



DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

**OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION (OSSE)
REQUEST FOR APPLICATIONS (RFA)
HIGH QUALITY INSTRUCTIONAL MATERIALS GRANT (HQIM2023)**

RFA Release Date:

Wednesday, Sept. 28, 2022 (12 p.m. EST)

Application Submission Deadline:

Thursday, Nov. 10, 2022 (3 p.m. EST)

Pre-Application Webinar

Thursday, Oct. 6, 2022 (10 a.m. EST)

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

TABLE OF CONTENTS

	Page
SECTION I. GENERAL INFORMATION	
1.1 Background Information	4
1.2 Purpose of Funds	6
1.2.2 Eligibility	7
1.2.3 Source of Funds	7
1.2.4 Award Period	8
1.2.5 Funds Available	8
1.2.6 Permissible Use of Grant Funds	8
1.2.7 Grant Award Requirements	9
1.3 Program Scope	9
1.3.1 General Grantee Responsibilities	9
1.3.2 OSSE/TAL Responsibilities	9
1.3.3 Performance Standards and Quality Assurance	9
SECTION II. SUBMISSION OF APPLICATION	
2.1 Release of Application	10
2.2 Application Deadline	10
2.3 Award Announcement	10
2.4 OSSE Contact Information	10
2.5 W-9 Information	10
SECTION III. APPLICATION CONTENT	
3.1 Format and Scoring	11
3.2 Descriptions of Application Sections	11
A. Executive Summary	11
B. Program Features	11
C. Program Sustainability and Progress Monitoring	12
SECTION IV. REVIEW PANEL AND APPLICATION SCORING	
4.1 Review Panel	13
4.2 Scoring Rubric	13
SECTION V. GENERAL PROVISIONS	
5.1 Grant Awards Notice and Payments	14
5.2 Audits	14
5.3 Monitoring and Reporting	14
5.4 Confidentiality	14
5.5 Nondiscrimination Delivery of Services	15
5.6 Conflict of Interest	15
5.7 Vaccination Requirements	15
5.8 RFA Terms and Conditions	15
SECTION VI. ATTACHMENTS	
A. Scoring Rubric	18

APPLICATION CHECKLIST
FY2023 High Quality Instructional Materials Grant (HQIM2023)

The Office of State Superintendent of Education (OSSE) will not forward applications to the review panel that do not conform to the following specifications:

- The application is submitted using OSSE's [Enterprise Grants Management System \(EGMS\)](#).
- The applicant has answered all components of the RFA and included all required documentation.

Applications received after **3 p.m. EST, on Thursday, Nov. 10, 2022**, will not be considered for review. Any additions or deletions to an application will not be accepted after the deadline. Applications must be complete when submitted in EGMS.

For any questions, please contact:

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SECTION I: GENERAL INFORMATION

1.1 Background Information

The Office of the State Superintendent of Education (OSSE) has been awarded \$386 million dollars in Elementary and Secondary School Emergency Relief (ESSER) funds, as further authorized by the federal American Rescue Plan (ARP) of 2021 (P.L. 117-2), to “address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the Nation.” (U.S. Department of Education, ARP ESSER Letter to State Commissioners, March 17, 2021.) States may use funds to meet students’ academic needs. (*Id.*)

As the nation is now in its third school year of disrupted learning due to the COVID-19 pandemic, state and local education leaders recognize that students’ academic recovery will be a years-long process, and must be anchored in learning acceleration, where educators prioritize instruction rooted in grade-level content for all students, while simultaneously providing supports for students who experienced unfinished learning in previous grade level content. Two non-profit organizations conducted recent research encompassing more than two million students across more than 100,000 elementary math classrooms on learning acceleration versus remediation for students with learning gaps. Results showed that students who experienced learning acceleration struggled less and learned more than students who started at the same level but experienced remediation instead. ([Accelerate, Don’t Remediate: New Evidence from Elementary Math Classrooms](#), TNTP in partnership with Zearn, May 2021.)

To address students’ disrupted learning due to the COVID-19 pandemic, schools must develop and implement a learning acceleration strategy focused on access to grade level content focused on priority content. A critical element of learning acceleration is the use of **high-quality curricular resources and learning materials**. Research shows educators are more effective in accelerating student learning when teachers have access to high-quality, aligned instructional materials. ([Learning Acceleration for All: Planning for the Next Three to Five Years](#), TNTP, June 2021.) OSSE defines high-quality instructional materials (HQIM) as *sequential, comprehensive* materials that are *evidence-based* and aligned with District of Columbia *content standards*. TNTP’s guide goes on to state: “Providing students’ access to high-quality academic experiences without a set of high-quality instructional materials and curricular resources is exceptionally difficult.” (*Id.* at p. 19.)

Currently, many public schools in the District of Columbia are using either teacher made curriculum materials, lack a robust standards-aligned curriculum or have a curriculum that is not being implemented with fidelity. Teachers working in schools that have a high proportion of students who receive free and reduced lunch are searching for materials online at higher rates (*Why materials matter*. EdReports. (n.d.). <https://www.edreports.org/impact/why-materials-matter#s05>). Teachers are challenged with possessing the necessary skill set and having the time to create curriculum aligned to content standards, leading to a disconnect with standards and poor academic outcomes for students. Daniel Hirschhorn’s longitudinal study (Steiner, D. (2021, March 10). *Materials matter*. [Learning Forward](#)) found that students who were taught using a high-quality math curriculum for four consecutive years (grades 7-10) outpaced comparison students by a margin of 23 percentile points — an effect that amounts to four additional years of learning. Supporting District of Columbia local education agencies (LEAs), which as used herein refers to the District of Columbia Public Schools and District of Columbia public charter schools, with evaluating curricula and adopting high-quality materials will improve students’ access to high quality instruction and materials. Teachers working in schools that have a high proportion of students who receive free and reduced lunch are searching for materials online at higher rates (Steiner, D. *Materials matter*. *The Learning Professional: The Learning Forward*

Journal, Vol. 39, No. 6. www.learningforward.org/journal/december-2018-volume-39-no-6/materials/). Research also demonstrates that when teachers use high-quality instructional materials, student outcomes can significantly improve as much as moving an average performing teacher to the 80th percentile (*Why materials matter*. EdReports (n.d). www.edreports.org/impact/why-materials-mater#so5).

