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**OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION (OSSE)  
REQUEST FOR APPLICATIONS (RFA)**

**EARLY LITERACY INTERVENTION INITIATIVE (ELII2017)**

**RFA Release Date:**

December 2, 2016 (12:00 noon EST)

**Application Submission Deadline:**

December 16, 2016 (no later than 4:00 pm EST)

Division of Elementary, Secondary, and Specialized Education (ESSE)  
810 1<sup>st</sup> Street NE, 5<sup>th</sup> Floor  
Washington, DC 20002

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

## CHECKLIST FOR APPLICATION

### EARLY LITERACY INTERVENTION GRANT

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

- The application is printed on 8 ½" by 11" paper, single-sided, double-spaced (including bulleted items), using 12-point Calibri font type with a minimum of 1" margins, and not exceeding ten (10) pages of narrative excluding attachments. All pages are numbered.
- Two copies of the application (with attachments) are provided to [celina.ketelsen@dc.gov](mailto:celina.ketelsen@dc.gov).
- The applicant has answered all components of the RFA and included all required documentation.
- Applications received after 4:00 p.m. EST, on December 16, 2016, will not be considered for review. Any additions or deletions to an application will not be accepted after the deadline. Applicants will not be allowed to assemble application materials on the premises of OSSE. Applications must be ready for receipt by OSSE.

**For any questions, please contact:**

Celina Ketelsen  
Training Administrator  
Office of the State Superintendent of Education  
Elementary, Secondary, and Specialized Education Division  
810 1<sup>st</sup> Street NE, 5<sup>th</sup> Floor  
Washington, DC 20002  
(202) 727-1675  
[celina.ketelsen@dc.gov](mailto:celina.ketelsen@dc.gov)

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## **SECTION 1: GENERAL INFORMATION**

### **1.1 Introduction**

The Division of Elementary, Secondary, and Specialized Education (ESSE), within the Office of the State Superintendent of Education (OSSE), is soliciting grant applications for the following Early Literacy Intervention Grant:

#### **☐ ELII2016: Early Literacy Intervention Grant**

### **1.2 Purpose of Funds**

The purpose of this grant is to implement research-based early literacy interventions that will increase the percentage of third graders who are proficient in reading to 75% by 2016-17 in public schools in the District of Columbia. The overall goal of the Early Literacy Intervention Grant is to provide resources that will enable the grantee to partner with local education agencies (“LEA”) in which they would provide direct, developmentally appropriate, research-based reading programs.

Washington DC’s school system is comprised of both public schools and public charter schools serving thousands of students. Many of the students in DC are from low economic backgrounds, with a high number qualifying for free or reduced price lunches through the National School Lunch Program. Many challenges can impact long term outcomes for children in economically disadvantaged communities, including poor student achievement, truancy, and poor health and homelessness. Research shows that additional supports through early literacy intervention programs can prevent reading problems for a vast majority of students (Schmitt & Gregory, 2005). Through the establishment of early literacy intervention programs, the aim of the grant is to increase reading success of students in Pre-K through 3<sup>rd</sup> grades.

### **1.3 Source of Funds**

The source of funds for the FY16 Early Literacy Intervention Grant is FY17 local funds.

### **1.4 Grant Award Requirements**

OSSE will make the funds available through a competitive process for “eligible organizations” that propose comprehensive, developmentally appropriate, evidence-based approaches to increase reading skills of students from Pre-K through grade 3. Each grantee must demonstrate its ability to partner with an LEA to provide “eligible services.” Pursuant to the Early Literacy Grant Program Amendment Act of 2015, “eligible services” include:

- A full continuum of school based early literacy intervention services with developmentally appropriate components for each grade;
- Direct interventions to students each day that school is in session through qualified, professionally coached interventionists;
- Data collection on student progress monthly;

- Provision of evidence-based interventions with at least one empirical study that demonstrates reading success; and
- Progress monitoring.

