



# DC Community Schools Incentive Initiative Grant

## Fiscal Year 2022 Competitive Application Meeting

July 22, 2021 | Melissa Harper-Butler

# Agenda

- Welcome
- Grant Background and Purpose
- Grant Requirements
- Funding Information
- Application Review
- Application Submission
- Application Review Process
- Enterprise Grants Management System (EGMS) Tips
- Important Dates
- Resources
- Questions and Answers



## Grant Background & Purpose

## Grant Background and Purpose

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

# Grant Background and Purpose

As defined by the Community Schools Incentive Act of 2012, 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. [DC 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

The overall goal of the grant is to provide resources that will enable consortia to create and enhance community-based partnerships, develop a framework for continued funding as well as ongoing evaluation of program success.



## Grant Requirements

# Grant Requirements: Eligibility

- OSSE will make grants available through a competitive process to eligible consortia. As defined by the Community Schools Incentive Act of 2012.
- 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. [DC 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. [DC Official Code § 38-754.03](#).
- Priority will be given to schools that have:
  - A focus on mental health prevention and treatment services;
  - A student population where more than 60 percent of the students are at-risk as defined in [DC Official Code § 38-2901\(2A\)](#); and
  - A focus on improving academic outcomes for students. [DC Official Code § 38-754.03](#).

## Grant Requirements: Eligible Services

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](#), “**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;
- 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;



## Grant Requirements: Eligible Services

- F. Early childhood education, including Head Start and Early Head Start program
- G. Programs designed to:
  - 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,
  - Promote parental leadership in the life of the school, and
  - 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;

## Grant Requirements: Eligible Services

- 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; or
- 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.

# Grant Requirements: Additional Components

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

- **Community Partnerships.** Eligible consortia will establish additional community partnerships to address the needs of the LEA and community it will serve.
- **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 and/or keeping abreast of the budget, seeking additional funding sources, among other things.
- **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.

# Grant Requirements: Grant Monitoring

## Grantees will:

- Receive, at minimum, an annual school site visit and evaluation from OSSE to review program activities and operations, grant files, and administrative procedures in accordance with the grant application and requirements.
- Submit a mid-year and end-of-grant year report to OSSE, illustrating the implementation of the community school model, use of funds and the progress toward goal attainment.
- 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 10 business days.



## Funding Information

# Funding Information

- **Purpose of Funds**

The purpose of the grant is to establish up to nine community schools in the District of Columbia, as defined by the Community Schools Incentive Act of 2012.

- **Source of Funds**

The source of funds for the grant is local funds.

- **Funding Period**

The FY22 grant period is from Oct. 1, 2021 to Sept. 30, 2022. Subject to annual funding availability and compliance with grant terms and conditions, successful applicants shall be eligible for funding for a total three-year grant award period, commencing in FY22, Oct. 1, 2021 and ending in FY24, Sept. 30, 2024. Applicants will be required to submit a continuation application for each fiscal year.

- **Funding Availability**

The total funding available for FY22 is \$1,374,551.28. An eligible consortium may apply for an award amount up to \$152,727.92. The award amount for the subsequent two fiscal years of the grant award period is subject to funding availability.

# Funding Information

## 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 grant requirements 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.
- Grant funds are subject to the terms, condition and provisions of the Community Schools Incentive Act of 2012.



## Application Review



# Application Review

Application must be completed in OSSE's [Enterprise Grants Management System](#) (EGMS). Application sections and tabs in EGMS are below.

- Central Data
- Overview Tabs
- Contact and Program Information Tab
- Funding Distribution Tab
- Executive Summary Tab
- Grant Requirements Tabs
  - Program Features
  - Program Implementation and Monitoring
  - Financial Management and Sustainability
- Additional Requirements Tab
- Yearly Reports Tab
- Detailed Planned Expenditures Tabs
  - Budget Overview
  - Salaries and Benefits
  - Professional Services
  - Equipment
  - Supplies and Materials
  - Fixed Property Costs
  - Other Objects
  - Budget Summary
- Assurances Tabs
  - Program Specific Assurances
  - Assurances Agreement Summary
- Submit Tab

# Application Review: Central Data

## Central Data

- All applicants that wish to submit one or more grant application to OSSE, must complete Central Data once per fiscal year.
- Central Data captures information and common assurances in one location that are applicable across multiple grant applications for funding.
- Completion of the central data is required prior to the availability of the grant application. Applicants will not be able to create a grant application until assurances are agreed to and saved for the fiscal year.
- Amendments to the Central Data may be required during the fiscal year, in the event pertinent information expires.
- For assistance completing central data, please contact [osse.egmssupport@dc.gov](mailto:osse.egmssupport@dc.gov).

