



DISTRICT OF COLUMBIA  
OFFICE OF THE STATE SUPERINTENDENT OF

# EDUCATION

## REQUEST FOR APPLICATIONS (RFA)

**FY 2020 DC Community Schools Incentive Initiative - Truancy Prevention and Literacy Pilot  
Program (CSII-TPLP2020)**

**Announcement Date:**

July 19, 2019 (12 p.m.)

**Application Submission Date:**

Sept. 16, 2019 (3 p.m.)

**Pre-Application Webinar Date:**

Aug. 7, 2019 (10 a.m.)

## Table of Contents

	<b>Page</b>
□ <b>Application Checklist</b>	4
□ <b>General Information</b>	5
▪ Introduction	5
▪ Background/Problem Statement	5
▪ Overview of the Authorizing Act/Law	5
▪ Program Purpose and Goals/Purpose of Funds	5
▪ Funding	6
• Source of Funding	6
• Funds Available	6
• Total Amount Anticipated for Approved Application	6
• Permissible Use of Funds	6
• Indirect Cost	7
▪ Award Period	7
▪ Eligibility	7
▪ RFA Release Timing	8
▪ Pre-Application Webinar	8
▪ Contact Person	8
▪ Application Due Date and Technical Submission Procedures	9
▪ Updates	9
▪ Awards Announcement	9
□ <b>Program Scope/Program Options and Requirements</b>	10
▪ General Subgrantee Responsibilities Overview	10
▪ Description of Application Sections	12
• Contact and Program Information	12
• Executive Summary	12
○ Overview	12
○ Students with Disabilities	12
▪ Program Narrative/Features	12
• Eligible Services	12
• Community Partnerships	13
• Understanding of the Community’s Need	13
• Community School Advisory Board	13
• Community School Coordinator	13
• Program Mission and Vision	13
• Program Goals	13

• Program Start-Up	14
▪ Program Implementation and Monitoring	14
• Parent/Student Involvement	14
• Community Engagement	14
• Data Collection	14
• Evaluation of Program	14
▪ Financial Management and Sustainability	14
• Financial Management	14
• Proposed Budget	14
• Program Sustainability	14
▪ Reporting Requirements	14
<input type="checkbox"/> <b>Budget/Detailed Planned Expenditures</b>	15
<input type="checkbox"/> <b>Evaluation Requirements</b>	16
<input type="checkbox"/> <b>Scoring/Award Process</b>	17
<input type="checkbox"/> <b>Review Panel</b>	18
<input type="checkbox"/> <b>Scoring Rubric</b>	19
<input type="checkbox"/> <b>Timeline</b>	20
<input type="checkbox"/> <b>Award Administration</b>	21
▪ Grant Award Notice and Payment	21
▪ Audits	21
▪ Monitoring and Reporting	21
▪ Confidentiality	22
▪ Nondiscrimination in Delivery of Services	22
▪ Appearance of a Conflict of Interest	22
▪ RFA Terms and Conditions	22
<input type="checkbox"/> <b>Next Steps for Applicants</b>	24
▪ Attend Pre-Application Webinar	24
▪ Getting EGMS Access	24
▪ Post-Award Meeting	24
<input type="checkbox"/> <b>Appendices</b>	25
<input type="checkbox"/> <b>Program Specific Assurances/Central Data Assurances/Acknowledgement Assurances/Certifications</b>	26
<input type="checkbox"/> <b>Required Attachments to be Submitted in EGMS</b>	27
<input type="checkbox"/> <b>Attachment A – Administrative Approval Form</b>	28
<input type="checkbox"/> <b>Attachment B – Proposed Grant Budget</b>	29
<input type="checkbox"/> <b>Attachment C – Attestation of Priority Areas</b>	30
<input type="checkbox"/> <b>Attachment D – Central Data Assurances</b>	32
<input type="checkbox"/> <b>Attachment E – Scoring Rubric</b>	40

## Application Checklist

- Attend pre-application webinar.
- Submit application in OSSE's Enterprise Grant Management System (EGMS) (<http://grants.osse.dc.gov/>) by Sept. 16, 2019. All sections of the application must be completed, and all required documentation must be completed at the time of submission. Incomplete applications will not be considered for review. Any additions or deletions to an application will not be accepted after the deadline. It is recommended that applicants submit their application 3 to 5 days in advance of the deadline.
- Central Data must be completed in EGMS by the deadline. It is highly recommended that the central data is completed in advance of the completion of the application. Applications, including Central Data received after the deadline will not be considered for review.

## General Information

### ■ Introduction

The Office of the State Superintendent of Education (OSSE) – Division of Systems and Supports, K-12 is soliciting grant applications for the 2020 fiscal year (FY) DC Community Schools Incentive Initiative - Truancy Prevention and Literacy Pilot Program Grant (CSII-TPLP2020).

### ■ Background/Problem Statement

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. 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. Through the establishment of community schools, with a primary focus on truancy and literacy supports, the goal of the grant is to increase student achievement, improve attendance, increase state assessment outcomes, and address many of the challenges faced by economically disadvantaged communities.

### ■ Overview of the Authorizing Act/Law

As authorized by the [Truancy Prevention and Literacy Pilot Program Amendment Act of 2019<sup>1</sup>](#), which amended the [Community Schools Incentive Act of 2012](#), (D.C. Official Code § 38-754.01 *et seq.*), OSSE's Division of Systems and Supports, K-12 is soliciting grant applications for the FY20 Community Schools Incentive Initiative -Truancy Prevention and Literacy Pilot Program Grant. The overall goal of the grant is to provide resources to eligible grantees to create and enhance community-based partnerships to test whether additional resources concurrently focusing on numerous community partners dealing with literacy intervention, parental engagement, and social- emotional issues with elementary school students will significantly improve attendance and state assessment outcomes. More specifically, the grant will focus on increasing attendance and literacy support for students in grades kindergarten through fifth grade. D.C. Official Code § 38-754.03(g)(3).