Priority will be given to organizations that have:

- A focus on literacy for students in early grades
- Experience implementing evidence-based interventions in the continuum of reading instruction

### **1.5 Award Period**

The grant award period will begin on December 28, 2016 and end on September 30, 2017.

### **1.6 Funds Available**

The total funding available for this award is \$1,600,000. Eligible organizations may apply for an amount of up to \$1,600,000 for use up to one year.

### **1.7 Eligibility**

OSSE will accept applications from early literacy providers. LEAs are not eligible to apply for this grant.

### **1.8 Permissible Use of Grant Funds**

Grant funds may only be used for allowable grant project expenditures. The grant is strictly limited to provide direct services and build capacity in early literacy, as described in the grant award requirement section of this RFA. Funding may not be used for travel expenses for grantee personnel. Funding may be used to cover costs of salaries and benefits of grantee personnel, materials, and training. The grant funds are subject to the terms, conditions and provisions of the Early Literacy Grant Program Amendment Act of 2015.

### **1.9 Grant Monitoring**

At any time during the time period of the grant and for up to three (3) years after payment, the District of Columbia government may audit the applicant's expenditure statements and source documentation. OSSE may utilize several methods to monitor the grant including, but not limited to, the collection of performance data and financial reports. All information in these reports is subject to verification, and OSSE may require additional information from the grantee.

The grant recipient will also be required to submit a mid-term and final report to OSSE, illustrating the use of funds and the progress towards goal attainment. These reports should include all grant required components listed in this RFA.

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

### **2.1 Release for Application**

The release date of the RFA is December 2, 2016. The RFA is available both online at [www.osse.dc.gov](http://www.osse.dc.gov) and/or by contacting Celina Ketelsen, Training Administrator, at [celina.ketelsen@dc.gov](mailto:celina.ketelsen@dc.gov).

### **2.2 Application Deadline**

Applications are due no later than December 16, 2016 (4:00 p.m. EST). Applications may be delivered and/or e-mailed to:

Office of the State Superintendent of Education  
Elementary, Secondary, and Specialized Education  
810 First Street, NE, 5th Floor  
Washington, DC 20002  
Attention: Celina Ketelsen  
E-mail: [celina.ketelsen@dc.gov](mailto:celina.ketelsen@dc.gov)

A hard copy of the application must be sent with sufficient time to be received by no later than 4:00pm on December 2, 2016, at the above location. **LATE APPLICATIONS WILL NOT BE ACCEPTED.**

### **2.3 Award Announcement**

OSSE expects to notify applicants of their award status by December 23, 2016.

### **2.4 OSSE Contact Information**

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

Celina Ketelsen  
Training Administrator  
Office of the State Superintendent of Education  
Elementary, Secondary, and Specialized Education  
Phone: (202) 727-1675  
E-mail: [celina.ketelsen@dc.gov](mailto:celina.ketelsen@dc.gov)

### **SECTION III: APPLICATION CONTENT**

#### **3.1 Format and Scoring**

The application must be printed one-sided on 8.5" by 11" paper, double-spaced (including bulleted items), using 12-point Calibri font with a minimum of one (1") inch margins. A completed application with attachments is required upon submission. OSSE will not forward applications to the review panel that do not conform to these specifications.

The scoring of the application is based on a 60 point scale. For details on the FY16 Early Literacy Intervention Incentive Grant Scoring Rubric, please refer to **ATTACHMENT I- SCORING RUBRIC**.

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

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

##### **Executive Summary**

- Overview:** Briefly describe how the organization plans to use the grant funds to implement early literacy interventions that will increase literacy for Pre-K through 3<sup>rd</sup> grade students in the District.

