



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION (OSSE)

REQUEST FOR APPLICATIONS (RFA)

CHILD DEVELOPMENT ASSOCIATE (CDA) – TRAINING AND PREPARATION PROGRAM

Announcement Date:

June 17, 2022 (12 p.m.)

Application Submission Deadline:

Aug. 2, 2022 (3 p.m.)

Pre-Application Webinar

June 22, 2022 (10 a.m.)

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

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SECTION I: GENERAL INFORMATION

1.1 Background Information

The Child Development Associate (CDA) Credential™, issued by the Council for Professional Recognition, is the most widely recognized credential in early childhood education and is a stackable, gateway credential on the pathway of career advancement in the early care and education profession. The credential provides a foundation for building the essential competencies needed by entry-level early childhood professionals providing infant/toddler, preschool or family child care education services. The CDA Credential™ is portable across states and school districts nationwide. It is competency-based and the only multilingual credentialing system that assesses early childhood professionals in the language of their daily work.

In the District of Columbia (DC), the CDA is recognized as a valid credential for early childhood professionals. The CDA fills a gap in DC by providing early childhood professionals with ongoing professional development and education opportunities in addition to those offered through the District's professional development information system (PDIS) and Quorum, an online learning platform offered to educators in DC at no cost.

The CDA represents the crossroad where education and experience meet. This crossroad epitomizes competence and is a pathway to learning best practices for early childhood professionals. The CDA credentialing process includes meaningful activities that incorporate reflective practice and culminates in a personalized professional portfolio, an observation by a designated CDA professional development (PD) specialist and a passing score on the CDA standardized content knowledge examination reflecting the six competency standards of the Council for Professional Recognition.

The Council for Professional Recognition issues the credential when the candidate completes the following: 120 hours of professional education in early childhood development covering children ages birth to 5 years old; 480 hours of work experience; First Aid/CPR certification; a professional portfolio that demonstrates an understanding of competence; feedback from families; an observation by a designated CDA PD specialist that demonstrates effective practice and content knowledge via the CDA exam.

The Office of the State Superintendent of Education (OSSE), Division of Early Learning (DEL), is soliciting applications for CDA grantee(s) that will collaborate with relevant OSSE programs and divisions and institutes of higher education. The CDA grantee(s) will provide ongoing, comprehensive support and implement a robust CDA – training and preparation program that will support early childhood professionals and promote high-quality early care and education in DC.

1.1.1 Release for Application

The release date of the RFA is on Friday, June 17, 2022 (12 p.m.). The RFA is available through the Enterprise Grants Management System (EGMS).

1.1.2 Pre-Application Webinar

Interested applicants are encouraged to participate in the pre-application webinar on Wednesday, June 22, 2022 at 10 a.m. To attend the pre-application webinar, please email Alexis Williams, Program Manager, at Alexis.Williams@dc.gov by June 20, 2022.

1.1.3 Submission of Application

The application must be submitted using EGMS. A completed application with attachments is required upon submission. OSSE/DEL will not forward incomplete applications to the review panel.

1.1.4 Application Deadline

Applications are due no later than Tuesday, Aug. 2, 2022 (3 p.m.). Applications must be submitted through EGMS. Late applications will not be accepted. Once an application is submitted, it cannot be revised.

1.1.5 Program Contact

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

Toni Minor
Office of the State Superintendent of Education
Division of Early Learning
1050 First Street, NE, Sixth Floor
Washington, DC 20002
(202) 455-9203
Email Address: Toni.Minor2@dc.gov

1.2 General Information

1.2.1 Introduction

The CDA – Training and Preparation Program provides a structured course of study that covers six essential CDA competency standards for early childhood professionals earning the CDA Credential™. The CDA credential is a key stepping stone on the path of career advancement in the field of early care and education that supports early childhood professionals in strengthening their knowledge of best practices for supporting the learning of young children. The Council for Professional Recognition is a leader in the credentialing of early childhood educators worldwide and has administered the CDA credentialing program since 1985. The CDA credentialing program is designed to enhance the skills of early childhood professionals working in center-based (infant and toddler and preschool)¹ and family child care programs. The CDA competency standards and assessment process for early childhood professionals recognizes the skills and competencies needed to meet the developmental and emotional needs of infants, toddlers and preschoolers.

The CDA – Training and Preparation Program will:

- Provide a coherent sequence of learning experiences aligned with defined learning outcomes and a comprehensive system of assessment that ensures scholars demonstrate reflective skills and competent practice;
- Provide scholarship funds to support early childhood professionals seeking an initial, renewal or non-cohort CDA credential;
- Include a planned program inclusive of a qualified CDA instructor leading classroom instruction, practicum field experience, professional portfolio development and review, observation in child care settings and the preparation for the CDA standardized exam based on the area of endorsement chosen by the scholars;
- Provide ongoing support, including, but not limited to, offering child development classes in English, Spanish and Amharic, with a flexible schedule and ensuring non-traditional students have what they need to enroll and succeed;
- Provide ongoing support for educators who are non-cohort scholars and those who need to renew their CDA credential; and
- Support the operation of the First Step CDA credential program where DC high school students simultaneously earn their CDA credential while completing their high school diploma.