### ■ Program Purpose and Goals/Purpose of Funds

The overall goal of the grant is to provide resources to eligible grantees to create and enhance community-based partnerships to test whether additional resources concurrently

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<sup>1</sup> Section 4112 of the Fiscal Year 2020 Budget Support Act of 2019, as enacted June 18, 2019 (D.C. Official Code § 38-754.03(g)(3)).

focusing on numerous community partners dealing with literacy intervention, parental engagement, and social- emotional issues with elementary school students will significantly improve attendance and state assessment outcomes. D.C. Official Code § 38-754.03(g)(3)

More specifically, the grant will focus on increasing attendance and literacy supports for students in grades kindergarten through fifth grade with priority given to eligible consortiums that include:

1. An LEA with an elementary school with:
  - (a) more than 25% of students in grades kindergarten through 5 who were chronically truant in the 2018-19 school year; and
  - (b) more than 25% of students who scored at level 1 or level 2 on the state assessment for English language arts in the 2018-19 school year; and
2. Three or more community partners that provide at least one of the following eligible services:
  - (a) Programs designed to increase attendance, including reducing early chronic absenteeism rates;
  - (b) Programs designed to:
    - (i) 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;
    - (ii) Promote parental leadership in the life of the school; and
    - (iii) Build parenting skills;
  - (c) 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.

#### ▪ **Funding**

##### • **Source of Funding**

The source of funds for the CSII-TPLP2020 is local funds.

##### • **Funds Available**

The total funding available for FY20 is \$600,000.

##### • **Total Amount Anticipated for Approved Application**

An eligible consortium may apply for award amount \$300,000.

##### • **Permissible Use of Funds**

Grant funds are subject to the terms, conditions and provisions of the Truancy Prevention and Literacy Pilot Program Emergency Amendment Act of 2019, which amends the Community Schools Incentive Act of 2012, (D.C. Official Code § 38-754.01 *et seq.*), 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 project expenditures. The grant is strictly limited to developing and sustaining community schools, as described in the general subgrantee responsibilities overview section of this RFA.

Funding may not be used for indirect cost. 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:** Prior written approval shall be obtained before incurring a special or unusual cost.

- **Indirect Cost**

Funding for this grant may not be used for indirect cost. Indirect cost is defined as organizational-wide costs and administrative service costs, such as accounting, human resources, 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.

- **Award Period**

The grant award period will begin on Oct. 1, 2019 and end on Sept. 30, 2020.

- **Eligibility**

OSSE will make these grants available through a competitive process to eligible consortiums, in accordance with the Truancy Prevention and Literacy Pilot Program Emergency Amendment Act of 2019, which amends the Community Schools Incentive Act of 2012 (D.C. Official Code § 38-754.01 *et seq.*).

As defined by the Community Schools Incentive Act of 2012, an “eligible consortium” is a “partnership established between a local educational agency and one or more community partners for purposes of establishing, operating, and sustaining a community school.” [D.C. Official Code § 38-754.02\(3\)](#). An eligible consortium must demonstrate the ability to provide additional eligible services that did not exist before the establishment of the eligible consortium. [D.C. Official Code § 38-754.03\(e\)](#).

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 amongst students, parents, and communities, and improving the skills, capacity, and well-being of the surrounding community residents.” [D.C. Official Code § 38-754.02\(2\)](#).

The LEA consortium member may be either the District of Columbia Public Schools or a DC Public Charter School LEA. While an LEA must be a consortium member, the community school must be located at one public school or public charter school within the LEA. A consortium may submit multiple applications; however, an application may propose to create a community school at only one school location.

If, at any point during the grant period, a community partner (i.e., not the LEA) stops providing services to the community school and/or exits the consortium, OSSE may require the remaining consortium members to develop a plan with specific roles and responsibilities and timelines to ensure that the continued quality of services and that there will be no interruption. OSSE will approve or deny this plan as well as any replacement community partner/consortium members. NOTE: In a consortium, the primary LEA/school at which services are rendered cannot be altered, removed, or replaced by a new LEA/school. Such action can be grounds for immediate termination of the grant.

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.

- **RFA Release Timing**

The release date of the RFA is Aug. 2, 2019. The RFA is available at [HERE](#). Application must be completed in OSSE’s Enterprise Grant Management System (EGMS) at <http://grants.osse.dc.gov/>.

- **Pre-Application Webinar (OPTIONAL PARTICIPATION)**

A pre-application webinar will be held on Aug. 7, 2019 at 10 a.m. Participation is optional. To register, please visit the following link: <https://attendee.gotowebinar.com/register/6117126743381091852>.

- **Contact Person**

The OSSE contact person for matters concerning this RFA is:

Melissa Harper-Butler  
Phone: (202) 478-2409  
Email: [Melissa.Harper-Butler@dc.gov](mailto:Melissa.Harper-Butler@dc.gov)



- **Application Due Date and Technical Submission Procedures**  
Applications, including Central Data, are due no later than Sept. 16, 2019, 3 p.m. All sections of the application must be completed, and all required documentation must be in EGMS by the deadline. Applications received after the deadline will not be considered for review.
  
- **Updates**  
Updates/changes to the RFA will be located on OSSE's [HERE](#).
  
- **Awards Announcement**  
OSSE expects to notify applicants of their award status by Oct. 11, 2019.

