



# **DC Community Schools Incentive Initiative – Truancy Prevention and Literacy Pilot Program: Fiscal Year 2020 Pre-Application Webinar**

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Aug. 7, 2019



# Agenda

- Background/History of Grant
- Funding Info/Requirements
- Eligibility Requirements
- Program Requirements
- Allowable Activities
- Review of Application
- LEA Administrative Approval
- Important Dates
- EGMS Tips
- Submission Requirements
- Questions and Answers



## Background/History of Grant



# Background/History of Grant

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-income families, 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, the aim of the grant is to increase student achievement and address many of the challenges faced by economically disadvantaged communities.**



# Background/History of Grant

## Community School

As defined by the [Community Schools Incentive Initiative Act of 2012](#), “Community schools” means 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. [D.C. Official Code § 38-754.02\(2\)](#).

### ➤ Objectives:

- Improve academic achievement
- Reduce absenteeism
- Build stronger relationships among students, parents, and communities
- Improve the skills, capacity, and wellbeing of the surrounding community residents



# Background/History of Grant

## Truancy Prevention and Literacy Pilot Program

As authorized by the “Truancy Prevention and Literacy Pilot Program Emergency Amendment Act of 2019”, which amended the “Community Schools Incentive Amendment Act of 2012” (D.C. Official Code § 38-754.01 *et seq.*), the overall goal of the grant is 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 supports for students in grades K-5 with priority given to eligible consortia that include:

1. An elementary school with:
  - i. More than 25 percent of students in grades K-5 who were chronically truant in the 2018-19 school year; and
  - ii. More than 25 percent 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



# Background/History of Grant

## Truancy Prevention and Literacy Pilot Program continued

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-3, consisting of developmentally appropriate components for each grade, through a comprehensive intervention model.



## Funding Info/Requirements





# Funding Info/Requirements

## **Purpose of Funds**

- The purpose of the grant is to award two one-year grants, as defined by the Truancy Prevention and Literacy Pilot Program Emergency Amendment Act of 2019.
- The overall goal of the grant is to increase attendance and literacy support for student in grades K-5.

## **Source of Funds**

- The source of funds for the FY20 DC Community Schools Incentive Initiative Grant – Truancy Prevention and Literacy Pilot Program is local funds.

## **Funding Period**

- The award period is from Oct. 1, 2019 to Sept. 30, 2020.

## **Funds Available**

- The total funding available for FY20 is \$600,000. An eligible consortium may apply for an award amount of \$300,000.



## Eligibility Requirements



# Eligibility Requirements

- OSSE will make **two grants** through a competitive process.
- An “**eligible consortium**” is a partnership established between a **local education agency (LEA)** in DC and **one or more community partners** for the purposes of establishing, operating, and sustaining a community school. [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](#).



## Program Requirements



# Program Requirements: Eligible Services

An eligible consortium must demonstrate its ability to provide “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;



# Program Requirements: Eligible Services

## Eligible services continued

(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;



# Program Requirements: Eligible Services

## **Eligible services continued**

(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 – 3<sup>rd</sup> grade, consisting of developmentally appropriate components for each grade, through a comprehensive model.



# Program Requirements: Additional Components

Additionally, applicants must demonstrate an ability to establish and sustain the following components:

- **Community Partnerships.** Eligible consortia must intend to provide at least four additional eligible services above what is traditionally provided by the LEA.
- **Community School Coordinator.** Eligible 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 or 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.** Eligible consortia must develop a community school advisory board and include members of the school leadership, school faculty, parents of school students, community leaders, community-based organizations and other community members. The board must convene, at minimum, four times per year.





# Program Requirements: Grant Monitoring

## Grant Monitoring

- OSSE may utilize several methods to monitor the grant including, but not limited to, the collection of performance data and financial reports. All information in these reports is subject to verification, and OSSE may require additional information from the grantee.
- Grantees will receive at minimum one annual school site visit from an OSSE staff member to review their grant files, administrative procedures, and program operations. The OSSE Grant Program Manager 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.