# Application Review: Central Data/System for Award Management

## System for Award Management (SAM)

As a part of the completion of the central data, applicants must register with the 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

**Completion of the central data application, including the SAM registration is required prior to the availability of the application. Begin early to avoid last minute technical issues and delays in grant application submission.**

# Application Review: Overview

## Overview Tab

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

# Application Review: Contact and Program Information

## Contact and Program 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 (Required)
  - Additional field is available for second coordinator (If applicable)
- Partnership Organization/School Information (Required)
  - Additional fields are available for multiple partners in the partnership (If applicable)

# Application Review: Funding Distribution

## 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.)

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# Application Review: Executive Summary

## Executive Summary

- Overview
  - Provide a description of the proposed eligible consortium partnership.
  - Describe the program approach, including an explanation of how the chosen approach is evidence-based either through research or other proven community school models.
  - Describe how the plans to use the grant funds to implement a community school will expand school and community support to District students and the community.
- Intended Population
  - Describe the intended population and number to be served by the community school in FY22.

# Application Review: Executive Summary

## Executive Summary

- Serving Students with Disabilities
  - How will the proposed eligible consortium ensure that students with disabilities have access to and meaningfully participate in the programs described in the grant application?
  - How will the consortium set, communicate, and ensure high expectations for students with disabilities to teachers, staff, students and families related to the programs described in the grant application?



# Application Review: Grants Requirements/Program Features

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

## Program Features

- Eligible Services
  - Identify at least four eligible services to be provided that did not exist before the establishment of the eligible consortium.
- Community Partnerships and Engagement
  - Describe how the proposed eligible consortium intends to engage and foster a relationship with potential community partners to serve the community school.
  - Describe the type and number of community partners, the need for the partnership and how the services will be integrated into the community school.
  - Describe the degree to which the proposed eligible consortium is able to demonstrate the creative use of existing partnerships and/or secure additional resources from community partners.

# Application Review: Grants Requirements/Program Features

## Program Features

- Understanding of the Community's Need
  - Provide an assessment of the local school community and neighborhood, including academic, health and social service needs and assets. Include how the community school shall address the needs and build upon the assets of the community it will serve.
- 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.

# Application Review: Grants Requirements/Program Features

## Program Features

- Community School Coordinator
  - Describe the plan for identifying 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.
- Program Mission and Vision
  - Provide a mission and vision statement of the proposed eligible consortium. The mission statement should: (1) clearly articulate the consortium’s overall vision/philosophy of the “community school” approach, and the significance of serving students 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.

# Application Review: Grants Requirements/Program Features

## Program Features

- Program Goals
  - Identify the program's three overarching goals. In defining the three overarching program goals, include measurable student-level performance goals as well as measurable program-level performance goals.
  - Identify one goal of how the proposed eligible consortium will engage the community and neighborhood it will serve.
  - Describe how the goals will be used to measure the effectiveness of the program.
- Program Start-Up
  - Describe orientation and ongoing training plans for school staff and key stakeholders to ensure that the purpose of the community school approach, program mission and vision and program goals are clear to all stakeholders.

# Application Review: Grants Requirements/Program Implementation & Monitoring

## Program Implementation & Monitoring

- Parent/Student Involvement
  - Describe how the proposed eligible consortium will ensure that families are welcomed, encouraged to seek community school support and involved in decision-making.
- School Leadership and Management Engagement
  - Describe the plan for regular interaction and communication between the principal/administration, school staff, community partners and the Community School Coordinator to promote a positive relationship and successful implementation of the community school model.

