



OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

REQUEST FOR APPLICATIONS

Title II, Part B – MSP FFY 2016 (FY 2017) Math Science Partnership Grant

Division of Elementary, Secondary, and Specialized Education
810 First St. NE, 5th Floor
Washington, DC 20002

The Office of the State Superintendent of Education invites the submission of applications for funding provided by the U. S. Department of Education to the Office of the State Superintendent of Education under Title II, Part B of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by No Child Left Behind (Public Law 107-110).

RFA Release Date: February 28, 2017

Application Deadline: March 30 2017, 5 p.m. EST

LATE APPLICATIONS WILL NOT BE FORWARDED TO THE PANEL FOR REVIEW

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SECTION I - OVERVIEW

Program

Title IIB – MSP FY2017 Math Science Partnership Grant

Background

Authorized under Title II, Part B Sections 2201-2203 of the Elementary and Secondary Education Act (ESEA), the Mathematics and Science Partnerships (MSP) program's specific purposes are to improve the academic achievement of students in the areas of mathematics and science by encouraging state educational agencies, institutions of higher education (IHEs), local educational agencies, elementary schools, and secondary schools to participate in programs that:

- Improve and upgrade the status and stature of mathematics and science teaching by encouraging IHEs to improve mathematics and science teacher education;
- Focus on the education of mathematics and science teachers as a career-long process;
- Bring mathematics and science teachers together with scientists, mathematicians, and engineers to improve their teaching skills; and
- Provide summer institutes and ongoing professional development for teachers to improve their knowledge and teaching skills.

The District of Columbia Office of the State Superintendent of Education (OSSE) is pleased to announce this competition for the Mathematics and Science Partnerships (MSP) Program. The MSP Program is funded under FY 2017 Title II, Part B grants from the U.S. Department of Education as authorized through provisions in the Elementary and Secondary Education Act (ESEA), as amended. The intent of this competitive grant program is to encourage local educational agencies (LEAs) and institutions of higher education (IHEs) to collaborate in professional development activities that increase the subject matter knowledge and improve the standards-based instructional practices of science, technology/engineering, and mathematics (STEM) teachers.

Legislation

[Title II, Part B of the Elementary and Secondary Education Act of 1965 \(ESEA\), as amended by No Child Left Behind \(Public Law 107-110\).](#)

Available Funding

Fiscal Year	Funding Amount	Award Period Ending
2017	\$721,779.00	September 30, 2018

Eligible Organizations/Entities

The lead applicant must play a key role in the program's implementation and is considered the fiduciary agent and "grantee" under applicable District of Columbia laws. The fiduciary agent is responsible for meeting all fiscal and programmatic requirements of the grant.

Funds will be awarded to partnerships consisting of at least one District of Columbia high-need ¹LEA and one science, technology, engineering, and mathematics (STEM) department within an institution of higher education. Eligible partnerships may also include:

- Additional STEM or teacher training departments with an institution of higher education
- Additional public and/or charter LEAs, public or private schools, or a consortium of such schools
- A business, including but not limited to for-profit, non-profit, research or commercial STEM agencies
- A non-profit or for-profit organization of demonstrated effectiveness in improving the quality of mathematics and science teachers

The institution of higher education must:

- Be certified by the U.S. Department of Education as an Accredited Postsecondary Institution or Program

Grant Award Payments

Grant award payments will be made on a reimbursement basis. Funds will be disbursed upon receipt and review of an official reimbursement request that meets the grant's approved application and budget.

General Information

Applicants are encouraged to call or email questions to Maya Garcia at (202) 478-5939 or Maya.Garcia@dc.gov.

¹ A high-need LEA is defined as an LEA: (1) (a) That serves not fewer than 10,000 children from families with incomes below the poverty line; or (b) For which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; and (2) For which more than 10 percent of teachers are not effective according to the LEA's Teacher Evaluation System.

SECTION II – GENERAL PROVISIONS

The lead applicant must play a key role in the program’s implementation and is considered the fiduciary agent and “grantee” under applicable District of Columbia laws. The fiduciary agent is responsible for meeting all fiscal and programmatic requirements of the grant.

Funds will be awarded to partnerships consisting of at least one District of Columbia high-need² LEA and one science, technology, engineering, and mathematics (STEM) department within an institution of higher education (IHE). Eligible partnerships may also include:

- Additional STEM or teacher training departments with an institution of higher education
- Additional public and/or charter LEAs, public or private schools, or a consortium of such schools
- A business, including but not limited to for-profit, non-profit, research or commercial STEM agencies
- A non-profit or for-profit organization of demonstrated effectiveness in improving the quality of mathematics and science teachers

The institution of higher education must:

- Be certified by the U.S. Department of Education see Database of Accredited Postsecondary Institutions and Programs
- Provide services in the District of Columbia at the university or college of the applicant, DC public school, charter school, private school or other suitable facility approved by OSSE.