## Program Scope/Program Options and Requirements

### ■ General Subgrantee Responsibilities Overview

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. 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 and establish, operate, and sustain a community school. Pursuant to the Community Schools Incentive Act of 2012, as amended, “eligible services” include:

- (A) Primary medical/dental care that will be available to students and community residents;
- (B) Mental health prevention and treatment services that will be available to students and community residents;
- (C) Academic-enrichment activities designed to promote a student’s cognitive-development and provide opportunities to practice and apply academic skills;
- (D) Programs designed to increase attendance, including reducing early chronic absenteeism rates;
- (E) Youth development programs designed to promote young people’s social, emotional, physical, and moral development, including arts, sports, physical fitness, youth leadership, community service, and service learning opportunities;
- (F) Early childhood education, including Head Start and Early Head Start programs;
- (G) Programs designed to:
  - (i) 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;
  - (ii) Promote parental leadership in the life of the school, and
  - (iii) Build parenting skills;
- (H) School-age child-care services, including before-school and after-school services and full-day programming that operates during school holidays, summers, vacations, and weekends;
- (I) Programs that provide assistance to students who have been truant, suspended, or expelled and that offer multiple pathways to high school graduation or General Educational Development completion;
- (J) Youth and adult job-training services and career-counseling services;
- (K) Nutrition-education services;
- (L) Adult education, including instruction in English as a second language, adult literacy, computer literacy, financial literacy, and hard-skills training;
- (M) Programs that provide remedial education and enrichment activities; or

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

Priority will be given to eligible consortia that includes:

- An LEA with an elementary school with:
  - more than 25% of students in grades kindergarten through 5 who were chronically truant in the 2018-19 school year; and
  - more than 25% of students who scored at level 1 or level 2 on the state assessment for English language arts in the 2018-19 school year; and
- Three or more community partners that provide at least one of the following eligible services:
  - Programs designed to increase attendance, including reducing early chronic absenteeism rates;
  - Programs designed to:
    - (i) 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;
    - (ii) Promote parental leadership in the life of the school; and
    - (iii) Build parenting skills;
  - 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.

Additionally, an eligible consortia must demonstrate its ability to establish and sustain the following grant components:

- **Community Partnerships.** 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. The consortium will establish additional community partnerships to address literacy intervention, parental engagement, and social-emotional issues with elementary school students of the LEA to significantly improve attendance and state assessment outcomes. The consortia will designate the LEA or the CBO as the lead partner.
- **Community School Coordinator.** 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. 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.
- **Community School Advisory Board.** 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. The Board must convene, at minimum, four times per year.
- **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.
- **Contact and Program Information.** Provide contact information for the following: Lead Applicant, Fiscal Agent, Program Director/Manager, if applicable, Community School Coordinator, and Partner Organization/School.
  - **Executive Summary**
    - **Overview.** Briefly describe how the plans to use the grant funds to implement a community school aligned with the goal of the Community School Incentive Initiative - Truancy Prevention and Literacy Pilot Program Emergency Amendment Act of 2019.
    - **Students with Disabilities.** Briefly describe how the consortium will: (1) ensure that students with disabilities have access to and meaningfully participate in the programs described in this grant, and (2) communicate and ensure high expectations for students with disabilities to teachers, staff, and families.
- **Program Narrative/Features (Maximum 30 points)**  
**Eligible Services.** Provide a description of at least four eligible services to be provided that did not exist before the establishment of the eligible consortium. Priority will be given to consortia with:
- An LEA with an elementary school with:
    - more than 25% of students in grades kindergarten through 5 who were chronically truant in the 2018-19 school year; and
    - more than 25% of students who scored at level 1 or level 2 on the state assessment for English language arts in the 2018-19 school year; and
  - Three or more community partners that provide at least one of the following eligible services:
    - Programs designed to increase attendance, including reducing early chronic absenteeism rates;
    - Programs designed to:
      - (i) 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;

- (ii) Promote parental leadership in the life of the school; and
  - (iii) Build parenting skills;
  - 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.
- **Community Partnerships.** Provide a description of the proposed partnership, including the type and number of additional community partners and how the consortium and community partners will address the needs and build upon the assets of the community that it will serve. Include the degree to which the consortium is able to use the opportunity to demonstrate the creative use of existing partnerships and/or secure additional resources from community partners will be considered.
- **Understanding of the Community's Need.** Provide an assessment of the local school community and neighborhood's academic, health and social service needs and assets, and an explanation of how the community school shall address increasing attendance and literacy supports for students in grades kindergarten through fifth grade.
- **Community School Advisory Board.** Provide a plan for the development of a community school advisory board to include members of the school leadership, school faculty, parents of school students, community leaders, community-based organizations, and other community members.
- **Community School Coordinator.** Describe the plan for identifying a community school coordinator to facilitate effective implementation and maintenance of the community school including providing ongoing vision for the community school, securing and maintaining the community partnership, integrating "eligible services" into the school community and assuring that students are participating in these services, managing the budget, seeking additional funding sources, among other things. 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. The Coordinator must also participate in Community Schools Advisory Board meetings and OSSE-sponsored activities related to the grant.
- **Program Mission and Vision.** Provide a mission and vision statement of the community school. The mission statement should: (1) clearly articulate the consortium's overall vision/philosophy of the "community school" approach, and the significance of increasing attendance and literacy supports for students in grades kindergarten through fifth grade 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.
- **Program Goals.** Provide a narrative description of 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 schools models. Include in your response 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 for measuring the effectiveness of the consortium.