##### **A. Program Features (Maximum 20 points)**

- Grant Requirement:** This grant requires that the grantee demonstrate an ability to establish and sustain the following components:
  - **Understanding of the school and student's needs.** Please provide an assessment of the local school community in terms of literacy, individual student academic performance data, and an explanation of how the students within the LEAs identified for this partnership will benefit from interventions offered.
- Program Goals:** List the program's three (3) overarching goals. In defining the goals, include student-level performance goals as well as program-level performance goals. Describe how the goals will be used as a basis to measure the effectiveness of the literacy interventions.
- Program Start-Up:** Describe training/orientation plans for reading interventionists to ensure that they are prepared to provide evidence-based reading interventions and are prepared to conduct continual progress monitoring to ensure the selected interventions are appropriate and yield positive results. Please include a timeline for the implementation of the early literacy program (may be included as an attachment and will not be counted toward the ten [10] page limit).

##### **B. Program Implementation and Monitoring (Maximum 20 points)**



- ❑ **Early Literacy Interventions:** Describe the evidence-based and/or research-based interventions to be used to increase reading achievement of students from pre-k through the 3rd grade.
- ❑ **Literacy Interventionists:** Describe the qualifications of the interventionists and the way in which interventionists will provide direct reading services to students in a way that will improve early literacy and build capacity throughout the school building. The degree to which the applicant is able to use the opportunity to collaborate with teachers, instructional coaches, and instructional leaders will be considered.
- ❑ **Data Collection:** Describe how data will be collected to assess and evaluate the program on a regular basis (include: data collection methodology and frequency).
- ❑ **Evaluation of Program:** Describe the evaluation plan to regularly assess the outcomes of the early literacy interventions provided and the tools that will be utilized to measure improvements in reading and overall academic outcomes (may be included as an attachment and will not be counted towards the (10) page limit).

**C. Financial Management and Sustainability (Maximum 20 points)**

- ❑ **Financial Management:** Please describe the financial management and internal accounting procedures that will be used to ensuring proper financial management, including the fiscal controls put in place to ensure accountability. The applicant must agree to maintain its financial records in accordance with generally accepted accounting principles (as defined by the American Institute of Certified Public Accountants).
- ❑ **Proposed Budget:** Please provide a proposed budget and narrative description of the proposed use of grant funds, which budget shall reflect a core concept of service coordination and integration. The narrative shall include the cost of all deliverables, including personnel, using the budget categories identified in attachment E of the appendix.
- ❑ **Program Sustainability:** With an emphasis on increasing the proficiency and advanced rate for third graders to 75% by 2016-17, describe how the grantee will assist LEAs in building capacity in reading beyond the term of this grant.

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

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

##### **4.1 Review Panel**

OSSE will use external peer reviewers to review and score the applications received for this RFA. External peer reviewers may include employees of the District of Columbia government who are not employed by OSSE. An external peer reviewer is an expert in the field or the matter. The final decision to fund applicants rests solely with OSSE. After reviewing the recommendations of the review panel and any other information considered relevant, OSSE shall decide which applicants to fund.

##### **4.2 Scoring Rubric**

For details on the FY2016 Early Literacy Intervention Incentive Grant Scoring Rubric, please refer to **ATTACHMENT I- SCORING RUBRIC**.

## **SECTION V: GENERAL PROVISIONS**

### **5.1 Monitoring and Reporting**

OSSE may utilize several methods to monitor the project including, but not limited to, site visits, collection of performance data, and financial reports. All information in these reports is subject to verification, and OSSE may require additional information from the grantee. Additionally, OSSE reserves the right to request and be provided with additional information, such as financial statements, academic progress data, etc. at any time during the grant award life.

### **5.2 Certificate of Good Standing**

Each applicant must submit a Certificate of Good Standing from the DC Department of Consumer and Regulatory Affairs. The Certificate shall be current (issued within 60 days of the application submission).

### **5.3 D.C. Obligations**

Each applicant must submit a notarized statement verifying that it is current on all obligations outstanding to a District of Columbia government agency.

### **5.4 Document Retention**

Sub-recipients of these funds are required to maintain complete documentation of grant activities including financial records, supporting documents, statistical records, and all other records pertinent to this award for a period of three (3) years from the end date of the program period to ensure that such documentation is available to authorized entities for review upon request.

### **5.5 Audits**

At any time or times before final payment and up to three (3) years thereafter, OSSE and other respective jurisdictional administrative agencies may audit the applicant's expenditure statements and source documents.