# Program Requirements: Grant Monitoring

## Grant Monitoring continued

- Grantees will also be required to submit a mid-year and end-of-grant year report to OSSE, illustrating the use of funds and the progress toward goal attainment. These reports should include Community Schools Model Overview; Program Features; Progress Toward Goals; Data Collection and Evaluation and Program Sustainability.
- At any time during the time period of the grant and for up to five years after payment, DC government may audit the grantee's expenditures statements and source documentation.



## Allowable Activities



# Allowable Activities

## Permissible Use of Funds

- Grant funds may only be used for allowable grant project expenditures.
- Funds are strictly limited to developing and sustaining community schools, as described in the general subgrantee responsibilities overview section of the Request for Applications (RFA).
- 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.
- Funding may not be used for daily home-work travel expenses for employees and other personnel or members of the eligible consortium. In addition, funding 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.



# Allowable Activities

## Permissible Use of Funds continued

- 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.



## Review of Application



# Review of Application: EGMS

Application must be completed in OSSE's [Enterprise Grants Management System](#) (EGMS).

## Application tabs in EGMS

- Central Data
- Overview
- Contact and Program Information Tab
- Funding Distribution & Allocation Tabs
- Executive Summary
- Program Tabs: Narrative/Features/Implementation & Monitoring/Financial Management and Sustainability
- Yearly Reports Tab
- Additional Supporting Documentation Tab
- Detailed Planned Expenditures Tabs
- Assurances Tabs
- Submit Tab



# Review of Application: Central Data/SAM Registration/Expiration

## Central Data

- All applicants must also complete the central data application in EGMS.
- The central data is designed to capture information that applies across multiple funding applications and other information for each LEA/CBO or other applicant throughout the fiscal year.
- Common assurances must be agreed to by any applicant that wishes to submit one or more funding applications within this fiscal year to OSSE.
- Such assurances are located within the central data so that each applicant need only complete these in one location, rather than in multiple applications during the year.
- Additional assurances that are specific to the program may also be required within their respective funding applications. Funding applications cannot be budgeted until central data is completed.
- If assistance is required to complete the central data information, please contact OSSE, Office of Grants Management and Compliance by email at [osse.egmssupport@dc.gov](mailto:osse.egmssupport@dc.gov).

Assurances and Central Data	
	Application Name
▶	Central Data





# Review of Application: Central Data/SAM Registration/ Expiration

## **System for Award Management (SAM)**

As a part of the completion of the central data, applicants must register with the System for Award Management (SAM) via the [www.SAM.gov](http://www.SAM.gov) website. The SAM is an official website of the US government. There is no cost to use SAM. The SAM site allows applicants to:

- Register to do business with the US government
- Update or review your entity registration
- Check status of an entity registration
- Search for entity registration and exclusion records

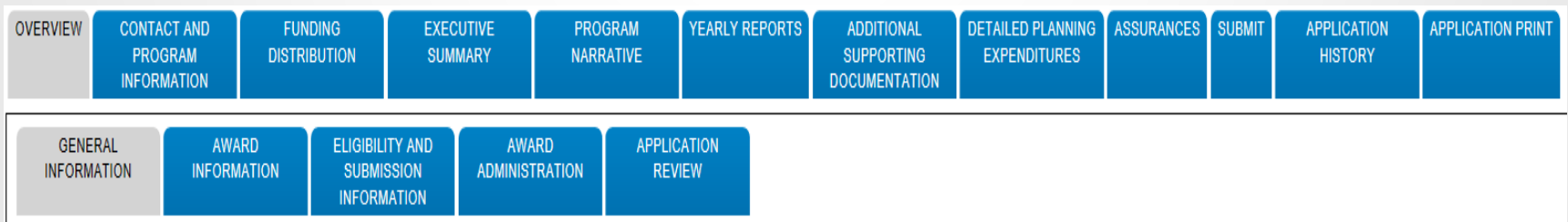
**It is recommended that the central data, including SAM registration is completed first to avoid last minute technical issues and delays in grant application submission.**



# Review of Application: Overview

## Overview Tabs

- General Information
- Award Information
- Eligibility and Submission Information
- Award Administration
- Application Review





# Review of Application: Contact and Program Info

## Contact Information Tab

- Application Approval/Disapproval Notices – please provide at least one contact person. Up to five email addresses may be provided.
  - Lead Applicant Contact, required
  - Fiscal Agent, required
  - Program Director/Manager Contact, if applicable
  - Community School Coordinator Contact
    - Additional field is available for second coordinator, if applicable.
  - Partnership Organization/School Information
    - Additional fields are available for multiple schools in the partnership.