- **Program Start-Up.** Describe training/orientation plans for school staff and key stakeholders to ensure that the purpose of the community school approach and pilot program is clear to all stakeholders. Please include a timeline for the implementation of the pilot program (may be included as an uploaded attachment).
- **Program Implementation and Monitoring (Maximum 30 points)**
  - **Parent/Student Involvement.** Describe how the consortium will ensure that families are welcomed and encouraged to seek community school support.
  - **Community Engagement.** Describe how the consortium intends to foster a relationship with community agencies/organizations that serve the pilot program.
  - **Data Collection.** Describe how data will be collected to assess and evaluate the pilot program on a regular basis. Include data collection methodology and frequency.
  - **Evaluation of Program.** Provide a plan for quarterly qualitative and quantitative program evaluation, including measurable indicators of success in areas such as student academic achievement, graduation and attendance rate, and improvement in student health, socio-emotional well-being, literacy intervention and parental involvement. Also, include a description on how the pilot program will regularly assess the outcomes of the pilot in terms of services provided and improvements in health, academic, or social outcomes (may be included as an uploaded attachment).
- **Financial Management and Sustainability (Maximum 30 points)**
  - **Financial Management.** Describe the financial management and internal accounting procedures that will be used to ensure proper financial management, including the fiscal controls put in place to ensure accountability. 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.** Provide a proposed budget and narrative description of the proposed use of grant funds. Budget shall reflect a core concept of service coordination and integration. The narrative shall describe how the consortium shall provide at least four (4) additional services that did not exist before.
  - **Program Sustainability:** Describe how the consortium plans to continue operation after the grant period. Provide how identification of possible funding opportunities will occur after the grant period.
- **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 EGMS at <http://grants.osse.dc.gov>.

### **Budget/Detailed Planned Expenditures**

The eligible consortium must provide a full list of all planned expenditures for the grant. Ensure that the expenditures align with the information provided in the proposed budget narrative and the eligible services as outlined in this RFA. Consult the *Description of Program Category Values* tables located in EGMS in the Detailed Planning Expenditures/Budget Overview section. Funds may be allocated for the following: Salaries and benefits for the Community School Coordinator and other grant personnel; transportation for students/community members/staff to conduct grant-related activities, materials, training, and to support the promotion of the community partnerships.

Grant funds are subject to the terms, conditions and provisions of the Truancy Prevention and Literacy Pilot Program Emergency Amendment Act of 2019, in alignment with 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 project 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 not be used for indirect cost. Funding may also not be used for daily home-work travel expenses for employees and other personnel of members of the eligible consortium.

## **Evaluation Requirements**

If awarded, grantees will be evaluated to assess implementation of grant requirements, as stated in the RFA.



### **Scoring/Award Process**

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.

### **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. 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.

## Scoring Rubric

The scoring of the application is based on a 100-point scale. For details on the FY20 CSII-TPLP2020 Grant Scoring Rubric, please refer to **ATTACHMENT D- SCORING RUBRIC**.

## Timeline

- July 19, 2019 Notice of Funding Availability (NOFA) published in the DC Register
- Aug. 2, 2019 RFA Release Date (Application available in EGMS)
- Aug. 7, 2019 Pre-Application Webinar (Optional)
- Sept. 16, 2019 Application Submission Date
- Sept. 23-Oct 4, 2019 Review of Applications
- Oct. 11, 2019 Awardees Notified/Grant Award Notification Issued

## Award Administration

### ▪ **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. Each awarded applicant will receive a Grant Award Notification (GAN) generated through OSSE's electronic grant management system (EGMS) that will include the award amount, award agreement, terms and conditions of the award, and any supplemental information required. Once OSSE has fully approved the application and issued an official GAN, grantees may then receive payment for allowable expenditures for which obligation was made during the grant period. OSSE has implemented a reimbursement process for all grantees. Grant award payments are reimbursable on a monthly basis. Program costs must be paid by the grantee to the payee prior to requesting reimbursement; it is not sufficient for costs merely to be incurred. Compliance with programmatic and fiscal implementation and reporting will be considered in paying reimbursement requests. To receive reimbursement for grant program expenditures, OSSE grantees must complete and submit a reimbursement request electronically using EGMS.

### ▪ **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.

### ▪ **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.

▪ **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 interfamily offense, place of residence or business, or credit information

▪ **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.

▪ **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.

## Next Steps for Applicants

- **Attend Pre-Application Webinar (OPTIONAL PARTICIPATION)**

A pre-application webinar will be held on Thursday, Aug. 7, 2019 at 10 a.m. To register, please visit the following link:

<https://attendee.gotowebinar.com/register/6117126743381091852>

- **Getting 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:

- Logging on using existing credentials
- 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.
- Reset password via Forgot Password link.

- **Post-Award Meeting**

If awarded, a mandatory post-award meeting will be held on Thursday, Oct. 24, 2019, at 10 a.m.



## Appendices

- Attachment A – Administrative Approval Form
- Attachment B – Proposed Grant Budget
- Attachment C – Attestation of Priority Areas
- Attachment D – Central Data Assurances
- Attachment E – Scoring Rubric

**Program Specific Assurances/Central Data Assurances/Acknowledgement  
Assurances/Certifications**

Common assurances must be agreed to by applicants that wishes to submit one or more funding applications within this fiscal year to OSSE. The Central Data and certifications are designed to capture information that applies across multiple funding applications and other information or each LEA/CBO or other applicant throughout the fiscal year. See Attachment D.