The scholarship applies to fees for the CDA credential application and assessment, instruction, coursework materials, completion of the Adult/Pediatric First Aid/CPR/AED certificate, career counseling and coaching support and the supports needed for scholars completing and renewing the CDA credential.

1.2.2 Purpose of Funds

OSSE/DEL is soliciting applications from organizations, institutions and agencies interested in offering the CDA – Training and Preparation Program for early childhood professionals in DC. The goal of the CDA – Training and Preparation Program is to increase the number of early childhood professionals in the DC

¹ Center-based settings include child care centers, nursery schools, preschools, child development programs and Head Start/Early Head Start programs.

with the CDA credential by providing courses, supports and funded scholarships for individuals to earn or renew the CDA credential issued by the Council for Professional Recognition.

1.2.3 Eligibility

OSSE/DEL will accept applications from eligible applicants, including not-for-profit, for-profit and faith-based organizations. Applicants must have experience in financial management, quality assurance and ongoing monitoring of scholarships or other awards to community members, as well as previous experience providing quality instruction to English speaking and multilingual adult learners in early care and education settings within the District's mixed delivery system.

1.2.4 Source of Funds

The funds are being made available solely through the District of Columbia local funds through D.C. Code 38-2602(b)(32).

OSSE/DEL maintains the right to adjust the grant award and amount based on funding availability. This RFA does not commit OSSE/DEL to make an award.

1.2.5 Award Period

All grants under this RFA will be five-year awards, beginning on Oct. 1, 2022 and ending on Sept. 30, 2027, contingent upon availability of funds. Each budget period will be one year, with the first period beginning Oct. 1, 2022 and ending Sept. 30, 2023. Receipt of funding for each budget period is contingent upon:

- Availability of funds;
- Recipient's implementation and/or operation of the program as submitted in the application;
- Recipient's demonstration that substantial progress has been made toward meeting the objectives set forth in the approved application, based on ongoing monitoring and review of the recipient's reports;
- Compliance with District and federal laws, regulations and guidance; and
- Appropriate expenditure of funds throughout the grant award period.

1.2.6 Funds Available

The total funding available for the first year of this five-year grant for providing comprehensive support to CDA scholars and renewal applications is up to \$600,000. OSSE/DEL intends to issue at least two awards from this RFA. Determinations regarding the number of competitive grants to be awarded will be based on the quality and number of applications received and available funding. Successful applicants may be awarded amounts less than requested. Applicants are encouraged to propose innovative and creative solutions. OSSE/DEL strongly encourages collaborative applications that meet or exceed the scope of work outlined in the RFA. For applications that include multiple organizations, one organization must be designated to submit and manage the grant.

1.2.7 Permissible Use of Grant Funds

Grant funds shall only be used to support activities delineated in Section 1.3.1 General Grantee Responsibilities Overview, Section 1.3.2 Additional Grantee Responsibilities and the Grant Budget included in the applicant's submission.

1.2.8 Grant Award Notice and Payments

In order to be awarded a grant, organizations must establish eligibility by submitting an application to OSSE in accordance with the relevant program statute(s) and this RFA. Once OSSE has fully approved the application and issued an official Grant Award Notification (GAN), grantee(s) may then receive payment for allowable expenditures for which obligation was made during the grant period. OSSE implements a reimbursement process for all grantees. Program costs must be paid by the grantee(s) to the payee prior to requesting reimbursement; it is not sufficient for costs merely to be incurred. Compliance with programmatic and fiscal implementation and reporting will be considered in reimbursement requests. To receive reimbursement for grant program expenditures, OSSE grantees must complete and submit the applicable advance or reimbursement workbook(s) electronically through EGMS.

1.2.9 General Terms and Conditions

- a. Funding for this award is contingent on continued funding from the grantor. The RFA does not commit OSSE/DEL to make an award.
- b. OSSE/DEL reserves the right to accept or deny any or all applications if OSSE determines it is in the best interest of the agency to do so. OSSE/DEL shall notify the applicant if it rejects that applicant's proposal. OSSE/DEL may suspend or terminate an outstanding RFA pursuant to its own grant making rule(s) or any applicable regulation or requirement.
- c. OSSE/DEL reserves the right to issue addenda and/or amendments subsequent to the issuance of the RFA or to rescind the RFA.
- d. OSSE/DEL shall not be liable for any costs incurred in the preparation of applications in response to the RFA. Applicant agrees that all costs incurred in developing the application are the applicant's sole responsibility.
- e. OSSE/DEL may conduct pre-award on-site visits to verify information submitted in the application and to determine if the applicant's facilities are appropriate for the services intended.
- f. OSSE/DEL may enter into negotiations with an applicant and adopt a firm funding amount or other revision of the applicant's proposal that may result from negotiations.
- g. OSSE/DEL shall provide the citations to the statute and implementing regulations that authorize the grant or sub grant; all applicable federal and District regulations; payment provisions identifying how the grantee(s) will be paid for performing under the award; reporting requirements, including programmatic, financial and any special reports required by OSSE/DEL; and compliance conditions that must be met by the grantee(s).
- h. If there are any conflicts between the terms and conditions of the RFA and any applicable federal or local law or regulation or any ambiguity related thereto, then the provisions of the applicable law or regulation shall control, and it shall be the responsibility of the applicant to ensure compliance.