# Review of Application: Funding Distribution Tab

## Funding Distribution Tab

- Standard tab with funding information
- “Funds not applied for” does not apply



### Funds not applied for

(Select the boxes below ONLY if the Organization is electing to release its Program funds back to OSSE to be reallocated to other Organizations.)



# Review of Application: Executive Summary

## Executive Summary

- **Overview:** Briefly describe how the plans to use the grant funds to implement a community school will expand school and community support to District students.
  
- **Students with Disabilities:** Briefly describe how the consortia 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.

OVERVIEW	CONTACT AND PROGRAM INFORMATION	FUNDING DISTRIBUTION	EXECUTIVE SUMMARY	PROGRAM NARRATIVE	YEARLY REPORTS	ADDITIONAL SUPPORTING DOCUMENTATION	DETAILED PLANNING EXPENDITURES	ASSURANCES	SUBMIT	APPLICATION HISTORY	APPLICATION PRINT
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# Review of Application: Program Narrative/Features Tab

## Program Narrative/Program Features

The grant requires that the grantee demonstrate an ability to establish and sustain the following components:

- **Eligible Services:** Provide a description of the at least four eligible services to be provided that did not exist before the establishment of the eligible consortium.
- **Community Partnerships:** Provide a description of proposed eligible consortium, including the type and community partners and how the consortium will address the needs and build upon the assets of the community that it will serve.
- **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 the school students, community leaders, community-based organizations, and other community members.

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PROGRAM FEATURES	PROGRAM IMPLEMENTATION AND MONITORING	FINANCIAL MANAGEMENT AND SUSTAINABILITY									



## Program Narrative/Program Features continued

- **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 K-5 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 Narrative/Program Features continued

- **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 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 Startup:** 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. (This may be included as an uploaded attachment).





# Review of Application: Program Implementation & Monitoring Tab

## Program Implementation & Monitoring

- **Parent/Student Involvement:** Describe the role each member of the consortium will play in ensuring 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.

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PROGRAM FEATURES	PROGRAM IMPLEMENTATION AND MONITORING	FINANCIAL MANAGEMENT AND SUSTAINABILITY									



# Review of Application: Program Implementation & Monitoring Tab

## Program Implementation & Monitoring continued

- **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).



# Review of Application: Program Management & Sustainability Tab

## Program Management & Sustainability

- **Financial Management:** Describe the financial management and internal accounting procedures that will be used to ensuring proper financial management, including the fiscal controls put in place to ensure accountability. The applicant must agree to maintain its financial records in accordance with generally accepted accounting principles (as defined by the American Institute of Certified Public Accountants).
- **Proposed Budget:** 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.

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PROGRAM FEATURES	PROGRAM IMPLEMENTATION AND MONITORING	FINANCIAL MANAGEMENT AND SUSTAINABILITY									



# Review of Application: Program Management & Sustainability Tab

## Program Management & Sustainability continued

- **Proposed Budget** continued: Please ensure that the items described in this section align with the budget detail summary in Detailed Planning Expenditures and eligible services outlined in the Request for Applications (RFA). (See Attachment B: Proposed Grant Budget).
- **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.



# Review of Application: Yearly Reports Tab

## Yearly Reports

- This tab is used to submit to OSSE the mid-year and end-of-grant year reports for FY20, illustrating the use of funds and the progress toward goal attainment. These reports should include Community Schools Model Overview; Program Features; Progress Toward Goals; Data Collection and Evaluation and Program Sustainability.



**Note: No content is uploaded on this tab during the application process. You will upload the mid-year and end-of-grant year reports by making an amendment to your original approved application.**



# Review of Application: Additional Supporting Documentation Tab

## Additional Supporting Documentation

- This tab is used to upload all supporting documentation as required by the RFA.
  - Position descriptions for any new staff to be hired with grant funds and a resume if a candidate has already been selected
  - A timeline of implementation and programmatic activities for FY20
  - An 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

OVERVIEW	CONTACT AND PROGRAM INFORMATION	FUNDING DISTRIBUTION	EXECUTIVE SUMMARY	PROGRAM NARRATIVE	YEARLY REPORTS	ADDITIONAL SUPPORTING DOCUMENTATION	DETAILED PLANNING EXPENDITURES	ASSURANCES	SUBMIT	APPLICATION HISTORY	APPLICATION PRINT
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# Review of Application: Additional Supporting Documentation Tab

## **Additional Supporting Documentation continued**

- DC Specific Certifications
  - 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 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).