Source of Grant Funding

This funding is made available through the U.S. Department of Education under the authority of Title II, Part B of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by No Child Left Behind (P.L. 107-110). Applicants should note that the awarding of grants is contingent upon continued availability of funding from the U.S. Department of Education.

Grant Award Period and Amount

OSSE has federal grant funds which are available to fund applicants whose programs are designed to provide teachers with skills needed to positively enhance student learning and improve the quality of instruction. The available funding spans two fiscal years: FY 2017 and FY 2018. The grant programmatic and fiscal implementation period for award funds will be from the date of the grant award notice to September 30, 2017, with a one year carryover period. The last date of the grant period is September 30, 2018.

Successful applicants must submit Bi-monthly Progress Reports in accordance with the annually Published Reporting Schedule.

² A high-need LEA is defined as an LEA: (1) (a) That serves not fewer than 10,000 children from families with incomes below the poverty line; or (b) For which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; and (2) For which more than 10 percent of teachers are not effective according to the LEA's Teacher Evaluation System.

Successful applicants will be expected to adhere to the following funds drawdown benchmarks:

- September 30th, 2017 ----- 50% of funds requested for reimbursement
- April 30th, 2018 ----- 75% of funds requested for reimbursement
- September 30, 2018 ----- 100% of funds requested for reimbursement

Audits

Awardees are required to maintain, for a minimum of five (5) years after final payment, records that fully show:

- The amount of funds under the grant or sub-grant;
- How the applicant used the funds;
- The total cost of project activities;
- The share of the cost provided from other sources; and
- Other records to facilitate an effective audit.

Monitoring

At any time (or times) before final payment and five (5) years thereafter, the District of Columbia and respective jurisdictional administrative agencies may have the applicant's expenditure statements and source documentation audited. In addition, all grantees and sub-grantees are required to keep records to show their compliance with program requirements. Record keeping should permit an "audit trail" that clearly documents that all funds were used for activities that were reasonable, allowable, and allocable to the program.

Under the Education Department General Administrative Regulations, OSSE is required to monitor subgrantee supported activities to assure compliance with applicable Federal requirements and to ensure that approved performance goals are met. Under these provisions, each subgrantee will undergo an OSSE-facilitated monitoring visit annually to ensure that adequate progress is being made toward meeting all objectives outlined in their application. Additionally, each sub-grantee will submit bi-monthly progress reports using a template provided by OSSE. If there is evidence to show that a sub-grantee is not adequately implementing its project goals, monitoring activities may occur with increased frequency or corrective action may be implemented.

Nondiscrimination in the Delivery of Services

Grant recipients shall comply with the following Federal nondiscrimination laws and regulations: Title VI of the Civil Rights Act of 1964 as amended, 45 U.S.C. §2000d et seq. and 34 CFR Part 100 (prohibits discrimination on the basis of race, color, and national origin); Title IX of the Education Amendments of 1972 as amended, 20 U.S.C. §1681 et seq. and 34 CFR Part 106 (prohibits discrimination based on sex); Section 504 of the Rehabilitation Act of 1973 as amended, 29 U.S.C. §794 and 34 CFR Part 104 (prohibits discrimination based on disability); the Age Discrimination Act as amended, 42 U.S.C. §6101 et seq. and 34 CFR Part 110 (prohibits discrimination based on age).

Tax Liabilities

Partnership organizations must be deemed eligible by having no indication of administrative or city tax liabilities. Prior to the award of any grant, the fiscal agent of the partnership shall submit a copy of a District of Columbia Department of Finance and Revenue Tax Certification Affidavit indicating whether the entity has complied with the filing requirements of District of Columbia tax laws.

Conflicts of Interest

The OSSE reserves the right to disqualify an application if a conflict of interest is perceived or there are any unresolved complaints from LEAs, parents or investigations by the OSSE.

Certifications and Assurances

Applicants must complete the Certifications and Assurances documents in EGMS as part of the application submission.

SECTION III - PROGRAM SCOPE

Applicant Requirements

Federal Performance Reports:

All MSP sub-grantees must report annually on the grant's impact on increasing the content knowledge of teachers and student learning. Reports will be expected to include measures of growth in content knowledge of teachers, teacher effectiveness and improved student achievement in the targeted subject areas.