1.3 Program Scope

1.3.1 General Grantee Responsibilities Overview

The grantee(s) will provide comprehensive instruction and support to CDA scholars, beginning with the enrollment application, direct assessment application phase, attainment of CDA credential and job placement. The CDA credential is issued by the Council for Professional Recognition and is awarded to early childhood professionals who work in a variety of settings. The grantee(s) will also initiate or maintain a CDA Gold StandardSM certification from the Council for Professional Recognition.

The grantee(s) will be responsible for marketing the program to the workforce and conducting outreach activities for recruiting specific language groups and relevant target population(s), identifying eligible recipients of the CDA Training and Preparation Program scholarships and ensuring that CDA scholars meet the eligibility and complete the preliminary steps for enrollment. The grantee(s) will be responsible for recruiting and training prospective CDA instructors. The grantee(s) will work collaboratively with OSSE programs and divisions to market, recruit and retain students for initial, non-cohort (Quorum) and renewal educators. The grantee(s) will also work with DC Child Care Connections (DC CCC) to ensure CDA scholars have access to OSSE-sponsored educational resources and ongoing professional development opportunities and job placement.

The grantee(s) will provide the full scale CDA instruction in approximately 11 initial CDA cohort groups with a minimum enrollment of 30 participants per cohort, reaching a total of 330 participants virtually or in-person annually. The grantee(s) will offer approximately two renewal CDA cohort groups annually with a minimum enrollment of 50, reaching a minimum total of 100 participants annually. The grantee(s) will offer a minimum of 50 non-cohort (Quorum) scholarships to be offered throughout the fiscal year. Cohorts should be operated at least once per quarter, if not more frequently. The grantee(s) must:

- a. Develop and implement the CDA – Training and Preparation Program to support the early childhood professionals seeking an initial, non-cohort and renewal of the CDA credential;
- b. Recruit and train qualified CDA instructors who meet the educational and professional experience requirements for teaching adult learners and early childhood professionals;
- c. Purchase textbooks, workbooks, CDA competency standards books and all informational materials related to the program from the Council for Professional Recognition and as required in order to obtain the CDA credential;
- d. Work collaboratively with DC CCC and other partners to market, recruit and retain students for initial, renewal and non-cohort CDA cohorts and job placement referrals;
- e. Collaborate with OSSE programs and partners to ensure CDA students have access to OSSE-sponsored educational resources and ongoing professional development and/or opportunities;
- f. A minimum of one grantee will monitor the operation of the First Step CDA credential program for IDEA Public Charter School;
- g. Ensure CDA scholars employed by a child development facility include employer endorsements of their participation in the CDA program or, in the case of family child care home providers, award a scholar bonus in the amount of \$100 after successfully attaining the CDA credential;
- h. Execute a minimum of 120 hours of instruction per cohort (virtually, as needed) and ensure the secured placement for the scholar to complete practicum field experience in cohort groups to include expert content area professional development and certifications required for entry-level child care educators in child development facilities;

- i. Pay CDA scholars' application fees to the Council for Professional Recognition and any additional fees related to CDA credential assessment, instruction, coursework materials, career counseling and coaching support and the supports needed for scholars completing the CDA credential requirements;
- j. Assist CDA scholars in developing their personalized professional portfolio, provide workshops facilitated by CDA instructors for professional portfolio completion, as needed and review of professional portfolio prior to the official review by the assigned PD specialist;
- k. Offer career counseling services, as needed;
- l. Assist CDA scholars in finding a CDA PD specialist recognized/approved by the Council for Professional Recognition;
- m. Schedule a CDA verification visit with a PD specialist (from the list published by the Council for Professional Recognition);
- n. Monitor, log and track the verification visit assignment, CDA exam, attainment of the CDA credential and job placement referrals for all CDA scholars;
- o. Create and facilitate a differentiated survey based on CDA cohort, non-cohort and renewal-type supports of the program to include at minimum for CDA cohort of 1) instructor quality; 2) portfolio support quality; and 3) rating of the program's overall support;
- p. Institute an ongoing post-credential tracking survey to be completed by scholars in order to collect data about employment of CDA scholars over time;
- q. Support any unemployed CDA scholars in the program with finding employment, with the support of DC CCC and other partners;
- r. Ensure scholars sign a consent that allows for data sharing between the grantee and OSSE, a data sharing agreement may be required between grantee(s) and OSSE;
- s. Propose training modules, curricula, resource materials and schedules, to be finalized with selected CDA instructors;
- t. Comply with all the requirements of the Council for Professional Recognition (see: [CDA Credentialing Program FAQs](#)) for the CDA credential;
- u. Institute a CDA scholar support system for those who do not require the instructional hours, but need portfolio development support, fee scholarship and application support; and
- v. Provide scholars with additional training related to the metrics used by Capital Quality, the District's quality rating and improvement system (QRIS). These metrics include the Environment Rating Scales (ERS) and Classroom Assessment Scoring System Pre-K (CLASS Pre-K), which will help prepare scholars as they enter the District's early care and education workforce.