# Review of Application: Detailed Planning Expenditures

## Tabs: Budget Categories

### Budget Categories

- For each budget category, the organization must provide a full list of all planned expenditures for the DC Community Schools Incentive Initiative – Truancy Prevention and Literacy Pilot Program for FY20. The total of all expenditures in this section must match the total amount from all sources of funds and align with the budget detail summary. When developing the budget, please consult the *Description of Program Category Values* tables located in EGMS in the Detailed Planning Expenditures/Budget Overview section.
- Ensure all cost assumptions are provided for each expenditure.

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BUDGET OVERVIEW	SALARIES AND BENEFITS	PROFESSIONAL SERVICES	EQUIPMENT	SUPPLIES AND MATERIALS	FIXED PROPERTY COSTS	OTHER OBJECTS	BUDGET SUMMARY				





# Review of Application: Detailed Planning Expenditures

## Tabs: Budget Categories

### Budget Categories continued

- Complete the following budget category tabs for expenditures:
  - Salaries and Benefits tab
    - List all staff to be compensated with grant funds.
    - List position title.
    - Select appropriate program category, according to Description of Program Category Values table.
    - Portion/percentage of a FTE to be Paid, for example, 100 (percent).
    - Description of position/duties.
    - Amount of grant funds to be used to compensate staff member.

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BUDGET OVERVIEW	SALARIES AND BENEFITS	PROFESSIONAL SERVICES	EQUIPMENT	SUPPLIES AND MATERIALS	FIXED PROPERTY COSTS	OTHER OBJECTS	BUDGET SUMMARY				



# Review of Application: Detailed Planning Expenditures

## Tabs: Budget Categories

### Budget Categories continued

- Professional Services tab
  - List all contracted and consultant services items to be purchased.
  - Select appropriate program category, according to Description of Program Category Values table.
  - Description of Purpose of Purchase.
  - Amount of funds budgeted for expenditures.

OVERVIEW	CONTACT AND PROGRAM INFORMATION	FUNDING DISTRIBUTION	EXECUTIVE SUMMARY	PROGRAM NARRATIVE	YEARLY REPORTS	ADDITIONAL SUPPORTING DOCUMENTATION	DETAILED PLANNING EXPENDITURES	ASSURANCES	SUBMIT	APPLICATION HISTORY	APPLICATION PRINT
BUDGET OVERVIEW	SALARIES AND BENEFITS	PROFESSIONAL SERVICES	EQUIPMENT	SUPPLIES AND MATERIALS	FIXED PROPERTY COSTS	OTHER OBJECTS	BUDGET SUMMARY				



# Review of Application: Detailed Planning Expenditures

## Tabs: Budget Categories

### Budget Categories continued

- Equipment
  - List all equipment items to be purchased \$5,000 and over. **Note:** Equipment less than \$5,000, budget under Supplies and Materials.
  - Select appropriate program category, according to Description of Program Category Values table.
  - Description of Purpose of Purchase.
  - Amount of funds budgeted for expenditures.

OVERVIEW	CONTACT AND PROGRAM INFORMATION	FUNDING DISTRIBUTION	EXECUTIVE SUMMARY	PROGRAM NARRATIVE	YEARLY REPORTS	ADDITIONAL SUPPORTING DOCUMENTATION	DETAILED PLANNING EXPENDITURES	ASSURANCES	SUBMIT	APPLICATION HISTORY	APPLICATION PRINT
BUDGET OVERVIEW	SALARIES AND BENEFITS	PROFESSIONAL SERVICES	EQUIPMENT	SUPPLIES AND MATERIALS	FIXED PROPERTY COSTS	OTHER OBJECTS	BUDGET SUMMARY				



# Review of Application: Detailed Planning Expenditures

## Tabs: Budget Categories

### Budget Categories continued

- Supplies and Materials tab
  - List all supplies and materials expenditures.
  - Select appropriate program category, according to Description of Program Category Values table.
  - Description of Purpose of Purchase.
  - Amount of funds budgeted for expenditures.