The APR website is found at the following link: www.ed-msp.net

Federal Evaluation Requirements:

In accordance with P.L. 107-110 Sec.2202 (e)(2)(A)- (C), each eligible partnership receiving a sub-grant shall develop an evaluation and accountability plan for activities of the project that include rigorous measurable objectives and pre-and post-test procedures that measure the impact of program activities.

Federal Project Design and Implementation Requirements

In accordance with P.L. 107-110 Sec. 2202 (b)(2)(B)-(E) each application must demonstrate how the applicant will carry out the partnership by aligning the Common Core State Standards for mathematics or science standards (emphasizing science and engineering practices as stated in the NRC Framework for K-12 Science Education). The applicant must also demonstrate what scientifically-based research was used in determining best practices for strengthening the quality of mathematics and/or science instruction. A clear linkage between the Statement of Need and the Project Design must be present.

The Project Design must include:

1. A description of the eligible partnership. This partnership must include one or more of the following:
 - a. K-12 administrators, faculty, teachers, and guidance counselors in participating high need LEA schools; STEM department faculty and administrators in higher education organizations; and
 - b. May include other partners such as businesses, nonprofit organizations, and teacher training departments of an institution of higher education;
2. A narrative of the roles of the partners and their duties and responsibilities related to the goals and objectives of the project and a description of the partnership's governance structure specific to decision-making, communication, and fiscal responsibilities. The narrative should demonstrate that partners and other stakeholders engage in the effort at the institutional and individual levels, and share goals, responsibilities and accountability for the project;

3. A completed Partner Identification Form for each partner;
4. A Memorandum of Understanding (MOU) signed by **each** partner organization outlining the roles and contributions of the partner and provide evidence that the proposed partnership activities are integral to the instructional plans of the partner;
5. A description of how the project design aligns with the state academic content and student achievement standards in mathematics and/or science;
6. A description of how the project design was developed using scientifically-based research. (This scientifically-based research must not be more than five years old);
7. An explanation of how the activities expect to improve student academic achievement and strengthen the quality of math and science instruction must be included;
8. A description of how the goals and activities included in the program provide instruction to teachers at a level beyond the level of content they are expected to teach to students; model instructional strategies that will provide teachers with the methodologies to effectively improve student achievement; and how the activities and instruction from scientists/mathematicians are aligned to state and national professional development content standards;
9. A timeline and an estimate of the number, type, duration and intensity of professional development activities;
10. A description of how technology will be integrated into the mathematics and/or science teacher training; and
11. A description of how the eligible partnership will continue the activities after the award period has expired.

Please note that, in the case of programs working directly with students, applicants may be responsible for securing background checks. OSSE will notify the applicant at the time of the award notification whether its program will be required to secure background checks.

Program Description

This section of the application should describe the program components and justify the need for program implementation. The program description should include the following:

1. Target populations to be served;
2. Need for and proposed impact of the program;
3. Specific, measurable program objectives for the service area of the application;
4. Specific service(s) to be provided;
5. Detailed work plan for activities; and
6. Quality assurance mechanisms.

SECTION IV – FOCUS AREAS

OSSE Grant Program Focus Areas

OSSE has prioritized three areas of focus for this grant funding opportunity. The FY 2017 grant competition continues to emphasize improved instruction and increased effectiveness for teachers across STEM content areas. For FY 2017, an additional priority places emphasis on improving the quality of instruction for special populations, specifically students with disabilities and English learners, and providing work-based learning experiences for STEM educators. **Addressing one or more of OSSE Grant Program Focus Area's is a requirement.**

State Application Priority: OSSE has aligned local funding priorities with federal priorities of the MSP grant program. Grant applications must substantially address one or more of the following focus areas:

1. **Professional development aimed at increasing the proportion of effective and highly effective STEM teachers at high need schools³.** Applicants will identify a cadre of STEM teachers within a high need school, or a consortium of high need schools, with the intent of developing a corps of highly effective master educators who are proficient in using the State learning standards (e.g., Common Core State Standards, Next Generation Science Standards) and state level assessments to improve instructional practices and student achievement with the intent of helping other teachers become highly effective STEM teachers. The applicant is strongly encouraged to develop the program with an emphasis on ensuring that participants have opportunities for meaningful interactions with scientists, mathematicians, engineers, and other industry leaders who represent STEM fields. Programs designed under this option will expected to share their practices and related artifacts in order to be used as a model for effective STEM instruction across the District of Columbia.
2. **In-service Collaboration with Industry Leaders.** Applicants will describe how they will establish and operate mathematics and science professional learning opportunities with the intent of providing STEM teachers with the opportunity to interface directly with practicing scientists, mathematicians, and engineers in an effort to increase their subject matter expertise. Applicants seeking funding under this option will demonstrate how the proposed program intends to improve participants' instructional skills through the use of sophisticated tools and work space, computing facilities, libraries, and other resources that institutions of higher education are more readily able to provide. The design of the program will center on content knowledge, the principles of effective instruction, and student learning. Priority will be given to applications that demonstrate a plan to provide sustained learning opportunities after the summer institute. A promising model for this would be the establishment and operation of summer workshops or institutes with follow-up training, coaching, and other supports for classroom implementation.
3. **Professional development programs aimed at supporting LEA instruction to special populations specific to STEM subjects.** Applicants may consider using funding to better prepare administrators and teachers to instruct students with disabilities and/or English learners. Funding will target a