The grantee(s) will issue initial, non-cohort CDA and renewal scholarships to prospective scholars who meet the following application requirements:

- a. Reside in DC or work in a licensed child care center or licensed family child care home/expanded home in DC;
- b. Complete the documentation/information collection requirements specified by the grantee(s), OSSE and the Council for Professional Recognition;
- c. Participate in a one-on-one interview with the grant program manager or coordinator; and
- d. Demonstrate their employer's acknowledgement (if currently employed) of their participation in the program.

The CDA – Training and Preparation Program scholarship will support and pay for any costs related to the Council for Professional Recognition’s requirement that all CDA candidates apply for the CDA exam upon completion of all eligibility requirements for candidates, which include:

- a. Having a high school diploma, General Educational Development (GED) or be a high school junior or senior in an early education/child development Career and Technical Education (CTE) program;
- b. Complete the Adult and Pediatric First Aid/CPR/AED training;
- c. Any time before applying, complete 120 clock hours of formal early childhood education training, covering the growth and development of children, with no fewer than 10 training hours in each of the eight CDA subject areas;
- d. Within three years of submitting an application to the Council for Professional Recognition for the assessment, obtain 480 hours of professional work experience working with young children;
- e. Within six months of submitting an application to the Council for Professional Recognition for the assessment, prepare a CDA professional portfolio according to the requirements outlined in the CDA Competency Standards book; and
- f. Finding a CDA PD specialist recognized/approved by the Council for Professional Recognition.

The Council for Professional Recognition requires renewal of the CDA credential every three years to reaffirm competence as infant/toddler, preschool or family child care CDA.

1.3.2 Additional Grantee Responsibilities

Grantee(s) will also be required to:

- a. Submit all proposed printed materials and materials acquired from outside sources for OSSE/DEL’s review and approval prior to their use and dissemination under this grant;
- b. As appropriate, grantee(s) must translate its program information into the languages (Spanish and Amharic) of the target populations that it serves;
- c. Provide OSSE/DEL with translated materials for accuracy and field-testing, the translated materials must be culturally and linguistically appropriate;
- d. Track the distribution of promotional materials, including translated materials, to the target communities and include this data in the monthly report for OSSE/DEL review;
- e. Initiate program delivery into the languages of the target populations (English, Spanish and Amharic) that the grantee(s) serve(s) to include instruction, coursework materials, career counseling and coaching support and the supports needed for scholars completing the CDA credential requirements;
- f. Submit a monthly report to OSSE/DEL, providing information such as cohort progress (e.g., attendance and retention data), positive outcome stories, information about special events, issues/concerns, scholars’ program completion, attainment of CDA credential, job placements, CDA renewal dates and additional information as determined by OSSE/DEL and the grantee(s) and as outlined in Section 1.3.3 OSSE/DEL Responsibilities;
- g. Ensure staff and instructors are trained on the utilization of culturally sensitive activities;
- h. Ensure access to additional resources and education supports as appropriate; and
- i. Adhere to Section 1.3.6 Reporting Requirements.

1.3.3 OSSE/DEL Responsibilities

OSSE/DEL will utilize several monitoring strategies to ensure fidelity of program implementation and for continuous improvement purposes. These strategies include, but are not limited to, collection of performance data and review of financial reports. The grantee(s) will be required to report information in a manner consistent with OSSE's database management information system requirements, which will be clarified with the grantee(s), including the appropriate secure method of transmittal. At a minimum, the grantee(s) will be required to submit program performance reports to the OSSE/DEL grant monitor in an electronic format approved by the grant monitor. The program reports will describe CDA scholar performance, cohort enrollment, marketing and outreach, career counseling, portfolio development, attrition and retention, exit surveys and program successes and challenges. The program reports will be submitted monthly and will report program performance for the previous month. The format for reporting will be prescribed by OSSE/DEL and will be required to facilitate prompt review of the grantee(s) accomplishments in support of grant responsibilities by OSSE/DEL. Reporting may require detailed as well as aggregate reporting of accomplishments.

Monthly program reports will be due on the 10th of the month. The fiscal calendar year begins on Oct. 1 of the award year and concludes on Sept. 30 of the next year. Additionally, OSSE/DEL reserves the right to request and receive additional information, such as financial records, supporting documents, data and statistical records and all records pertinent to this award at any time during the grant award life.

All information in monitoring reports will be subject to verification and OSSE/DEL may require additional information from the grantee(s).

1.3.4 Performance Standards and Quality Assurance

OSSE/DEL expects that the grantee(s) performance will result in measurable, quality improvements in early childhood education, which will be reported on an ongoing basis and summarized in the monthly program reports. The grantee(s) will be expected to report data on the individuals enrolled within their instructional cohorts, non-cohort individuals and those seeking renewals on an ongoing basis as outlined in Section 1.3.3. The grantee(s) will be expected to meet at least monthly with OSSE/DEL to share information and review reports related to the status of grant activities. The grantee(s) will be required to meet performance standards at an acceptable quality level. Additionally, the grantee(s) shall:

- a. Submit a work plan within 30 days from the date of execution of this award to the grant monitor, detailing its plan to monitor and evaluate the delivery of all services. At a minimum, the work plan shall include a review of the appropriateness, quality, quantity and timeliness of the delivery of services and shall stipulate prompt correction by the grantee(s) of deficiencies identified.
- b. Implement policies and procedures to evaluate the accuracy of data collection and the reporting of all program activities in accordance with protocols established by OSSE/DEL and any other grantor agency (federal regulations) as applicable.
- c. Ensure participation in evaluation of the project by appropriate internal staff and/or external evaluators. These evaluation activities may include, but are not limited to, site visits, community surveys or other data collection activities.
- d. Conduct a satisfaction survey among CDA – Training and Preparation Program scholars and use survey results to improve operations as appropriate.