### **5.6 W-9**

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

### **5.7 Conflict of Interest**

Grantees must avoid apparent and actual conflicts of interest when administering grants. Conflicts of interest arise where a person participates in an administrative decision regarding a project if (a) the decision is likely to benefit that person or his or her immediate family member; and (b) the person is a public official or has a family or business relationship with the grantee. Additionally, a person may not participate in a project to use his or her position for a purpose that is – or gives the appearance of being – motivated by a desire for a private financial gain for that person or for others.

**SECTION VI: ATTACHMENTS**

Attachment A	ORIGINAL RECEIPT
Attachment B	APPLICANT PROFILE/COVER PAGE
Attachment C	ADMINISTRATIVE APPROVAL FORM
Attachment D	GRANT BUDGET & NARRATIVE JUSTIFICATION
Attachment E	ATTESTATION OF PRIORITY AREAS
Attachment F	ASSURANCES
Attachment G	APPLICANT ACKNOWLEDGEMENT OF COMPLIANCE WITH APPLICABLE DISTRICT AND FEDERAL STATUTES AND REGULATIONS
Attachment H	SCORING RUBRIC

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

**ATTACHMENT A**

**ORIGINAL RECEIPT**  
**Office of the State Superintendent of Education**  
**FY 2017 EARLY LITERACY INTERVENTION INITIATIVE GRANT (ELII2017)**

The Office of the State Superintendent of Education is in receipt of application from:

**Contact Name:** \_\_\_\_\_

**Applicant Name:** \_\_\_\_\_

**Address (City, State, Zip):** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Fax:** \_\_\_\_\_

**E-mail Address:** \_\_\_\_\_

**Grant Application:**

**ELII2016: Early Literacy Intervention Initiative Grant**

**OSSE USE ONLY:**

Received on this date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Received at this time:

Received by:

\_\_\_\_\_ Applications with original signature submitted

**LATE APPLICATIONS WILL NOT BE CONSIDERED FOR AN AWARD**

**ATTACHMENT B**

**APPLICANT PROFILE/COVER PAGE**  
**Office of the State Superintendent of Education**  
**FY 2017 EARLY LITERACY INTERVENTION INITIATIVE GRANT (ELII2017)**

**Grant Application:**

ELII2017: Early Literacy Intervention Initiative Grant

Applicant Name \_\_\_\_\_

Name of Project \_\_\_\_\_

Contact Person Name \_\_\_\_\_

Contact Person Title \_\_\_\_\_

Office Address \_\_\_\_\_

Phone \_\_\_\_\_

Fax \_\_\_\_\_

Cell Phone \_\_\_\_\_

E-mail Address \_\_\_\_\_

Total Funds Requested \_\_\_\_\_

**ATTACHMENT C**

**ADMINISTRATIVE APPROVAL FORM  
Office of the State Superintendent of Education  
FY 2017 EARLY LITERACY INTERVENTION INITIATIVE GRANT (ELII2017)**

A required component of the early literacy intervention initiative grant is confirmation of partnership with LEA(s) and school leaders.

**Please have each LEA leader and principal/school administrator** included as partners in your application sign below indicating that they are aware of the application’s grant requirements and are able to support the implementation of the project.

LEA Leader Name \_\_\_\_\_

LEA Leader Signature \_\_\_\_\_

School Administrator Name \_\_\_\_\_

School Administrator Title \_\_\_\_\_

School Administrator Signature \_\_\_\_\_

**ATTACHMENT D**

**GRANT BUDGET & NARRATIVE JUSTIFICATION  
Office of the State Superintendent of Education  
FY 2017 EARLY LITERACY INTERVENTION INITIATIVE GRANT (ELII2017)**

**Please attach** a proposed detailed budget worksheet for the grant. Label document as “Attachment D.” The budget and narrative justification should include the following key elements:

- A. Salaries and Benefits
- B. Contracted Professional Services
- C. Supplies and Materials
- D. Equipment
- E. Other