### Required Attachments to be Submitted in EGMS

The following attachments must be submitted (uploaded) in EGMS when submitting the application:

- Position descriptions for any new staff to be hired with the grant funds and a resume, if a candidate has already been selected.
- Timeline of implementation of programmatic activities
- Evaluation Plan for FY20 for quarterly qualitative program evaluation and to assess the outcomes of the pilot program in terms of services provided and improvement in health, academic, or social outcomes.
- Letters of Support for Community Partners (minimum one letter required)
- Attachment A– Administrative Approval Form
- Attachment B – Proposed Grant Budget
- Attachment C – Attestation of Priority Areas
- Account-related Forms to Enable Payment to Subgrantee- W-9
- DC-Specific Certifications
  - Certificate of Good Standing. Certificate of Good Standing, issued by the DC Department of Consumer and Regulatory Affairs, provides formal proof of the applicant’s authorization to do business in the District. The certificate must be current (issued within 60 days of the application submission).
  - Certificate of Clean Hands. Certificate of Clean Hands issued by the DC Office of Tax and Revenue, attesting that the applicant does not owe the District more than \$100. The certificate shall be current (issued within 60 days of the application submission).

**ATTACHMENT A**

**ADMINISTRATIVE APPROVAL FORM**  
**Office of the State Superintendent of Education**  
**FY 2020 DC Community Schools Incentive Initiative –**  
**Truancy Prevention and Literacy Pilot Program (CSII-TPLP2020)**

Part of the success of this pilot program 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 your 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

**PROPOSED GRANT BUDGET**  
**Office of the State Superintendent of Education**  
**FY 2020 DC Community Schools Incentive Initiative –**  
**Truancy Prevention and Literacy Pilot Program (CSII-TPLP2020)**

**Attach to the application** a detailed proposed grant budget worksheet for the grant. Label document as “Attachment B.” The budget and narrative justification should include the following key elements:

- A. Salaries and Benefits
- B. Transportation
- C. Consultant/provider
- D. Supply and Materials
- E. Equipment
- F. Training

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

**ATTACHMENT C**

**ATTESTATION OF PRIORITY AREAS**  
**Office of the State Superintendent of Education**  
**FY 2020 DC Community School Incentive Initiative –**  
**Truancy Prevention and Literacy Pilot Program (CSII-TPLP2020)**

In accordance with the *DC Community School Incentive Initiative Truancy Prevention and Literacy Pilot Program Emergency Amendment Act of 2019*, priority for the TPLP2020 will be given to consortiums that have: (1) an elementary school with more than 25% of students in grades kindergarten through 5 who were chronically truant in the 2018-19 school year; (2) an elementary school with more than 25% of students who scored at level 1 or level 2 on the state assessment for English language arts in the 2018-19 school year; and (3) three or more community partners that provide at least one of the outlined eligible services. Please have the Principal or Administrator of the school(s) involved in the eligible consortium sign below to attest to the school’s status regarding these priority areas.

1) Does the school have more than 25% of students in grades kindergarten through 5 who were chronically truant in the 2018-19 school year?

- YES
- NO

If yes, please elaborate: \_\_\_\_\_  
\_\_\_\_\_

2) Does the school have more than 25% of students who scored at level 1 or level 2 on the state assessment for English language arts in the 2018-19 school year?

- YES
- NO

If yes, please elaborate: \_\_\_\_\_  
\_\_\_\_\_

3) Does the school have three or more community partners that provide at least one of the following eligible services:

- Programs designed to increase attendance, including reducing early chronic absenteeism rates;
- Programs designed to:
  - (i) 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;
  - (ii) Promote parental leadership in the life of the school; and
  - (iii) Build parenting skills;
- 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.

If yes, please identify community partners and service(s):

---

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Principal/Administrator Name & Title: \_\_\_\_\_  
(Print)

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

**ATTACHMENT D**

**CENTRAL DATA ASSURANCES**  
**Office of the State Superintendent of Education**  
**FY 2020 DC Community Schools Incentive Initiative –**  
**Truancy Prevention and Literacy Pilot Program (CSII-TPLP2020)**

In order to apply for this grant, applicants will be required to attest to the following specific assurances:

1. If the grant is federally funded, recipient assures that it shall file a disclosure form at the end of each calendar quarter in which there occurs any event that requires disclosure or that materially affects the accuracy of any previously filed disclosure under 28 CFR Part 69, “New Restrictions on Lobby.” See 28 CFR § 69.110(c).
2. If the grant is federally funded, recipient assures that it shall give immediate written notice to OSSE if it failed to disclose information required by federal regulations implementing 2 CFR Part 180, “Guidelines to Agencies on Governmentwide Debarment and Suspension (Non-procurement),” or if due to changed circumstances, the applicant or any of its principals now meet any of the following criteria:
  - A. Are presently debarred, suspended, proposed for debarment, excluded, disqualified, declared ineligible, sentenced to a denial of Federal benefits by a State or Federal Court, or voluntarily excluded from covered transactions by any Federal department or agency.
  - B. Have within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property, making false claims, or obstruction of justice; or commission of any other offense indicating a lack of business integrity or business honesty that seriously and directly affects your present responsibility.
  - C. Are presently indicted for or otherwise criminally or civilly charged by a government entity (Federal, State, or local) with commission of any of the offenses enumerated in subparagraph (B) of this certification.
  - D. Have within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default. See 2 CFR §180.350.