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majority of teachers who provide instruction to special populations in state learning standards (e.g., Common Core State Standards for Mathematics, Next Generation Science Standards). Prospective applicants may also consider forming a consortium of LEAs that will help other LEAs to successfully provide instruction to special populations through the provision of targeted professional development and by modeling best practices.

SECTION V – PARTNERSHIP FUNDING FORMULA

Partnership Funding Formula

No single primary partner (i.e., no single high-need LEA, no single IHE and its division that prepares teachers and principals, no single school of arts and sciences), may utilize more than 50 percent of awarded Title II, Part B sub-grant funds. This provision does not focus on which partner receives the funds (designated as the fiduciary agent/Primary Partner); rather, the focus is on ensuring that partners equally benefit from the funding.

Example: Correct Partnership Funding Formula

Jefferson University's College of Education and College of Arts and Sciences partner with Lincoln School District to provide professional development in instructional leadership to 20 principals. The grants office at Jefferson University receives **100 percent** of the *Title II, Part A* funds for the partnership, and gives the:

- College of Education 25 percent of the funds to pay its faculty to deliver professional development in instructional leadership methodologies to 20 principals from the Lincoln School District;
- College of Arts and Sciences 25 percent of the funds to pay its faculty to deliver content based professional development to 20 principals from the Lincoln School District;
- Lincoln School District 50 percent of the funds to pay stipends to its principals to participate in the professional development offered by faculty from the College of Education and College of Arts and Sciences at Jefferson University.

In this example no partner uses more than 50 percent of the funds for its own benefit.

Example: Incorrect Partnership Funding Formula

Jefferson University's College of Education and College of Arts and Sciences partner with Lincoln School District to provide professional development in instructional leadership to 20 principals. The grants office at Jefferson University receives **100 percent** of the Title II, Part A funds for the partnership and gives:

- the College of Education **20 percent** of the funds to pay its faculty to deliver a summer course on instructional leadership methodologies to 20 principals from the Lincoln School District;
- a mentor principal **10 percent** of the funds to work with the 20 Lincoln School District principals, in their buildings, applying what they have learned;
- the Lincoln school district **60 percent** of the funds to pay stipends to the 20 principals attending the professional development summer course.

In this example one partner uses more than 50 percent of the funds for its own benefit.

Grant award payments will be made on a reimbursement basis. Funds will be disbursed upon receipt and review of an official reimbursement request that meets the grant's approved application and budget.

SECTION VI - SUBMISSION OF APPLICATIONS

Application Submission Date and Time

The Request for Applications (RFA) will be released Friday, through OSSE's Enterprise Grants Management System (EGMS). Applicants must use EGMS to submit applications. Emailed, mailed, or hand-delivered applications will not be accepted. Applicants will be required to obtain a user account with EGMS. The online system and training videos may be accessed by visiting <http://grants.osse.dc.gov>.

The deadline for online application submission in EGMS is Friday, March 30, 2017 at 5 p.m. Applications received in EGMS on or after March 30, 2017 at 5 p.m. will not be forwarded to the review panel for consideration. Any additions or deletions to an application will not be accepted after the deadline.

Pre-Application Information Session

A Pre-application webinar will be held on Thursday, **Feb 23, 2017 from 1-3 p.m.** All sessions will cover the same content. You may RSVP by emailing Maya Garcia at Maya.Garcia@dc.gov. **It is strongly recommended that applying organizations attend the pre-application meeting or webinar.**

Explanations and Technical Assistance to Prospective Applicants

Applicants are encouraged to call or email questions to Maya Garcia at (202) 478-5939 or Maya.Garcia@dc.gov.

SECTION VII - REVIEW AND SCORING OF APPLICATIONS

Review Panel

The review panel will be composed of neutral, qualified, professional individuals who have been selected for their unique experiences in educator professional development, human services, higher education, curriculum development, data analysis, and education program planning and evaluation. The review panel will score and rank each application, and upon completion of the review, the panel will make recommendations for awards based on the scoring process. Final funding determinations will be made by OSSE.

