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

**EARLY LITERACY INTERVENTION INITIATIVE  
(ELII2018)**

**RFA Release Date:**

**Friday, September 22, 2017** (12:00 noon EST)

**Application Submission Deadline:**

**Monday, October 23, 2017** (no later than 3:00 p.m. 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 submitted using OSSE’s Enterprise Grants Management System (EGMS), [Grants.Osse.Dc.Gov](https://grants.osse.dc.gov).
- The applicant has answered all components of the RFA and included all required documentation.

Applications received after 3:00 p.m. EST, on **Monday, October 23, 2017** 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 complete when submitted to OSSE.

**For any questions, please contact:**

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810 1<sup>st</sup> Street NE, 5<sup>th</sup> Floor  
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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:

#### **☐ ELII2018: Early Literacy Intervention Grant**

### **1.2 Purpose of Funds**

The purpose of this grant is to implement research-based early literacy interventions to increase proficiency of District students in the early grades. The overall goal of the Early Literacy Intervention Grant is to provide resources that will enable the grantee to partner with local education agencies (“LEAs”) 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 FY18 Early Literacy Intervention Grant is FY18 local funds.

### **1.4 Grant Award Requirements**

OSSE will make the funds available through a competitive process for eligible entities that propose comprehensive, developmentally appropriate, evidence-based approaches to increase 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.” For purposes of the Early Literacy Grant Program “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**

This is a two-year grant, subject to continued availability of funding. The initial grant period will begin on October 1, 2017 and end on September 30, 2018. The applicant will be required to submit an application for the second year of the grant period and demonstrate compliance with the grant requirements<sup>9</sup>.

### **1.6 Funds Available**

The total funding available for this award is \$1,600,000 per year, subject to continued availability of funding. An eligible entity may apply for up to \$1,600,000 per year.

### **1.7 Eligibility**

To apply for this grant, an eligible entity must be a nonprofit community based organization that provides early literacy services. 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 Reporting Requirements**

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 **Friday, September 22, 2017**. The RFA is accessible online at [www.osse.dc.gov](http://www.osse.dc.gov).

### **2.2 Application Deadline**

Applications are due no later than **Monday, October 23, 2017** (3:00 p.m. EST). Applications must be submitted via EGMS. **LATE APPLICATIONS WILL NOT BE ACCEPTED.**

### **2.3 Award Announcement**

OSSE expects to notify applicants of their award status by **Tuesday, October 31, 2017**.

### **2.4 OSSE Contact Information**

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

La' Shawndra Scroggins, PhD  
Director, Teaching and Learning  
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Office of the State Superintendent of Education  
810 1<sup>st</sup> Street NE, 5<sup>th</sup> Floor  
Washington, DC 20002  
(202) 741-0264  
[LaShawndra.Scroggins@dc.gov](mailto:LaShawndra.Scroggins@dc.gov)

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

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

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

The scoring of the application is based on a 100 point scale. For details on the FY18 Early Literacy Intervention Incentive Grant Scoring Rubric, please refer to **ATTACHMENT A- 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 40 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 40 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 students in early grades, please 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 FY2018 Early Literacy Intervention Incentive Grant Scoring Rubric, please refer to **ATTACHMENT A- 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 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.

### **5.4 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.

### **5.5 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.

### **5.6 Conflict of Interest**

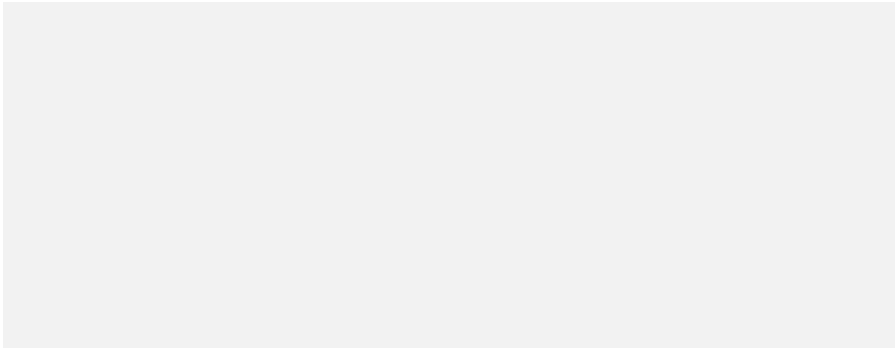
Grantees must avoid apparent and actual conflicts of interest when administering grants. Conflicts of interest arise where a person participates in an administrative decision regarding a project if (a) the decision is likely to benefit that person or his or her immediate family member; and (b) the person 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      SCORING RUBRIC

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

**ATTACHMENT A**



**ATTACHMENT B**



ATTACHMENT A

SCORING RUBRIC  
FY 2018 EARLY LITERACY INTERVENTION INITIATIVE GRANT (ELII2018)

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

SECTION A- Program Features (Maximum 40 points)		
<b>Grant Requirements</b>		
<p>This grant requires that the grantee demonstrate an ability to establish and sustain the following components:</p> <ul style="list-style-type: none"> <li> <b>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>4</b>	<b>8</b>	<b>10</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		
<b>Program Mission and Vision</b>		
<p>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.</p>		
<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>4</b>	<b>8</b>	<b>10</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>4</b>	<b>8</b>	<b>10</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>4</b>	<b>8</b>	<b>10</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		
<b>Total Points</b>		
<b>Section A: _____/40 points</b>		



<b>SECTION B - Program Implementation and Monitoring (Maximum 40 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>4</b>	<b>8</b>	<b>10</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>4</b>	<b>8</b>	<b>10</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.
<b>4</b>	<b>8</b>	<b>10</b>
<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>4</b>	<b>8</b>	<b>10</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		
<b>Total Points Section B: _____/40points</b>		

<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, 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 40 points)</b>	
<b>Total Points for Section B (out of 40 points)</b>	
<b>Total Points for Section C (out of 20 points)</b>	
<b>GRAND Total (out of 100points)</b>	