# Application Review: Grants Requirements/Program Implementation & Monitoring

## Program Implementation & Monitoring

- Data Collection
  - Describe what data system(s) and tools will be used to collect data for tracking indicators of student, family, and community participation; including attendance and truancy rates, number of referrals, family visits, etc.
  - Describe how data will be to inform practice. Include data collection methodology and frequency.
- Evaluation of Program
  - Describe the plan for formal quarterly qualitative and quantitative program evaluation to assess the community school services provided, progress toward goal attainment and outcomes. Include measurable indicators of success in areas such as, student academic achievement, attendance rate, graduation rate, and improvement in student health and socio-emotional well-being.

# Application Review: Grants Requirements/Financial Management & Sustainability

## Financial Management & Sustainability

- 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.
  - Describe how internal controls and records will be maintained specific to the community school grant program.
- Proposed Budget
  - Provide a proposed budget and narrative description of the projected use of grant funds. Ensure budget reflects a core concept of service coordination and integration of the identified eligible services.
- Financial & Program Sustainability
  - Describe plans to identify and secure other sources of funding to sustain the community school program after the grant award period. Include the degree services and resources may be leveraged to support the community school program.

# Application Review: Additional Requirements

## Additional Requirements

This tab is used to upload required documentation.

- Position description for budgeted position(s) for unidentified staff to be supported with grant funds and resume for staff already identified.
- A timeline of implementation and programmatic activities for FY22.
- Attachment A: Administrative Approval Form (Located in the RFA)
- Attachment B: Attestation of Priority Areas (Located in the RFA)
- Letters of Support for Community Partners



# Application Review: Yearly Reports

This tab is used to submit to OSSE the mid-year and end-of-grant year reports for FY22, illustrating the implementation of the community school model, use of funds and the progress toward goal attainment.

- Yearly Reports Components
  - Community Schools Model Overview
  - Program Features
  - Program Mission and Vision
  - Progress Toward Goals
  - Program Start-Up
  - Data Collection and Evaluation
  - Financial Management and Sustainability

**No content is uploaded on this tab during the application process.**

# Application Review: Detailed Planning Expenditures/Budget Overview

## Budget Overview

- For each budget category, the organization must provide a full list of all proposed expenditures for the FY22 DC Community Schools Incentive Initiative Grant. The total of all expenditures in this section must match the total amount from all sources of funds. When developing the budget, please consult the *Description of Program Category Values* table located in EGMS.
- Ensure all cost assumptions are provided for each expenditure.
- Ensure that the expenditures in this section align with the information provided in the Proposed Budget narrative under the Grant Requirements/Financial Management and Sustainability tab.
- Ensure that the expenditures align with the eligible services outlined in the RFA and identified in the grant application.

# Application Review: Detailed Planning Expenditures/Description of Program Category Values Table

| DIRECT COSTS |   | Budget Categories (sub-tabs in EGMS)   |  |   |   |                                      |  |
|--------------|---|--|--|---|---|--------------------------------------|--|
|              |   | Salaries and Benefits (100)  | Contracted Professional Services (300)   | Equipment (500)   | Supplies and Materials (600)  | Fixed Property Costs (700)           | Other (800)  |
|              | <b>INSTRUCTION (10)</b><br>The direct instructional interaction between teachers and students. This instruction may be provided to students in a school classroom, in an alternate location (i.e.: home or hospital), or in other learning situations, including those involving co-curricular activities. The activities of teacher aides or classroom assistants of any type (i.e.: clerks, graders, teaching machines) who assist in the instructional process are also in this category.  | Teachers, Tutors, Coaches, Substitute Teachers, Teacher's Aides, Reading Specialists, Classroom Paraprofessionals (all positions are on staff)   | Contracted Teachers / Instructors or Substitute Teachers (those that are not an official employee)   | Machinery, Furniture, Fixtures, Technology-related Hardware more than \$5,000 per unit (according to OSSE's equipment policy) | General Supplies, Textbooks, Instructional Aids, Instructional Software, Internet Fees - Site License | Rental of Instruction Equipment      | Dues and Fees, Reimbursement of Tuition, Teacher Aide Education, Approved Conference/Training Fees, Travel Costs, Non-Payroll Taxes, Miscellaneous |
|              | (program categories within each sub-tab )<br><b>SUPPORT SERVICES (20)</b><br>The technical and logistical support to facilitate and enhance instruction. These are services within programs that aid in fulfilling that program's instructional objectives or community service goals, rather than being full-service entities. Such services include activities or stipends associated with providing professional development to the instructional staff, assessing and improving the well-being of students, and supplementing the teaching process. | Site Coordinators, Instructional Staff Trainers, Librarians, Counselors, Audiovisual Services, Curriculum Consultants, Program Evaluators, Psychologists, Social Workers, Nurses, Attendance Personnel, Record Clerks, Chief Academic Officer, Dean of Students (all positions are on staff) | Contracted Consultants, Contracted Evaluators, Counselors, Therapists, Doctors or Instructional Staff Trainers. Fees for Professional Development, In-service Training, or Conference Registration | Machinery, Furniture, Fixtures, Technology-related Hardware more than \$5,000 per unit (according to OSSE's equipment policy) | General Supplies, Books, Library Books, Periodicals, Testing Materials                                | Rental of Support Services Equipment | Dues and Fees, Reimbursement of Tuition, Teacher Aide Education, Approved Conference/Training Fees, Travel Costs, Non-Payroll Taxes, Miscellaneous |
|              |   | Program Directors,   |  |   |   |                                      |  |