The review panel will consist of three readers who will score the application based upon specific criteria. The application will be scored and the total points will be recorded and averaged. Maximum number of points possible is 100. Applicants will be notified when the review process is completed.

Scoring Criteria

Applicant submissions will be objectively reviewed against the following specific scoring criteria listed below. All applicants will be initially screened for compliance with federal requirements. If an application does not reflect an eligible partnership, and/or an allowable use of funds under the requirements of Title II, Part B, the OSSE reserves the right to reject that application at any point during the review process.

Additional information regarding the legal requirements of the program can be accessed in Section F of the U.S. Department of Education’s non-regulatory guidance on the Title II, Part B program:

Required Criteria

	Criteria	Point Value
C 1	Abstract	2
C 2	Priority Points	20
C 3	Project Design and Implementation	40
C 4	Workplan	20
C 5	Detailed Budget	8
C 6	Staffing Plan	4
C 7	Logic Model	6
	Scoring Total	100

Decision on Awards

The recommendations of the review panel are advisory and are not binding by the OSSE. The final decision on awards rests solely with the OSSE. After reviewing the recommendations of the review panel and any other relevant information, the OSSE shall make a final determination regarding awardees and the amounts to be funded. Selected grantees will receive written notice regarding their award.

Upon notification, OSSE’s MSP grant manager will work with awardees to schedule a Subgrantee Award Orientation Meeting. This meeting generally occurs within one month of grant award notifications. During the meeting, expectations regarding grant administration, allowable expenditures, and OSSE’s reimbursement process will be discussed.

SECTION VIII – ADDITIONAL TERMS AND CONDITIONS

1. Funding for this award is contingent on continued funding from the grantor. The RFA does not commit the Agency to make an award.
2. The Agency reserves the right to accept or deny any or all applications if the Agency determines it is in the best interest of the Agency to do so. The Agency shall notify the applicant if it rejects that applicant’s proposal. The Agency may suspend or terminate an outstanding RFA pursuant to its own grantmaking rule(s) or any applicable federal regulation or requirement.
3. The Agency reserves the right to issue addenda and/or amendments subsequent to the issuance of the RFA, or to rescind the RFA.
4. The Agency 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.
5. The Agency 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.
6. The Agency 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.
7. The Agency shall provide the citations to the statute and implementing regulations that authorize the grant or subgrant; all applicable federal and District regulations, including without

limitation 2 CFR 200, 2 CFR 180, 2 CFR 225, 2 CFR 220, and 2 CFR 215; 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 the granting Agency; and compliance conditions that must be met by the grantee.

8. 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.

SECTION IX – ASSURANCES

The applicant shall provide the following assurances

1. That the applicant is able to maintain adequate files and records and can and will meet all reporting requirements;
2. That all 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;
3. That the applicant is current on payment of all federal and District taxes, including Unemployment Insurance taxes and Workers' Compensation premiums. This statement of certification shall be accompanied 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;
4. That the applicant has the demonstrated administrative and financial capability to provide and manage the proposed services and ensure an adequate administrative, performance and audit trail;
5. That, if required by the grantmaking Agency, the applicant is 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 act committed by any employee, board member, officer, partner, shareholder, or trainee;
6. That the applicant is not proposed for debarment or presently debarred, suspended, or declared ineligible, as required by Executive Order 12549, "Debarment and Suspension," and implemented by 2 CFR 180, for prospective participants in primary covered transactions and is not proposed for debarment or presently debarred as a result of any actions by the District of Columbia Contract Appeals Board, the Office of Contracting and Procurement, or any other District contract regulating Agency;
7. That the applicant has the financial resources and technical expertise necessary for the production, construction, equipment and facilities adequate to perform the grant or subgrant, or the ability to obtain them;
8. That the applicant has the ability to comply with the required or proposed delivery or performance schedule, taking into consideration all existing and reasonably expected commercial and governmental business commitments;
9. That the applicant has 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 the applicant has otherwise established that it has the skills and resources necessary to perform the grant. In this connection, Agencies may report their experience with an applicant's performance to OPGS which shall collect such reports and make the same available on its intranet website.
10. That the applicant has a satisfactory record of integrity and business ethics;

11. That the applicant has the necessary organization, experience, accounting and operational controls, and technical skills to implement the grant, or the ability to obtain them;
12. That the applicant is in compliance with the applicable District licensing and tax laws and regulations;
13. That the applicant complies with provisions of the Drug-Free Workplace Act;
14. That the applicant meets all other qualifications and eligibility criteria necessary to receive an award under applicable laws and regulations.
15. The grantee agrees 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 subgrant 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.