OVERVIEW	CONTACT AND PROGRAM INFORMATION	FUNDING DISTRIBUTION	EXECUTIVE SUMMARY	PROGRAM NARRATIVE	YEARLY REPORTS	ADDITIONAL SUPPORTING DOCUMENTATION	DETAILED PLANNING EXPENDITURES	ASSURANCES	SUBMIT	APPLICATION HISTORY	APPLICATION PRINT
BUDGET OVERVIEW	SALARIES AND BENEFITS	PROFESSIONAL SERVICES	EQUIPMENT	SUPPLIES AND MATERIALS	FIXED PROPERTY COSTS	OTHER OBJECTS	BUDGET SUMMARY				



# Review of Application: Detailed Planning Expenditures

## Tabs: Budget Categories

### Budget Categories continued

- Fixed Property Costs tab
  - List all fixed property costs (rental expenditures), e.g., rental of chairs.
  - Select appropriate program category, according to Description of Program Category Values table.
  - Description of Purpose of Purchase.
  - Amount of funds budgeted for expenditures.

OVERVIEW	CONTACT AND PROGRAM INFORMATION	FUNDING DISTRIBUTION	EXECUTIVE SUMMARY	PROGRAM NARRATIVE	YEARLY REPORTS	ADDITIONAL SUPPORTING DOCUMENTATION	DETAILED PLANNING EXPENDITURES	ASSURANCES	SUBMIT	APPLICATION HISTORY	APPLICATION PRINT
BUDGET OVERVIEW	SALARIES AND BENEFITS	PROFESSIONAL SERVICES	EQUIPMENT	SUPPLIES AND MATERIALS	FIXED PROPERTY COSTS	OTHER OBJECTS	BUDGET SUMMARY				



# Review of Application: Detailed Planning Expenditures

## Tabs: Budget Categories

### Budget Categories continued

- Other Objects tab
  - List all other expenditures. **Note:** This tab should be minimally used.
  - Select appropriate program category, according to Description of Program Category Values table
  - Description of Purpose of Purchase
  - Amount of funds budgeted for expenditures

OVERVIEW	CONTACT AND PROGRAM INFORMATION	FUNDING DISTRIBUTION	EXECUTIVE SUMMARY	PROGRAM NARRATIVE	YEARLY REPORTS	ADDITIONAL SUPPORTING DOCUMENTATION	DETAILED PLANNING EXPENDITURES	ASSURANCES	SUBMIT	APPLICATION HISTORY	APPLICATION PRINT
BUDGET OVERVIEW	SALARIES AND BENEFITS	PROFESSIONAL SERVICES	EQUIPMENT	SUPPLIES AND MATERIALS	FIXED PROPERTY COSTS	OTHER OBJECTS	BUDGET SUMMARY				



# Review of Application: Detailed Planning Expenditures

## Tabs: Budget Summary

### Budget Summary

- Provides a summary of costs by program category and budget category
- It is automatically populated with information from the budgeted expenditures tabs
- Review this tab to ensure organization's expenditures are placed in the correct categories

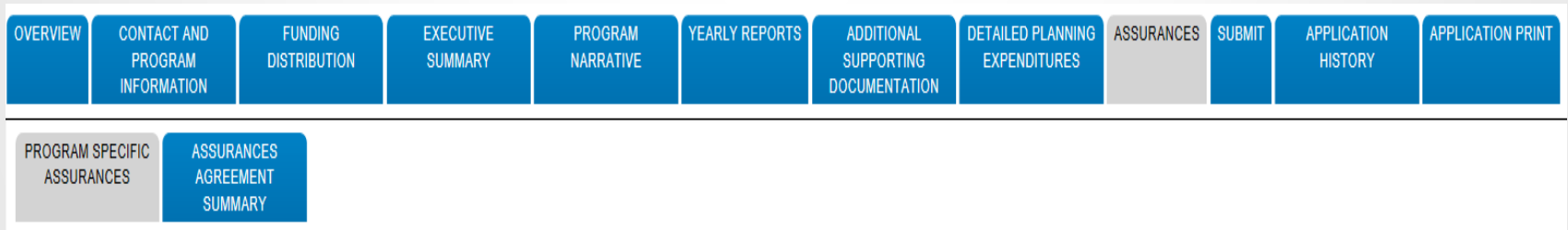
OVERVIEW	CONTACT AND PROGRAM INFORMATION	FUNDING DISTRIBUTION	EXECUTIVE SUMMARY	PROGRAM NARRATIVE	YEARLY REPORTS	ADDITIONAL SUPPORTING DOCUMENTATION	DETAILED PLANNING EXPENDITURES	ASSURANCES	SUBMIT	APPLICATION HISTORY	APPLICATION PRINT
BUDGET OVERVIEW	SALARIES AND BENEFITS	PROFESSIONAL SERVICES	EQUIPMENT	SUPPLIES AND MATERIALS	FIXED PROPERTY COSTS	OTHER OBJECTS	BUDGET SUMMARY				