**\*NOTE:** Indirect cost is not an allowable budget item for this grant.



**ATTACHMENT E**

**ATTESTATION OF PRIORITY AREAS**  
**Office of the State Superintendent of Education**  
**FY 2017 EARLY LITERACY INTERVENTION INITIATIVE GRANT (ELII2017)**

In accordance with the Early Literacy Grant Program Amendment Act of 2015, priority for the Early Literacy Intervention Initiative Grant will be given to organizations that have: 1) a focus on early literacy for students in grade Pre-K-3 and 2) experience using evidence-based and research-based reading interventions. In addition, OSSE is requiring that applicants demonstrate with data that proposed partnerships will address an identified need. For each proposed partnership site, please respond to the following questions:

1) \_\_\_\_\_ % of the students at \_\_\_\_\_  
(name of site (LEA/school campus))  
scoring below proficient or advanced on the most recent state-wide assessment:

2) Does the school have an existing focus on literacy intervention?

YES

NO

If yes, please describe this focus and the way in which your partnership will augment existing efforts:

3) What other data has been considered that leads the applicant to identify this site as a potential partnership site?

**ATTACHMENT F  
ASSURANCES  
Office of the State Superintendent of Education  
FY 2017 EARLY LITERACY INTERVENTION INITIATIVE GRANT (ELII2017)**

This document must be signed by the duly authorized officer of the applicant, the truth of which is sworn or attested to by the applicant, and signed in the presence of a notary public.

Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Name of Applicant Organization: \_\_\_\_\_  
Address of Applicant Organization: \_\_\_\_\_  
Telephone Number of Applicant Organization: \_\_\_\_\_  
Email Address of Named Person Above: \_\_\_\_\_

**We hereby attest the following:**

1. We are able to maintain adequate files and records and can and will meet all grant reporting requirements;
2. Our fiscal records are kept in accordance with Generally Accepted Accounting Principles (GAAP) and account for all funds, tangible assets, revenue, and expenditures whatsoever; that all fiscal records are accurate, complete and current at all times; and we give the sponsoring agency through any authorized representative, the right to audit and inspect all records, books, papers, or documents related to the grant;
3. We are current on payment on all federal and District taxes, including Unemployment Insurance taxes and Workers' Compensating premiums. (Except for public or charter schools, this statement of certification shall be accompanied by a Certificate of Good standing from the District of Columbia Office of Tax & Revenue (OTR) stating that the entity has complied with the filing requirements of District of Columbia tax laws and has paid taxed due to the District of Columbia, or is in compliance with any payment agreement with OTR);
4. We have demonstrated administrative and financial capability to provide and manage the proposed services and ensure an adequate administrative performance and audit trail;
5. If required by the grant making agency, we are able to secure a matching amount not less than the total amount of the funds awarded, against losses of money and other property caused by fraudulent or dishonest acts committed by any employee, board member, officer, partner, shareholder, or trainee;
6. We are not proposed for debarment or presently debarred, suspended, or declared ineligible by the District of Columbia Contract Appeals Board, the Office of Contracting and Procurement, or any other District contract regulating Agency;
7. We have the financial resources and technical expertise necessary for the production, construction, equipment and facilities adequate to perform the grant or sub grant, or the ability to obtain them;

8. We will insure 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;

9. If required by *The Healthy School Act of 2010* (D.C. Law 18-209), our school or organization is in compliance of all of the requirements of this act;

10. We know and understand that awarded funds shall be used to support evidence-based intervention programs for students in grades Pre-K through 3<sup>rd</sup> grade, which may include covering the costs of personnel, materials, and training. The funds may not be used to support travel. The funds may not be transferred outside of, or within the organization or school, for any unrelated purpose; and

11. 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.

12. We agree to indemnify, defend and hold harmless the Government of the District of Columbia and its authorized officers, employees, agents, and volunteers from any and all claims, actions, losses, damages, and/or liability arising out of this grant, or sub grant from any cause whatsoever, including the acts, errors, or omissions, of any person and for any costs or expenses incurred by the District on account of any claim therefore, except where such indemnification is prohibited by law.