Performance Standards and Measures

a. Recruit CDA – Training and Preparation Program applicants.

The grantee(s) will:

- i. Market and promote CDA – Training and Preparation Program to recruit qualified applicants through various methods, including but not limited to, the following:
 1. Develop and distribute a CDA – Training and Preparation Program brochure;
 2. Utilize workforce data to develop satellite learning cohorts within wards that are serviced by the grantee(s);
 3. Present at Adult College Fairs, sponsored by OSSE, as well as other community events to promote the CDA – Training and Preparation Program;
 4. Collaborate with DC CCC in distributing promotional materials and information about the CDA – Training and Preparation Program and scholars' practicum placement and job referrals; and
 5. Reach out to licensed child development facilities to share information about the CDA – Training and Preparation Program, distribute promotional materials and advocate for scholars' practicum placement and job referral.
- ii. Ensure that a diverse group of qualified applicants are informed about the CDA – Training and Preparation Program in culturally and linguistically appropriate modalities. Translate all program materials as required by the District of Columbia Language Access Act of 2004.

b. Provide technical assistance and support to CDA scholars through various methods, including but not limited to the following:

- i. Provide comprehensive instruction and support to CDA scholarship candidates beginning with the enrollment application through the direct assessment application phase and job placement;
- ii. Develop a system to manage timely disbursement of application and other applicable fees and materials;
- iii. Assist CDA scholars in the development of their personalized professional portfolio during the scheduled instructional period led by CDA instructors;
- iv. Support CDA scholars in securing a CDA PD specialist recognized and approved by the Council for Professional Recognition;
- v. Organize and schedule the CDA verification visit by PD specialist and log and track results of the CDA exam and awarding of the CDA credential for each candidate;
- vi. Support unemployed CDA candidates with finding employment with the support of DC CCC and other community partners; and
- vii. Ensure that applicants receive information about career counseling services and are supported in receiving additional resources.

c. Compile and Report Data

The grantee(s) will:

- i. Develop and strengthen the necessary grant specific payment and data tracking systems in order to track CDA scholarship recipients' progress and other related data using a monthly and quarterly aggregate reporting mechanism for program reporting;
- ii. Collect data that will provide an initial baseline measure;

- iii. Submit information to OSSE/DEL monthly including but not limited to, the number of applications received, the amount of scholarship dollars spent, the work settings of applicants, demographic information and progress in the program, information on renewals, etc.; and
 - iv. Support and track scholars from the application through the direct assessment application phase using monthly data.
- d. Evaluation
- The grantee(s) will:
- i. Administer surveys to CDA – Training and Preparation Program scholars and staff at the end of each cohort to identify program strengths and challenges and to elicit suggestions regarding the best ways to provide ongoing support and improve program operations;
 - ii. Track data on CDA scholar employment over time; and
 - iii. Use survey and ongoing employment data to make programmatic improvements.

1.3.5 Confidentiality of Records

Except as otherwise provided by local or federal law, no grantee shall use or reveal any research, statistical or personally identifiable information (PII) for any purpose other than that for which such information was obtained in accordance with this grant program. Such information and any copy of such information shall be immune from legal process and shall not, without the consent of the person furnishing such information, be admitted as evidence or used for any purpose in any action, suit or judicial, legislative or administrative proceeding.

The applicant must demonstrate an ability to maintain the confidentiality of applicant and scholar information and to report the information specified below to OSSE/DEL. Awarded applicants may also be required to enter into a data sharing agreement with OSSE. Specifically, the applicant must agree to and abide by the following conditions:

- a. Applicant and scholar records and any other records received from OSSE shall be kept confidential and shall not be open to public inspection, nor shall their contents or existence be disclosed to the public. Such records may not be divulged to unauthorized persons as dictated by OSSE/DEL.
- b. No person receiving information concerning an applicant or scholar or any other record from OSSE shall publish or use the information for any purpose other than that for which it was obtained, reviewed or presented.
- c. In the event that data is disclosed to an unauthorized individual or otherwise used for an unauthorized purpose, the applicant must report such incident to OSSE at Gwen.Rubinstein@dc.gov and osse.datasharing@dc.gov.
- d. All project staff and volunteers shall sign a confidentiality statement and complete a training on data confidentiality prior to engaging in grant related activities.
- e. When no longer needed for their original purpose but no earlier than the document retention period specified in Section 1.4.1, the grantee(s) will destroy records consistent with OSSE's requirements for data destruction. The grantee(s) shall confirm in writing to OSSE its compliance

within five (5) business days of destroying the data. The written notification shall be sent to Gwen.Rubinstein@dc.gov and osse.datasharing@dc.gov.