3. We will immediately notify OSSE, in writing, if either of the following occurs during the grant period:
  - A. We or any of our officers, partners, principals, members, or key employees is indicted or has charges brought against them and/or is convicted of (i) any crime or offense arising directly or indirectly from the conduct of the applicant's organization; or (ii) any crime or offense involving financial misconduct or fraud;
  - B. We or any of our officers, partners, principals, members, or key employees becomes the subject of legal proceedings arising directly from the provision of services by the organization.
4. We shall comply with all terms and provisions of the *OSSE Subrecipient Monitoring Policy*, as may be amended.
5. We shall provide, upon request and pursuant to any timelines and/or formatting requirements established by OSSE in the LEA Data Management Policy, as applicable, or other OSSE data collection directive or policy, any records or data for the purposes of compliance with the federal or state data collection and reporting requirements, including ED Facts, compliance with federal or state grant administration requirements, inclusion, and/or preparation of the Annual School Report Card.
6. We are able to maintain adequate files and records and can and will meet all grant reporting requirements;
7. 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 that these records will be made available for audit and inspection as required.
8. We have demonstrated administrative and financial capability to provide and manage the proposed services and ensure an adequate administrative performance and audit trail;
9. If required by the grant making agency, we are able to secure a bond, in an 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;
10. 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;
11. We have a satisfactory record performing similar activities as detailed in the award or, if the grant award is intended to encourage the development and support of organizations

without significant previous experience, that we have otherwise established that we have the skills and resources necessary to perform the grant;

12. We have a satisfactory record of integrity and business ethics;
13. We have the necessary organization, experience, accounting and operational controls, and technical skills to implement the grant, or the ability to obtain them;
14. We are in compliance with the applicable District licensing and tax laws and regulations;
15. We meet all other qualifications and eligibility criteria necessary to receive an award under applicable laws and regulations;
16. 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;
17. We will retain all records, supporting documents, statistical records, and all other records pertinent to a Federal or local award for a period of five years from the date of submission of the final expenditure report or other required report, as appropriate. DC City-Wide Grants Manual and Sourcebook §8.8 Agency Post-Award Responsibilities; 34 CFR §81.31(c).
18. If the grant is locally funded, the recipient assures that it will (1) maintain effective control over, and accountability for, all personal property purchased with local grant funds by adequately safeguarding all assets, particularly equipment and any computing devices, and assuring that they are used solely for authorized purposes and (2) seek disposition instructions from OSSE when equipment (property with a purchase price of greater than \$5,000) acquired under an award is no longer needed. OSSE further reserves the right to require the grantee to return the grant-funded share of any equipment or residual inventory of unused supplies (all tangible property other than equipment) exceeding \$5,000 in total aggregate value at the end of the grant period.
19. Recipient assures it will abide by the prohibitions and protections required by the District of Columbia December 18, 2017 Mayor's Order 2017-313, Sexual Harassment Policy, Guidance and Procedures, as applicable to grantees.
20. Recipient assures it can comply with the required or proposed delivery or performance schedule, taking into consideration all existing and reasonably expected commercial and governmental business commitments;
21. Recipient assures it complies with applicable Drug and Alcohol Testing provisions of the Child and Youth, Safety and Health Omnibus Amendment Act of 2004 (CYSHA).

22. The recipient may copyright any work that is subject to copyright and was developed, or for which ownership was acquired, under the award. If the grant is locally funded, the recipient grants OSSE a worldwide, non-exclusive, royalty-free, perpetual, and irrevocable license for any copyrightable work to (i) access, reproduce, publicly perform, publicly display, and distribute the copyrightable work; (ii) prepare derivative works and reproduce, publicly perform, publicly display and distribute those derivative works; and (iii) otherwise use the copyrightable work, provided that in all such instances attribution is given to the copyright holder.

### *Acknowledgement Assurances*

The recipient shall comply with all applicable District and Federal statutes and regulations as may be amended from time to time, including, but not necessarily limited to:

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. 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, Pub. L. 103-94 (5 U.S. Code § 7321 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 pub. L. 108-201, February 24, 2004, (42 U.S.C. Chap 85 et seq.)
6. The Hobbs Act (Anti-Corruption), Chap 537, 60 St. 420 (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. Title IX of the Education Amendments of 1972, Pub. L. 92-318, June 23, 1972, 86 Stat. 235, (20 U.S.C. § 1001)
11. Immigration Reform and Control Act of 1986, Pub. L. 99-603, Nov 6, 1986, 100 Stat. 3359, (8 U.S.C. § 1101)
12. Family Medical Leave Act of 1993, Pub. L. 103-3, Feb. 5, 1993, 107 Stat. 6 (5 U.S.C. § 6381 et seq.)
13. Assurance of Nondiscrimination and Equal Opportunity (29 CFR § 34.20)
14. District of Columbia Human Rights Act of 1977 (D.C. Official Code § 2-1401.01)
15. Title VI of the Civil Rights Act of 1964
16. District of Columbia Language Access Act of 2004, DC Law 15 -414, (D.C. Official Code § 2-1931 et seq.)
17. Lobbying Disclosure Act of 1995, Pub. L. 104-65, Dec 19, 1995, 109 Stat. 693, (31 U.S.C. § 1352)
18. The Occupational Safety and Health Act of 1970, Pub. L. 91-596, Dec. 29, 1970, 84 Stat. 1590 (26 U.S.C. 651 et. seq.)

19. Drug Free Workplace Act of 1988, Pub. L. 100-690, 102 Stat. 4304 (41 U.S.C. § 701 et seq.)
20. District of Columbia Language Access Act of 2004, D.C. Law 15-414, D.C. Official Code § 2-1931 et seq.)
21. Fair Criminal Record Screening Amendment Act of 2014, D.C. Official Code § 24-1351
22. Byrd Anti-Lobbying Amendment (31 U.S.C. § 1352)
23. Uniform Relocation Assistance and Real Property Acquisition Act of 1970, as amended (P.L. No. 91-646)
24. Flood Disaster Protection Act of 1973, as amended (P.L. 93-234; 42 U.S.C. § 4002)
25. National Historic Preservation Act of 1966, as amended (P.L. 89-665; 16 U.S.C. § 470 et seq.), Executive Order 11593
26. Coastal Barrier Resources Act, as amended (P.L. 97-348; 16 U.S.C. 3501 et seq.)
27. D.C. Minimum Wage Amendment Act of 2013 (D.C. Law 9-248, D.C. Official Code 32-1001 et seq.)