13. We will provide a sworn written statement by the applicant attesting to the truth whether the applicant, its officers, partners, principals, members, associates, or key employees, within the last 3 years, has been indicted or had charges brought against them (if still pending) and/or been convicted of (a) any crime or offense arising directly or indirectly from the conduct of the applicant's organization or (b) any crime or offense involving financial misconduct or fraud, or been the subject of legal proceedings arising directly from the provision of services by the organization. If the response is in the affirmative, the applicant shall fully describe any such indictments, charges, convictions, or legal proceedings (and the status and disposition thereof) and surrounding circumstances in writing and provide documentation of the circumstances.

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**Authorized Representative Signature and Title**

---

**Date**

**ATTACHMENT G**

**APPLICANT ACKNOWLEDGEMENT OF COMPLIANCE WITH APPLICABLE DISTRICT AND FEDERAL STATUTES AND REGULATIONS**

The applicant shall comply with all applicable District and Federal Statutes and Regulations not limited to those below:

1. The Americans with Disabilities Act of 1990, Pub. L. 101-336, July 26, 1990, 104 Stat. 327 (42 U.S.C. 12101 et seq.)
2. The Rehabilitation Act of 1973, Pub. L. 93-112, Sept. 26, 1973, 87 Stat. 355 (29 U.S. C. 701 et seq.)
3. The Hatch Act, Chap. 314, 24 Stat. 440 (7 U.S.C. 361a et seq.)
4. The Fair Labor Standards Act, Chap 676, 52 Stat, 1060 (29 U.S.C. 201 et seq.)
5. The Clean Air Act (Sub grants over 41000,000) pub. L. 108-201, February 24, 2004, (42 U.S.C. Chap 85et seq.)
6. The Hobbs Act (Anti-Corruption), Chap 537, 60 St. 420 (see 18 U.S.C. § 1951)
7. Equal Pay Act of 1963, Pub. L. 88-38, June 10, 1963, 77 Stat. 56 (29 U.S.C. 201)
8. Age Discrimination Act of 1975, Pub. L. 94-135, Nov. 28, 1975, 89 Stat. 728 (42 U.S.C. 6101 et seq.)
9. Age Discrimination in Employment Act, Pub. L. 90-202, Dec. 15, 1967, 81 Stat. 602 (29 U.S.C. 621 et seq.)
10. The Military Selective Service Act of 1973
11. Title IX of the Education Amendments of 1972, Pub. L. 92-318, June 23, 1972, 86 Stat. 235, (20 U.S.C. 1001)
12. The Immigration Reform and Control Act of 1986, Pub. L. 99-603, Nov 6, 1986, 100 Stat. 3359, (8 U.S.C. 1101)
13. Executive Order 12459 (Debarment, Suspension and Exclusion)
14. The Medical Leave Act of 1993, Pub. L. 103-3, Feb. 5, 1993, 107 Stat. 6 (5 U.S.C. 6381 et seq.)
15. The Drug Free Workplace Act of 1988, Pub. L. 100-690, 102 Stat. 4304 (41 U.S.C. 701 et seq.)
16. Assurance of Nondiscrimination and Equal Opportunity as found in 29 CFR 34.20
17. The District of Columbia Human Rights Act of 1977, D.C. Official Code § 2-1401.01
18. Title VI of the Civil Rights Act of 1964
19. The District of Columbia Language Access Act of 2004, DC Law 15 -414, (D.C. Official Code § 2-1931 et seq.)
20. Lobbying Disclosure Act of 1995, Pub. L. 104-65, Dec 19, 1995, 109 Stat. 693, (31 U.S.C. 1352)
21. The Individuals with Disabilities Education Act of 2004 (IDEA), 20 USC 1400 et seq.