# Application Review: Detailed Planning Expenditures/ Salaries and Benefits

## Salaries and Benefits

- List all staff to be compensated with grant funds. This includes salaried employees of either entity of the eligible consortium.
- List position title.
- Select appropriate program category, according to Description of Program Category Values table.
- Percentage of FTE to be Paid, for example, 100 (percent).
- Description of position/duties.
- Amount of grant funds allocated for salaries and benefits expenditures for each staff person.

# Application Review: Detailed Planning Expenditures/ Professional Services

## Professional Services

- List all contracted and consultant services items to be purchased. **Note:** Contractors and consultants are not salaried employees of the eligible consortium.
- Select appropriate program category, according to Description of Program Category Values table.
- Description of purpose of the expenditure.
- Amount Of funds allocated for professional services expenditures.

# Application Review: Detailed Planning Expenditures/ Equipment

## Equipment

- List all equipment items to be purchased \$5,000 or more. **Note:** Items less than \$5,000, budget on the Supplies and Materials tab.
- Select appropriate program category, according to Description of Program Category Values table.
- Description of purpose of the expenditure.
- Amount of funds allocated for equipment expenditures.

# Application Review: Detailed Planning Expenditures/Supplies and Materials

## Supplies and Materials

- List all supplies and materials expenditures
- Select appropriate program category, according to Description of Program Category Values table
- Description of purpose of the expenditure
- Amount of funds allocated for supplies and materials expenditures

# Application Review: Detailed Planning Expenditures/ Fixed Property Costs

## Fixed Property Costs

- 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 the expenditure.
- Amount of funds allocated for fixed property costs expenditures.



# Application Review: Detailed Planning Expenditures/ Other Objects

## Other Objects

- List all other objects expenditures. **Note:** This tab should be minimally used.
- Select appropriate program category, according to Description of Program Category Values table.
- Description of purpose of the expenditure.
- Amount of funds allocated for other objects expenditures.

# Application Review: Detailed Planning Expenditures/ Budget Summary

## Budget Summary

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

# Application Review: Assurances

## Program Specific Assurances

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

# Application Review: Assurances

## Assurances Agreement Summary

The authorized representative of the applicant certifies that the assurances have been read, understood and agree to comply with all of the provisions of the assurances.

**NOTE:** The checkbox will be automatically filled in once the program-specific assurances are read and agreed to.

✓ Program Specific Assurances

# Application Review: Attachment A - Administrative Approval Form

Applications will require a completed Attachment A located in the RFA.

## 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@k12.dc.gov](mailto:Dcps.partnerships@k12.dc.gov) for more information on the process for obtaining a signature from the chancellor, prior to completing and submitting the CSII2022 grant application. **Submit the Attachment A for DCPS Chancellor signature by Aug. 9, 2021.**

## DC Public Charter Schools

- The LEA signatory **must** be the LEA Chief Executive Officer or Executive Director.

# Application Review: Attachment B - Attestation of Priority Areas

Applications will require a completed Attachment B located in the RFA.

## Priority Areas

- A focus on mental health prevention and treatment services;
- A student population where more than 60 percent of the students are at-risk as defined in § 38-2901(2A); and
- A focus on improving academic outcomes for students.