The applicant shall be required to provide the following certifications:

#### 1. Lobbying

If the grant is federally funded and as required by Section 1352, Title 31 of the U.S. Code and implemented at 28 CFR Part 69, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 28 CFR Part 69, the applicant certifies, to the best of his or her knowledge and belief, that

- A. No federal appropriated funds have been paid or will be paid, by or on behalf of the aforesigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement;
- B. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the aforesigned shall complete and upload Standard Form LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. The form may be uploaded within the applicant's application in EGMS.
- C. The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

## 2. Debarment, Suspension, and Other Responsibility Matters

If the grant is federally funded and as required by applicable federal regulations implementing Office of Management and Budget (OMB) guidelines at 2 CFR Part 180, "Guidelines to Agencies on Governmentwide Debarment and Suspension (Non-procurement)," for prospective participants in a covered transaction:

- A. The applicant certifies that it and its principals:
  - i. Are not presently debarred, suspended, proposed for debarment, excluded, disqualified, declared ineligible, sentenced to a denial of Federal benefits by a State or Federal Court, or voluntarily excluded from covered transactions by any Federal department or agency.
  - ii. Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes; commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, receiving stolen property, making false claims, or obstruction of justice; or commission of any other offense indicating a lack of business integrity or business honesty that seriously and directly affects your present responsibility;
  - iii. Are not presently indicted for or otherwise criminally or civilly charged by a government entity (Federal, State, or local) with commission of any of the offenses enumerated in subparagraph (i) of this certification; and
  - iv. Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default.
- B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

## 3. Criminal Offenses or Legal Proceedings

The applicant must disclose in a written statement whether the applicant or any of its officers, partners, principals, members, associates, or key employees, within the last three years prior to the date of the application has:

- A. Been indicted or had charges brought against them (if still pending) and/or been convicted of any crime or offense involving financial misconduct or fraud; or
- B. Been the subject of legal proceedings from the provision of services by the organization.

If the response for 3(A) or 3(B) is in the affirmative, the applicant shall fully describe any such indictments, charges, convictions, or legal proceedings (and the status and disposition thereof) and the surrounding circumstances in writing and provide documentation of the circumstances.

“The applicant is prohibited from including any individual’s personally identifiable information, including but not limited to any data protected under the Family Educational Rights and Privacy Act, without also providing that individual’s written consent for the release of that information. Personally identifiable information is information that can be used to distinguish or trace an individual’s identity, either alone or when combined with other personal or identifying information that is linked or linkable to a specific individual.”

#### 4. Political Campaigns and Contributions (for locally funded grants of \$100,000 or more)

If the grant is \$100,000 or more of local funds and in accordance with D.C. Official Code §1-328.15, I certify, under penalty of perjury, that the applicant is eligible to receive this grant award because the applicant and any of its officers, principals, partners, or members has not made a contribution (as that term is defined in D.C. Official Code §1-1161.01) or solicited such a contribution to be made for a District of Columbia general election within the time periods as described below:

- A. The applicant is ineligible to receive this grant from the date a contribution or solicitation for a contribution was made and continuing for one year after the general election for which the contribution or solicitation for contribution was made, whether or not the contribution was made before the primary election, to any of the following:
  - i. An elected District of Columbia official who is or could be involved in influencing or approving the award of this grant;
  - ii. A candidate for elective District of Columbia office who is or could be involved in influencing or approving the award of this grant; or
  - iii. A political committee affiliated with a District candidate or elected District official described in (i) or (ii) above.
- B. The applicant is ineligible to receive this grant from the date a contribution or solicitation for a contribution was made and continuing for eighteen (18) months after the general election for which the contribution or solicitation for contribution was made to any of the following
  - i. A constituent-service program or fund, or substantially similar entity, controlled, operated, or managed by:

(1) An elected District official who is or could be involved in influencing or approving this grant; or

(2) A person under the supervision, direction, or control of an elected District official who is or could be involved in influencing or approving this grant;

ii. A political party; or

iii. An entity or organization:

(1) That a candidate or elected District official described in (a) or (b) of this paragraph, or a member of his or her immediate family, controls; or

(2) In which a candidate or elected District official described in (a) or (b) of this paragraph has an ownership interest of 10 % or more.

## 5. Compliance with Tax and Other Payments

The applicant certifies that it is current and shall remain current on payment of all federal and District taxes, as applicable, including Unemployment Insurance taxes and Workers' Compensation premiums. This statement of certification shall be accompanied, as appropriate, by a certificate from the District of Columbia OTR stating that the entity has complied with the filing requirements of District of Columbia tax laws and has paid taxes due to the District of Columbia or is in compliance with any payment agreement with OTR. If applicable, please upload the OTR statement of certification here.

6. Any registered domestic entity or registered foreign entity must submit a Certificate of Good Standing from the D.C. Department of Consumer Affairs (DCRA). The Certificate of Good Standing verifies that an entity meets the regulatory requirements of the DCRA's Corporations Division. Please see the following link for more details. (<https://dcra.dc.gov/book/corporate-registration-fags/corporate-registration-fags-process>).

Is the applicant a registered domestic entity or registered foreign entity with DCRA's Corporations Division?

Yes

No

If yes, you must submit a Certificate of Good Standing below.

