plan that can be effectively implemented.</b>	<b>Substantially meets criterion - Response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation.</b>
<b>0</b>	<b>8</b>	<b>16</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		
<b>Proposed Budget</b>		
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.		
<b>Fails to meet criterion - No proposed budget was included.</b>	<b>Minimally meets criterion - Proposed budget was submitted; however, the proposed budget does not reflect a core concept of service coordination and integration.</b>	<b>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.</b>
<b>0</b>	<b>6</b>	<b>12</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		
<b>Financial and Program Sustainability</b>		
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.		
<b>Fails to meet criterion - Response does not address all required elements outlined in this section.</b>	<b>Minimally meets criterion - Response provided but does not sufficiently describe how additional funding will be obtained to ensure program sustainability.</b>	<b>Substantially meets criterion - Response provided and clearly describes how additional funding will be obtained to ensure program sustainability.</b>
<b>0</b>	<b>6</b>	<b>12</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		
<b>Total Points</b> Section C: ____/40 points		

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

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