**Note: The Principal or Administrator of the school(s) involved in the eligible consortium must sign Attachment B to attest to the school's status in regard to the priority areas.**



## Application Submission

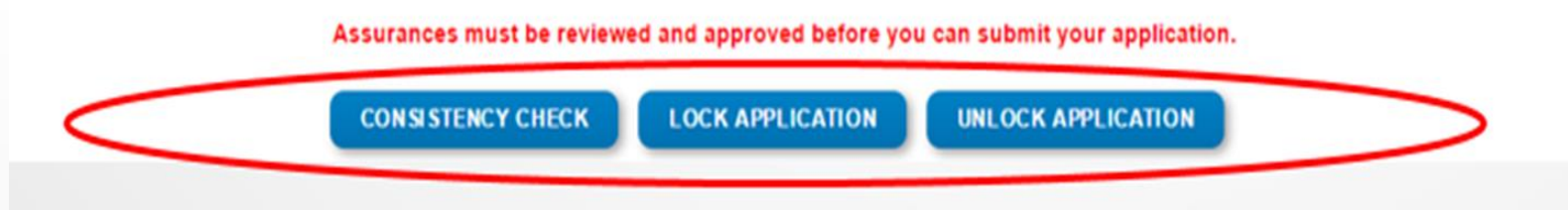
# Application Submission

- All grant applications, including Central Data and all required documentation must be submitted via [EGMS](#).
- Emailed, faxed or hand-delivered applications will not be accepted.
- Upon submission of a grant application, an applicant may not revise the application.
- Applications must be received no later than **Aug. 30, 2021 (3 p.m. EST)**.
- Late submission will not be accepted.
- OSSE will notify applicants via EGMS if the application is or is not awarded for funding.
- EGMS Help Center: [osse.callcenter@dc.gov](mailto:osse.callcenter@dc.gov) (202) 719-6500; 8 a.m.-5 p.m. Monday - Friday



# Application Submission

- Before you submit, you must run a consistency check. The consistency check will show any parts of the application are not complete. Missing elements will be noted 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.





## Application Review Process

# 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

- An external review panel will be convened to review, score, and rank each application. OSSE may use multiple review panels. The review panel(s) will be composed of neutral, qualified, professional individuals selected for their expertise, knowledge or related experiences. The application will be scored against a rubric and each application will have multiple reviewers to ensure accurate scoring. Upon completion of its review, the panel(s) shall make recommendations for awards based on the scoring rubric. The State Superintendent or designee will consider those recommendations but make all final award decisions.

## Scoring Rubric

- The review panel will assess each grant application using the *CSII2022 Scoring Rubric*. Scoring of the application is based on a 115-point scale.



# Application Review Process: Scoring Rubric

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

| SECTION A – Grant Requirements/Program Features (Maximum 40 points)  |   |   |
|--|---|---|
| Program Features   |   |   |
| <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 identified at least four eligible services to be provided that did not exist before the establishment of the eligible consortium. Applicant described the reason the identified eligible services were selected.</li> <li>• <b>Community Partnerships and Engagement.</b> Applicant described how the proposed eligible consortium intends to engage and foster a relationship with potential community partners to serve the community school. Applicant described the type and number of community partners, the need for the partnership and how the services will be integrated into the community school. Applicant described the degree to which the proposed eligible consortium <u>is able to demonstrate</u> the creative use of existing partnerships and/or secure additional resources from community partners.</li> <li>• <b>Understanding of the Community's Need.</b> Applicant provided an assessment of the local school community and neighborhood, including academic, health, and social service needs and assets, and how the community school will address the needs and build upon the assets of the community it will serve.</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> |   |   |
| Fails to meet criterion- Response does not address all required elements outlined in this section.   | Minimally meets criterion- Response provided, but answers do not demonstrate <u>sufficient</u> evidence of clear understanding of the responsibilities as outlined in this section. | Substantially meets criterion- Response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section. |
| 0  | 8   | 16  |
| Strengths:   |   |   |
| Weaknesses:  |   |   |