- f. All records regarding children receiving services from an applicant or scholar shall be subject to the confidentiality requirements of OSSE and the Family Education Rights and Privacy Act, 20 U.S.C. § 1232g and applicable regulations as appropriate.

1.3.6 Reporting Requirements

The grantee(s) will be required to report information in a manner consistent with EGMS, OSSE's/DEL's online grant monitoring database. The grantee(s) will submit monthly financial and monthly program performance reports to the grant monitor. Monthly program reports will provide data needed to monitor the status of activities. The reports will also outline progress in achieving the goals and objectives of the program and recommend steps for continuous improvement. Reporting may require detailed, as well as aggregate reporting of accomplishments. The format for reporting will be prescribed by OSSE/DEL and will be required to facilitate prompt review of the grantee(s) accomplishments in support of payment. The monthly reports will be due the 10th of the month.

1.4 General Provisions

1.4.1 Document Retention

Recipients of these funds are required to maintain complete documentation of grant activities including financial records, supporting documents, statistical records and all other records pertinent to this award for a period of three years from the end date of the grant period to ensure that such documentation is available to authorized entities for review upon request.

1.4.2 Audits

OSSE/DEL and other respective jurisdictional administrative agencies of DC may audit the applicant's expenditure statements and source documentation any time or times, before the final payment and up to three years after the grant closes.

1.4.3 Conflict of Interest

The grantee shall ensure that no individual in a decision-making capacity will engage in any activity, including participation in the selection of a vendor, the administration of an award or an activity supported by award funds, if a conflict of interest or appearance of a conflict of interest would be involved.

A conflict of interest would arise when the individual, any member of the individual's immediate family, the individual's partner; or an organization that employs or is about to employ, any of the aforementioned, has a financial or personal interest in the firm or organization selected for contract.

1.4.4 Nondiscrimination in the delivery of services

The applicant shall comply with the DC Human Rights Act of 1977, as amended, (D.C. Official Code § 2-1401.01 et seq.) which prohibits discrimination based on race, color, religion, nationality, sex, age,

marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, genetic information, disability, matriculation, political affiliation, source of income, status as a victim of an interfamily offense or place of residence or business or credit information.

1.4.5 Staff Requirements

The grantee(s) must employ appropriately qualified staff and maintain documentation that its staff members, as well as any subcontractors, possess adequate training and competence to perform assigned duties.

Grantee(s) must propose CDA instructors with qualifications described below:

- a. Hold a minimum of a bachelor's degree from an accredited college or university in one of the following disciplines:
 - Early childhood education/child development
 - Elementary education/early childhood education
 - Family and consumer sciences/child development
- b. Have in-depth experience and proficiency in the following subject areas;
 - Planning a safe, healthy learning environment;
 - Advancing children's physical and intellectual development;
 - Supporting children's social and emotional development;
 - Building productive relationships with families;
 - Managing an effective program;
 - Maintaining a commitment to professionalism;
 - Observing and recording children's behavior; and
 - Understanding principles of child development and learning.
- c. Proficiency in training delivery; planning, adaptation and evaluation of training;
- d. Have experience in course development;
- e. Demonstrate knowledge in adult learning theory and pedagogy; and
- f. Proficiency in course design, research development and testing.

Proposed staff assigned to the grant should be limited to administrators running the grant and carrying out the responsibilities outlined in Section 1.3.1 General Grantee Responsibilities Overview and Section 1.3.2 Additional Grantee Responsibilities. Proposed individuals should be named in Section 2.3, Staffing Plan. Resumes and an organizational chart should also be provided in this section. Resumes of proposed CDA instructors and any changes in staffing patterns or job descriptions shall be approved in writing and in advance by the OSSE/DEL grant monitor.

In the case of staffing changes, an amendment to the approved application must be made, specifically in the staffing plan and detailed planned expenditures, salaries and benefits section.

1.5 Award Process

1.5.1 Review Panel

OSSE/DEL will make the funds available through a competitive process to identify organizations interested in offering the CDA – Training and Preparation Program for early childhood professionals in DC. Applications that meet all eligibility and application requirements will be evaluated, scored and rated by an OSSE/DEL designated review panel.

OSSE/DEL will use external peer reviewers to review and score the applications received for this RFA. External peer reviewers may include employees of DC government who are not employed by OSSE. An external peer reviewer is an expert in the field or the subject matter. The final decision to fund grantee(s) rests solely with OSSE/DEL. After reviewing the recommendations of the review panel and any other relevant information, OSSE/DEL shall decide which applicant(s) to fund.

1.5.2 Rubric

1.5.2.1 Overview

The purpose and content of each section is described below. Applicants should include all information necessary to adequately describe the proposed project. The scoring of the application is based on a 100-point scale. These criteria allow the external peer reviewers and OSSE to determine an applicant's justification of need for grant funds, the soundness of its proposed service delivery plan, the adequacy and reasonableness of proposed resources needed and demonstrated capability for managing the proposed program.