## 7. Acknowledgment of Accuracy

I certify that, to the best of my knowledge and belief, the information contained in this application is correct. I understand that to falsify information is grounds for denial or termination of any grant award.

**SCORING RUBRIC**

**FY 2020 DC Community Schools Incentive Initiative-Truancy Prevention and Literacy Pilot Program (CSII-TPLP2020)**

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

SECTION A- Program Features (Maximum 30 points)		
Grant Requirements		
<p>This grant requires that the grantee demonstrate an ability to establish and sustain the following components:</p> <ul style="list-style-type: none"> <li>• <b>Eligible Services.</b> Applicant provided a description of the <b>at least four eligible services</b> to be provided that did not exist before the establishment of the eligible consortium.</li> <li>• <b>Community Partnerships.</b> Applicant provided a description of the proposed eligible consortium, including the type and number of additional community partners and how the consortium and community partners will address the needs and build upon the assets of the community that it will serve. The degree to which the applicant is able to use the opportunity to demonstrate the creative use of existing partnerships and/or secure additional resources from community partners will be considered.</li> <li>• <b>Understanding of the Community’s Need.</b> Applicant provided an assessment of the local school community and neighborhood’s academic, health, and social service needs and assets, and an explanation of how the community school will increase attendance and literacy supports for students in grades kindergarten through fifth grade.</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><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><b>Substantially meets criterion- Response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section.</b></p>
<b>0</b>	<b>8</b>	<b>15</b>
<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 community school. The mission statement should: (1) clearly articulate the consortium’s overall vision/philosophy of the “community school” approach, and the significance of increasing attendance and literacy supports for students in grades kindergarten through fifth grade 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>2</b>	<b>5</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		
<b>Program Goals</b>		
Applicant provided a narrative description of 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 schools model. Applicant also, included in response the program’s three (3) overarching goals. In defining the goals, applicant included student-level performance goals as well as program-level performance goals. Applicant described how the goals will be used as a basis for measuring the effectiveness of the consortium.		
<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>5</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		
<b>Program Start-Up</b>		
Applicant described training/orientation plans for school staff and key stakeholders to ensure that the purpose of the community school approach and pilot program is clear to all stakeholders. Applicant included a timeline for the implementation of the pilot 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>

0	2	5
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<i>Strengths:</i>
<i>Weaknesses:</i>
<b>Total Points</b> <b>Section A: ____/30 points</b>

**SECTION B - Program Implementation and Monitoring (Maximum 30 points)**

***Parent/Student Involvement***

Applicant described the role that the consortium will play in ensuring that families are welcomed and encouraged to seek community school support.

<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>

*Strengths:*

*Weaknesses:*

***Community Engagement***

Applicant described how the consortium intends to foster a relationship with community agencies/organizations that serve the pilot 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>4</b>	<b>8</b>

*Strengths:*

*Weaknesses:*

<b>Data Collection</b>		
Description was 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 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>7</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		
<b>Evaluation of Program</b>		
Applicant provided a plan for quarterly qualitative and quantitative program evaluation, including measurable indicators or success in areas such as student academic achievement, graduation and attendance rate, and improvement in student health, socio-emotional well-being, literacy intervention and parental involvement. Applicant also included a description of how the pilot program will regularly assess the outcomes of the pilot in terms of services provided and improvements in health, academic, or social outcomes.		
<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>7</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		
<b>Total Points</b> Section B: ____/30 points		

<b>SECTION C – Financial Management and Sustainability (Maximum 30 points)</b>		
<b>Financial Management</b>		
Applicant provided a 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>5</b>	<b>11</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		
<b>Program Budget</b>		
Applicant provided a proposed budget and narrative description of the proposed use of grant funds, which budget reflects a core concept of service coordination and integration and the narrative describes how the eligible consortium shall provide at least four (4) additional services that did not exist before.		
<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>5</b>	<b>11</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		
<b>Program Sustainability</b>		
Applicant provided a description of how the consortium plans to continue operation after the grant period. Applicant also provided how identification of possible funding opportunities will occur after the grant period.		
<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>4</b>	<b>8</b>

Strengths:
Weaknesses:
<b>Total Points</b> Section C: ____/30 points

Priority Areas (Maximum 10 points)		
<b>A student population of more than 25% of students in grades kindergarten through 5 who were chronically truant in 2018-19 school year</b>		
Applicant has a student population of more than 25% of students in grades kindergarten through 5 who were chronically truant in the 2018-19 school year.		
<input type="checkbox"/> Yes <input type="checkbox"/> No		
No - 0	Yes - 4	
If yes, describe:		
<b>A student population of more than 25% of students who scored at level 1 or level 2 on the state assessment for English language arts in the 2018-19 school year</b>		
Applicant has a student population of more than 25% of students who scored at level 1 or level 2 on the state assessment for English language arts in the 2018-19 school year.		
<input type="checkbox"/> Yes <input type="checkbox"/> No		
No - 0	Yes - 4	
If yes, describe:		
<b>LEA has three or more community partners that provide at least one of the outlined eligible services</b>		
Applicant has three or more community partners that provide at least one of the outlined eligible services.		
<input type="checkbox"/> Yes <input type="checkbox"/> No		
No - 0	Yes - 2	
If yes, describe:		
<b>Total Points</b> Priority Areas: ____/10 points		

<b>Total Points for Section A (out of 30 points)</b>	
<b>Total Points for Section B (out of 30 points)</b>	
<b>Total Points for Section C (out of 30 points)</b>	
<b>Priority areas points (out of 10 points)</b>	
<b>GRAND Total (out of 100 points)</b>	