# Application Review Process: Scoring Rubric

| Program Mission and Vision  |  |   |
|---|--|---|
| Applicant provided a mission and vision statement of the proposed eligible consortium. The mission statement should: (1) clearly articulate the consortium's overall vision/philosophy of the "community school" approach, and the significance of serving students 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>4</b>   | <b>8</b>  |
| <i>Strengths:</i>   |  |   |
| <i>Weaknesses:</i>  |  |   |
| Program Goals   |  |   |
| Applicant identified the program's three (3) overarching goals. In defining the program goals, applicant included measurable student-level performance goals as well as measurable program-level performance goals. Applicant identified one (1) program goal for community and neighborhood engagement. Applicant described how the goals will be used to measure the effectiveness of the program.  |  |   |
| <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>4</b>   | <b>8</b>  |
| <i>Strengths:</i>   |  |   |
| <i>Weaknesses:</i>  |  |   |
| Program Start-Up  |  |   |
| Applicant described orientation and ongoing training plans for school staff and key stakeholders to ensure that the purpose of the community school approach, program mission and vision and program goals are clear to all stakeholders.   |  |   |
| <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 <u>sufficient</u> 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>  |

# Application Review Process: Scoring Rubric

|  |  |  |
|--|--|--|
| <i>Strengths:</i>  |  |  |
| <i>Weaknesses:</i>   |  |  |
| <b>Total Points</b><br><b>Section A: _____/40 points</b>   |  |  |
| <b>SECTION B – Grant Requirements/Program Implementation and Monitoring (Maximum 20 points)</b>  |  |  |
| <b>Parent/Student Involvement</b>  |  |  |
| Applicant described how the proposed eligible consortium will ensure that students and families are welcomed, encouraged to seek community school support and involved in decision-making.   |  |  |
| <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 <u>sufficient</u> 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> |
| 0  | 2  | 4  |
| <i>Strengths:</i>  |  |  |
| <i>Weaknesses:</i>   |  |  |
| <b>School Leadership and Management Engagement</b>   |  |  |
| Applicant described the plan for regular interaction and communication between the principal/administration/school staff, community partners and the Community School Coordinator to promote a positive relationship and successful implementation of the community school model.  |  |  |
| <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 <u>sufficient</u> 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  | 4  |
| <i>Strengths:</i>  |  |  |
| <i>Weaknesses:</i>   |  |  |
| <b>Data Collection</b>   |  |  |
| Applicant described what data system(s) and tools will be used to collect data for tracking indicators of student, family, and community participation, including attendance and truancy rates, number of referrals, family visits, etc. Applicant described how data will be to inform practice and included data collection methodology and frequency. |  |  |

# Application Review Process: Scoring Rubric

|   |   |  |
|---|---|--|
| Fails to meet criterion- Response does not address all required elements outlined in this section.  | Minimally meets criterion- Response addresses all required elements but descriptions do not demonstrate <u>sufficient</u> evidence of a plan that can be effectively implemented. | Substantially meets criterion- Response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation. |
| 0   | 3   | 6  |
| <i>Strengths:</i>   |   |  |
| <i>Weaknesses:</i>  |   |  |
| <b>Evaluation of Program</b>  |   |  |
| Applicant described the plan for formal <u>quarterly</u> qualitative and quantitative program evaluation to assess the community school services provided, progress towards goal attainment and outcomes. Applicant also described measurable indicators of success in areas such as, student academic achievement, graduation and attendance rate, and improvement in student health and socio-emotional well-being. |   |  |
| Fails to meet criterion- Response does not address all required elements outlined in this section.  | Minimally meets criterion- Response addresses all required elements but descriptions do not demonstrate <u>sufficient</u> evidence of a plan that can be effectively implemented. | Substantially meets criterion- Response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation. |
| 0   | 3   | 6  |
| <i>Strengths:</i>   |   |  |
| <i>Weaknesses:</i>  |   |  |
| <b>Total Points</b><br>Section B: _____/20 points   |   |  |
| <b>SECTION C – Grant Requirements/Financial Management and Sustainability (Maximum 40 points)</b>   |   |  |
| <b>Financial Management</b>   |   |  |
| Applicant described 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. Applicant described how internal controls and records will be maintained specific to the community school program.  |   |  |
| Fails to meet criterion- Response does not address all required elements outlined in this section.  | Minimally meets criterion- Response addresses all required elements but descriptions do not demonstrate <u>sufficient</u> evidence of a plan that can be effectively implemented. | Substantially meets criterion- Response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation. |
| 0   | 8   | 16   |