1.5.2.2 Executive Summary

- Overview:** Briefly describe the applicant organization and its proposed methodology for implementing the CDA - Training and Preparation Program. Applicants should establish a vision for the implementation of the CDA – Training and Preparation Program to include the application process for individuals seeking the credential and for meeting program requirements.

1.5.2.3 Information about the Organization (Maximum: 20 points)

- Mission and Vision:** Provide the organization's mission and vision statement, a description of its core programs and explain the relevance of the organization's prior experience to the requirements of the grant. (5 points)
- Logic Model:** In an attachment, describe the strategic logic for the organization to manage this grant, provide the strategic logic for reaching the target population and meet the established CDA cohort goals and describe the activities, inputs, outputs and outcomes for the CDA – Training and Preparation Program. (5 points)
- Organizational Expertise in Early Childhood Education:** Describe your organization's experience and expertise in early childhood education and previous experience providing financial management and monitoring of scholarships or other awards provided to the local community as well as previous experience providing quality instruction to English and multilingual adult learners in early childhood settings. Applicants should demonstrate knowledge of existing CDA programs in DC. (5 points)

- ❑ **Ongoing Collaboration with Stakeholders:** Describe how your organization will foster and maintain collaborative relationships with OSSE/DEL as well as with and between other partners including but not limited to: the Council for Professional Recognition, DC CCC, Multicultural Spanish-Speaking Providers Association (MSSPA) and other stakeholders to reach the target population and meet the established CDA cohort goals. (5 points)

1.5.2.4 Capacity to Implement the CDA – Training and Preparation Program (50 points)

- ❑ **Plan to Implement the CDA – Training and Preparation Program:** Describe your plan to implement the CDA – Training and Preparation Program for early childhood professionals in DC. The plan should address all the aforementioned grantee responsibilities, that include but are not limited to, promotion of the scholarship program, with emphasis on specific language groups, if applicable; identification and recruitment of qualified applicants; eligibility determinations; issuance of awards, with emphasis on the distribution of scholarships to special targeted populations, if appropriate; surveying scholarship awardees; follow-up with scholarship awardees to determine whether they have applied and completed the CDA credential and in the case of those who have not, the remedial steps the applicant will take; implementing a tracking mechanism to monitor employment of scholars after completion of program. (10 points)
- ❑ **Plan to Provide CDA Instructor Training:** Describe your plan to recruit and train highly-qualified and competent CDA instructors, specifically addressing the number needed for adequate staffing in the language of the target population and the descriptive qualifications: how the applicant will identify and recruit potential CDA instructors; the schedule for each training module; identify the resource materials to be used; describe provisions for working with non-English-speaking scholars; and equipment and facility to be used. (10 points)
- ❑ **Data Collection:** Using the Data Collection and Evaluation Plan, identify how data will be collected to assess and evaluate the implementation of the grant on a regular basis. Include data collection methodology and frequency of data collection. Describe the evaluation plan to regularly assess the outcomes of the organization’s CDA cohorts, non-cohort individuals and CDA renewals, using a system for monitoring scholar progress through the sequence of requirements leading to the earned credential; tracking successes; credentials awarded; and ongoing employment data. (10 points)
- ❑ **Development of Work Plan:** List the critical milestones/tasks, staff responsible for the implementation of the milestones/tasks and approximate timeline needed to address the requirements of this grant for the first year of this five-year grant. (10 points)
- ❑ **Staffing Plan:** Describe the qualifications of the proposed staff to implement the CDA – Training and Preparation Program. Uploaded documents in the Staffing Plan section should also demonstrate qualifications as well as describe staff responsibilities on the grant. The staffing plan should be supplemented by resumes, qualifications/credentials and position descriptions, including minimum requirements for proposed personnel that have not been identified, the process for recruitment and selection and the timeline for hiring additional support staff included in the budget. (10 points)

1.5.2.5 Detailed Planned Expenditures: Financial Management and Proposed Budget (Maximum: 20 points)

- Financial Management:** Describe the financial management and internal accounting procedures that will be used to ensure proper financial management, including the fiscal controls designed for accountability and procedures to ensure proper spending of the grant and funds according to approved budgets and applications. 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). (10 points)

- Proposed Budget:** Provide a proposed budget for the first year of the five-year grant and a narrative description of the use of grant funds to address the requirements of this grant. Indirect costs are allowable expenses in the proposed budget for eligible organizations but must be requested by contacting the program contact listed in Section 1.1.5. The standard indirect cost rate offered by OSSE/DEL is 10 percent unless the applicant has a Negotiated Indirect Cost Rate Agreement (NICRA) with the federal government that allows them to budget a different rate. (10 points)

1.5.2.6 Capacity to Provide Additional Training on Capital Quality Metrics (Maximum: 10 points)

Experience in Providing Professional Development using the CLASS Pre-K and ERS: Describe the organization's knowledge and experience about Capital Quality, the District's QRIS and describe the staff's capacity and qualifications as it relates to administering and providing training on CLASS Pre-K and Infant/Toddler Environment Rating Scale-Third Edition (ITERS-3) and Family Child Care Environment Rating Scale-Third Edition (FCCERS-3). Please highlight possible collaboration and partnerships with other entities to provide these trainings. (10 points)

SECTION II: PROGRAM INFORMATION

2.1 Work Plan

Each applicant must submit a work plan for the first year of the five-year grant detailing project activities (i.e., specific milestones or tasks), indicating the alignment of the project activities with the objectives of the project, listing the staff responsible for performing each project activity and including an approximate timeline for accomplishing each project activity. Each objective listed in 2.1.1 must have at least three activities, briefly describe the activities and indicate the party responsible for completing the activities. Each activity must show the month(s) and year(s) in which it will be performed.