# Review of Application: Assurances Tabs

## Program Specific Assurances

- Read through the Program Specific Assurances.
- Check the box at the top of the page to certify that the organization has read, understood, and will comply with all of the assurances.
- Click on “Save Page.”







# Review of Application: Assurances Tabs

## Assurances Agreement Summary

- Once you agree on this page, the date on which the assurances were submitted will be displayed.
- Grant Award Notifications (GANs) will not be released without these assurances.

OVERVIEW	CONTACT AND PROGRAM INFORMATION	FUNDING DISTRIBUTION	EXECUTIVE SUMMARY	PROGRAM NARRATIVE	YEARLY REPORTS	ADDITIONAL SUPPORTING DOCUMENTATION	DETAILED PLANNING EXPENDITURES	ASSURANCES	SUBMIT	APPLICATION HISTORY	APPLICATION PRINT
PROGRAM SPECIFIC ASSURANCES		ASSURANCES AGREEMENT SUMMARY									



# Review of Application: Submit Tab

## Submission of Application

- Before you submit, you must hit Consistency Check. The consistency check will show if all part of the application are complete. Missing elements are in red.
- Then, lock the application.
- Then submit. **Note:** Individuals with EGMS credentials that are assigned the LEA Authorized Rep and/or District Admin role within the organization/LEA are the same. This role has the capability to submit applications in EGMS.

Assurances must be reviewed and approved before you can submit your application.

CONSISTENCY CHECK

LOCK APPLICATION

UNLOCK APPLICATION



# Review of Application: Application Review Process

## Initial Review

- 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 grant readers will assess each grant application using the *CSII-TPLP2020 Scoring Rubric*. The scoring of the application is based on a 100-point scale.



# Review of Application: Scoring Rubric

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

## SECTION A- Program Features (Maximum 30 points)

### Grant Requirements

This grant requires that the grantee demonstrate an ability to establish and sustain the following components:

- **Eligible Services.** Applicant provided a description of the **at least four eligible services** to be provided that did not exist before the establishment of the eligible consortium.
- **Community Partnerships.** 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.
- **Understanding of the Community's Need.** 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.
- **Community School Advisory Board.** 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.
- **Community School Coordinator.** 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.

**Fails to meet criterion- Response does not address all required elements outlined in this section.**

**0**

**Minimally meets criterion- Response provided, but answers do not demonstrate sufficient evidence of clear understanding of the responsibilities as outlined in this section.**

**8**

**Substantially meets criterion- Response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section.**

**15**

*Strengths:*

*Weaknesses:*



# Review of Application: Scoring Rubric

Program Mission and Vision		
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>		
Program Goals		
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>		
Program Start-Up		
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>



# Review of Application: Scoring Rubric

0	2	5
<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:*





# Review of Application: Scoring Rubric

## Data Collection

Description was provided on how data would be collected to assess/evaluate the program on a regular basis (i.e. method and frequency).

**Fails to meet criterion- Response does not address all required elements outlined in this section.**

**0**

**Minimally meets criterion- Response addresses all required elements but descriptions do not demonstrate sufficient evidence of a plan that can be effectively implemented.**

**3**

**Substantially meets criterion- Response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation.**

**7**

*Strengths:*

*Weaknesses:*

## Evaluation of Program

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.