# Application Review Process: Scoring Rubric

|  |  |  |
|--|--|--|
| <i>Strengths:</i>  |  |  |
| <i>Weaknesses:</i>   |  |  |
| <b>Proposed Budget</b>   |  |  |
| Applicant provided proposed budget and narrative description of the projected use of grant funds, and budget reflected a core concept of service coordination and integration of the identified eligible services. |  |  |
| <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> |
| 0  | 6  | 12   |
| <i>Strengths:</i>  |  |  |
| <i>Weaknesses:</i>   |  |  |
| <b>Financial and Program Sustainability</b>  |  |  |
| Applicant described plans to identify and secure other sources of funding to sustain the community school program after the grant award 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>  |
| 0  | 6  | 12   |
| <i>Strengths:</i>  |  |  |
| <i>Weaknesses:</i>   |  |  |
| <p style="text-align: center;"><b>Total Points</b><br/> Section C: ____/40 points</p>  |  |  |



# Application Review Process: Scoring Rubric

|   |   |  |
|---|---|--|
| <b>Priority Areas (Maximum 15 points)</b>   |   |  |
| <b>A focus on mental health and associated treatment services</b>   |   |  |
| Applicant has an existing focus on mental health and prevention/treatment services for mental health challenges.                          |   |  |
| <input type="checkbox"/> Yes<br><input type="checkbox"/> No   |   |  |
| 0   | 5 |  |
| <i>If yes, describe:</i>  |   |  |
| <b>A student population of which at least 60 percent of the students are at-risk as defined in DC Official Code § 38-2901(2A)</b>         |   |  |
| Applicant has a student population of which at least 60 percent of the students are at-risk as defined in DC Official Code § 38-2901(2A). |   |  |
| <input type="checkbox"/> Yes<br><input type="checkbox"/> No   |   |  |
| 0   | 5 |  |
| <i>If yes, describe:</i>  |   |  |
| <b>A focus on improving academic outcomes for students</b>  |   |  |
| Applicant has a focus on improving academic outcomes for students.  |   |  |
| <input type="checkbox"/> Yes<br><input type="checkbox"/> No   |   |  |
| 0   | 5 |  |
| <i>If yes, describe:</i>  |   |  |
| <b>Total Points</b><br><b>Priority Areas: ____/15 points</b>  |   |  |

|   |  |
|---|--|
| Total Points for Section A (out of 40 points)             |  |
| Total Points for Section B (out of 20 points)             |  |
| Total Points for Section C (out of 40 points)             |  |
| Total Points for Priority areas points (out of 15 points) |  |
| GRAND Total (out of 115 points)                           |  |



EGMS Tips

## EGMS Tips

- **Start and submit early.** Avoid last minute technical submission issues by submitting early to ensure there is time to address issues that may arise.
- **Save early and often** to avoid losing information and timing out.
- **Contact the grant manager for assistance regarding minor technical issues.**
- **Narrative responses may not exceed the stated word count.** If the cut and paste function is used from a Word document, ensure final sentences/paragraphs are not cut off.
- **Printing Application.** The application may be printed by using the Application Print tab. Once requested, a link to print the application will be provided under Completed Print Jobs at the top of the hour.
- **EGMS Help Center:** [osse.callcenter@dc.gov](mailto:osse.callcenter@dc.gov), (202) 719-6500; 8 a.m.-5 p.m. Monday – Friday. **Note:** A record of contact with EGMS will not excuse missing the submission deadline.



## Important Dates

## Important Dates

|  |   |
|--|---|
| <b>Application Release Date</b>                      | <b>July 19, 2021<br/>(12 p.m. EST)</b>              |
| <b>Competitive Application Meeting<br/>(Virtual)</b> | <b>July 22, 2021<br/>(10 a.m.-12 p.m. EST)</b>      |
| <b>Grant Application Submission Deadline</b>         | <b>Aug. 30, 2021<br/>(No later than 3 p.m. EST)</b> |
| <b>Review of Applications</b>                        | <b>Aug. 31 - Sept. 15, 2021</b>                     |
| <b>Grantees Notified/GAN Issued</b>                  | <b>Oct. 1, 2021</b>                                 |



Resources

# Resources

[OSSE Community Schools Incentive Initiative Website](#)



Q&A



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