2.1.1 Objectives

The objectives for this grant are as follows:

- a. Early childhood professionals are able to access scholarships to support them in earning and renewing a CDA credential.
- b. A robust CDA – Training and Preparation Program administered by a highly professionalized team of CDA instructors with the required experience and skills to serve DC’s early childhood professionals.
- c. Work collaboratively with DC CCC and other community partners to market, recruit and retain students for initial and renewal CDA cohorts.

2.2 Evaluation and Data Collection Plan

For each objective, describe the following: (1) how data will be collected to assess and evaluate the implementation of grant responsibilities on a regular and ongoing basis; (2) include data collection methodology and frequency of collection; (3) describe the evaluation plan to regularly assess the outcomes of the organization’s CDA – Training and Preparation Program; and (4) prepare and provide a system for monitoring scholar progress through the sequence of requirements leading to the earned credential, including tracking successes, credentials awarded and ongoing employment data.

2.3 Staffing Plan

The applicant must provide a staffing plan for all personnel who will be assigned to the project, including full-time (e.g., project manager) and part-time employees. The staffing plan must propose qualified individuals for all roles named in Section 1.4.5, Staffing Requirements. The staffing plan must be supplemented by resumes, qualifications/credentials and position descriptions, including minimum requirements for proposed personnel that have not been identified, the process for recruitment and selection and the timeline for other support persons included in the budget.

In addition to the staffing plan as detailed above, the applicant should also include an organizational chart.

2.4 Other Attachments

2.4.1 W-9

Each applicant shall submit a completed W-9 form. If the applicant has submitted an updated W-9 to OSSE/DEL within the past year, the applicant shall provide the date of this submission.

2.4.2 Attestation of Priority Areas (See Attachment A)

2.4.3 Applicant Acknowledgement of Compliance with Applicable District and Federal Status and Regulations (See Attachment B)

2.4.4 Assurances (See Attachment C)

2.4.5 Resumes and/or Qualifications of Key Staff

2.4.6 Audited financial statements for the past three (3) years

2.4.7 Documentation of organizational status (e.g. Tax Exemption Letter)

2.4.8 Conflict of Interest Policy

2.4.9 Separation of Duties Policy

2.4.10 Organizational Chart

2.4.11 Logic Model

ATTACHMENTS

Attachment A: Attestation of Priority Areas

Attachment B: Assurances

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

Attachment A: Attestation of Priority Areas

**ATTESTATION OF PRIORITY AREAS
Office of the State Superintendent of Education**

- CDA2022: CHILD DEVELOPMENT ASSOCIATE (CDA) – TRAINING AND PREPARATION PROGRAM**

- The **CDA – TRAINING AND PREPARATION PROGRAM** will be given to organizations and agencies that can:
 - Provide a coherent sequence of learning experiences aligned with defined learning outcomes and a comprehensive system of assessment that ensures scholars demonstrate reflective skills and competent practice;
 - Provide scholarship funds to support early childhood professionals seeking an initial, non-cohort or renewal CDA credential;
 - Include a planned program inclusive of a qualified CDA instructor leading classroom instruction, practicum field experience, professional portfolio development and review, observation in child care settings and the preparation for the CDA standardized exam based on the area of endorsement chosen by the scholars;
 - Provide ongoing support, including, but not limited to, offering child development classes in English, Spanish and Amharic, with a flexible schedule and ensuring non-traditional students have what they need to enroll and succeed; and
 - Support the operation of the First Step CDA credential program where DC high school students simultaneously earn their CDA while completing their high school diploma.

Please have an authorized representative of the applicant organization sign and attest to the agency’s status in regard to the mission statement that reflects the agencies priority areas as justification that supports the application.

Administrator Name: _____

Title: _____

Administrator’s Signature: _____

Date: _____

Attachment B: Assurances

ASSURANCES
Office of the State Superintendent of Education
CHILD DEVELOPMENT ASSOCIATE (CDA) – TRAINING AND PREPARATION PROGRAM

CDA2022

The duly authorized officer of the applicant, the truth of which is sworn or attested to by the applicant and signed in the presence of a notary public, must sign this document.

Name: _____

Title: _____

Name of Applicant Organization: _____

Address of Applicant Organization: _____

Telephone Number of Applicant Organization: _____

Email Address of Named Person Above: _____

We hereby attest the following:

1. We will ensure that the facilities under our organization’s ownership, lease or supervision, which shall be utilized in the accomplishment of the project are compliant with all District statutes, codes and regulations;
2. We know and understand that awarded funds shall be used to support the organization’s functions and activities needed to address the requirements of this grant. The funds may not be transferred outside of or within the organization, for any unrelated purpose; and
3. We will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly with whom they have family, business or other ties;

Authorized Representative Signature and Title

Date

Notary

Date