**Fails to meet criterion- Response does not address all required elements outlined in this section.**

**0**

**Minimally meets criterion- Response addresses all required elements but descriptions do not demonstrate sufficient evidence of a plan that can be effectively implemented.**

**3**

**Substantially meets criterion- Response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation.**

**7**

*Strengths:*

*Weaknesses:*

**Total Points**

**Section B: \_\_\_\_/30 points**



# Review of Application: Scoring Rubric

## SECTION C – Financial Management and Sustainability (Maximum 30 points)

### Financial Management

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>

*Strengths:*

*Weaknesses:*

### Program Budget

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>

*Strengths:*

*Weaknesses:*

### Program Sustainability

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>





# Review of Application: Scoring Rubric

Strengths:		
Weaknesses:		
<b>Total Points</b> Section C: ____/30 points		
<b>Priority Areas (Maximum 10 points)</b>		
<b><i>A student population of more than 25% of students in grades kindergarten through 5 who were chronically truant in 2018-19 school year</i></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><i>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</i></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><i>LEA has three or more community partners that provide at least one of the outlined eligible services</i></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		



# Review of Application: Scoring Rubric

<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>	



## LEA Administrative Approval



# LEA Administrative Approval

## District of Columbia Public Schools

- Consortia comprised of District of Columbia Public Schools (DCPS) must obtain the signature of the DCPS Chancellor (see Attachment A). Please contact DCPS Central Office-School Partnerships Division, [dcps.partnerships@dc.gov](mailto:dcps.partnerships@dc.gov) for more information on the process for obtaining a signature from the Chancellor, prior to completing and submitting the CSII-TPLP application.

## DC Public Charter Schools

- Applications will require a completed Attachment A. The LEA signatory **must** be the LEA Chief Executive Officer or Executive Director.



## Important Dates



# Important Dates

Notice of Funding Availability (NOFA) Released	<b>July 19, 2019</b>
Request for Application (RFA) Release Date (12 p.m. EST)	<b>Aug. 2, 2019</b>
Pre-Application Webinar	<b>Aug. 7, 2019</b>
Application submission in EGMS deadline	<b>Sept. 16, 2019, 3 p.m.</b> Recommend submitting early. This deadline remains in effect unless a systemic EGMS technical challenge affects all users.
Review of Applications	<b>Sept. 23-Oct. 4, 2019</b>
Awardees notified/Grant Award Notification (GAN) issued	<b>Oct. 11, 2019</b> Date subject to change



## EGMS Tips



- **Applications must be received no later than Sept. 16, 2019 (3 p.m. EST).**
- **Start and submit early.** Avoid last minute technical submission issues by submitting early to ensure there is time to address issues if they arise.
- **Save early and often** to avoid losing information. EGMS times out after 60 minutes of inactivity.
- **Contacting the EGMS help center.** (Note: A record of contact with EGMS will not excuse missing the review submission deadline.)
- **Printing?** If you would like to print the application, go to “Application Print” Tab. The application will be available for you to print at the top of each hour.
- **Narrative responses may not exceed the stated word count.** If you cut and paste from a Word document, double-check that final sentences/paragraphs are not cut off.
- **EGMS Help:** [OSSE.CallCenter@dc.gov](mailto:OSSE.CallCenter@dc.gov) (202) 719-6500  
7:30 a.m.-5:30 p.m. Monday - Friday





## Submission Requirements and EGMS Tips



# Submission Requirements

- All applications must be submitted through EGMS: [grants.osse.dc.gov](https://grants.osse.dc.gov).
  - To submit an application, all applicants must annually complete the Central Data Application with a valid SAM registration in EGMS.
  - Emailed, faxed or hand-delivered applications will not be accepted.
  - Upon submission of an application, an applicant may not revise the application.
  - OSSE will notify applicants if the application is or is not selected for funding.
  
- Applications must be received no later than **Sept. 16, 2019 (3 p.m. EST)**.
  - Start early.
  - Late submissions will not be accepted.
  - EGMS Help: [OSSE.CallCenter@dc.gov](mailto:OSSE.CallCenter@dc.gov) (202) 719-6500  
7:30 a.m.-5:30 p.m. Monday - Friday



Q&A



# Stay in Touch

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| Thank you!