**As the duly authorized representative of the applicant, I hereby assure that the applicant shall comply with the above laws.**

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**Authorized Representative Signature and Title**

---

**Date**



**SCORING RUBRIC**  
**FY 2017 EARLY LITERACY INTERVENTION INITIATIVE GRANT (ELII2017)**

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

<b>SECTION A- Program Features (Maximum 20 points)</b>		
<b>Grant Requirements</b>		
This grant requires that the grantee demonstrate an ability to establish and sustain the following components: <ul style="list-style-type: none"> <li><b>Understanding of the school and students' needs.</b> Please provide an assessment of the local school community in terms of literacy, individual student academic performance data, and an explanation of how the students within the LEAs identified for this partnership will benefit from strong literacy skills.</li> </ul>		
<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>4</b>	<b>8</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		
<b>Program Mission and Vision</b>		
Applicant provided a mission and vision statement of their organization that demonstrates how they address the needs and build upon the assets of the LEA it will partner with. The mission statement should clearly articulate the organization's overall vision/philosophy of its approach to increasing literacy in students.		
<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>2</b>	<b>4</b>
<i>Strengths:</i>		

<i>Weaknesses:</i>		
<b>Program Goals</b>		
Applicant listed the program’s three (3) overarching goals. In defining the goals, applicant included student-level performance goals as well as program-level performance goals. Describe how the goals will be used as a basis for measure the effectiveness of the partnership.		
<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>2</b>	<b>4</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		

<b>Program Start-Up</b>		
Describe training/orientation plans for reading interventionists to ensure that the purpose of the model is clear to all stakeholders. Please include a timeline for the implementation of the early literacy program (may be included as an attachment and will not be counted toward the ten [10] page limit).		
<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>Total Points</b>		
<b>Section A: _____/20 points</b>		

<b>SECTION B - Program Implementation and Monitoring (Maximum 20 points)</b>		
<b>Early Literacy Interventions</b>		
Description is provided of the evidence-based and/or research-based interventions to be used to increase reading achievement of students in grade Pre-K-3.		
<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>Literacy Interventionists</b>		
Description is provided of the qualifications of staff and the way in which interventionists will provide direct reading services to students in a way that will improve literacy and build capacity throughout the school building. The degree to which the applicant is able to use the opportunity to collaborate with teachers, instructional coaches, and instructional leaders will be considered.		
<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>		
Description is provided on how data would be collected to assess/evaluate the program on a regular basis (i.e. method and frequency).		
<b>Fails to meet criterion- Response does not address all required elements</b>	<b>Minimally meets criterion- Response addresses all required elements but descriptions do not</b>	<b>Substantially meets criterion- Response addresses all required elements and provides clear evidence of a</b>

outlined in this section.	demonstrate sufficient evidence of a plan that can be effectively implemented.	plan that will ensure effective implementation.
0	3	6
<i>Strengths:</i>		
<i>Weaknesses:</i>		



<b>Program Evaluation</b>		
Description of the evaluation plan was provided that addresses how the program would be evaluated.		
<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>Total Points</b> Section B: ____/20 points		

<b>SECTION C – Financial Management and Sustainability (Maximum 20 points)</b>		
<b>Financial Management</b>		
Description of the financial management and internal accounting procedures that will be used to ensure proper financial management.		
<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>Program Budget</b>		
Please provide a proposed budget and narrative description of the proposed use of grant funds. The narrative shall include the cost of all deliverables, including personnel, using the budget categories identified in attachment E of the appendix		
<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>3</b>	<b>6</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		
<b>Program Sustainability</b>		
With an emphasis on increasing the proficiency and advanced rate for third graders to 75% by 2016-17, describe how the grantee will assist LEAs in building capacity in reading beyond the term of this grant.		
<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>3</b>	<b>6</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		
<b>Total Points</b> <b>Section C: ____/20 points</b>		

<b>Total Points for Section A (out of 20 points)</b>	
<b>Total Points for Section B (out of 20 points)</b>	
<b>Total Points for Section C (out of 20 points)</b>	
<b>GRAND Total (out of 60 points)</b>	