To support District of Columbia LEAs in learning acceleration, OSSE is leveraging a portion of its state-level reserve of ESSER funds to implement several learning acceleration strategies. One of these strategies is **OSSE's High-Quality Instructional Materials (HQIM) Project**. The HQIM Project's theory of action is:

If OSSE:

1. Equips LEA and school leaders with the knowledge and skills needed to identify and select high-quality instructional materials;
2. Provides the funds necessary to secure those materials and accompanying professional development; and
3. Provides instructional teams with professional development, tools, and supports for strategic rollout of the new materials;

Then: District of Columbia educators will be equipped to provide high quality, effective and culturally responsive instruction for all students, such that we will increase the number of students who receive grade-appropriate instruction and problem-solving opportunities leading to mastery of grade-level content and improved outcomes for all public school students.

This HQIM Grant opportunity is part of **OSSE's larger HQIM Project**, which provides two distinct opportunities for LEAs and schools:

HQIM Technical Assistance: Through a partnership with EdReports.org, OSSE will offer customized professional development, technical assistance, and tools and resources to equip LEA and school leaders with the knowledge and skills needed to:

- Evaluate current curricula for alignment with state learning standards;
- Identify and select high-quality instructional materials that meet local priorities;
- Develop a curriculum adoption process that incorporates educator voice and expertise alongside local context and instructional vision; and
- Support classroom educators in a full transition to the new curriculum with fidelity of implementation.

HQIM Grant: Through the competitive grant opportunity afforded by this RFA, OSSE will offer funding to LEAs for the purpose of purchasing high-quality instructional materials and accompanying professional development for educators to ensure fidelity of implementation. Grant funds can be used for HQIM in the core academic areas of: English language arts (ELA), mathematics, and science. HQIM Technical Assistance is open to all interested LEAs, while the HQIM Grant is a limited opportunity by application only through OSSE's Enterprise Grant Management System (EGMS).

The specific requirements and timelines for this HQIM Grant are included below in this RFA document.

1.1.1 Release of Application

The release date of the RFA is **Wednesday, Sept. 28, 2022, 12 p.m.** (EST). The RFA is available through the Enterprise Grants Management System (EGMS).

1.1.2 Pre-Application Webinar

The optional pre-application webinar will be held **Thursday, Oct. 6, 2022, from 10-11 a.m. (EST)**. To attend the pre-application webinar. Those intending to apply for this grant are encouraged to participate in the pre-application webinar. Please us this link to access the webinar: [Webinar access.](#)

1.1.3 Submission of Application

The application must be submitted using EGMS. A completed application with any required attachments is due upon submission. OSSE's Division of Teaching and Learning (OSSE/TAL) will not forward incomplete applications to the review panel.

1.1.4 Application Deadline

Applications are due no later than **Thursday, Nov. 10, 2022, 3 p.m. (EST)**. Applications must be submitted through EGMS. Late applications will not be accepted.

1.1.5 Program Contact

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

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1.2 Purpose of Funds

1.2.1 Purpose of Funds

As the state agency responsible for early childhood education programs, K-12 programs, and adult education programs, OSSE is uniquely positioned to partner with LEAs to leverage new funding resources, build on existing initiatives, and accelerate learning in ways that narrow existing achievement gaps. By working in partnership with LEAs, OSSE can mitigate the disparate impacts of disrupted learning caused by the COVID-19 pandemic and accelerate learning for student populations furthest from opportunity. Interim assessment, anecdotal data, and research suggests that “we know from early studies that for many students, the educational gaps that existed before the pandemic—in access, opportunities, achievement, and outcomes—are widening. And we can see already that many of these impacts are falling disproportionately on students who went into the pandemic with the greatest educational needs and fewest opportunities—many of them from historically marginalized and underserved groups” ([Education in a Pandemic: The Disparate Impacts of COVID-19 on America's Students](#), U.S. Department of Education Office for Civil Rights, June 9, 2021.). One initiative proven to narrow existing achievement gaps is the adoption, dissemination, and implementation with fidelity of HQIM.

The purpose of this grant is to provide LEAs with funding for the purchase of HQIM and accompanying professional development to ensure educators can implement the new curricula with fidelity. Grant

funds can be used for HQIM in the core academic areas of English language arts (ELA), mathematics, and science, for grades K-12.

HQIM Grant: Through a competitive grant opportunity, OSSE will offer funding to LEAs for the purpose of purchasing high-quality instructional materials and accompanying professional development for educators to ensure fidelity of implementation. Grant funds can be used for HQIM in the core academic areas of: English language arts (ELA), mathematics, and science.

LEAs who are selected as subgrant recipients of HQIM Grant funds are strongly encouraged to participate in the HQIM Technical Assistance opportunity with OSSE's vendor partner, EdReports.org. The overall goal of OSSE's HQIM Project is to enable DC educators to provide high quality, effective, and culturally responsive instruction for all students, thus increasing the number of students who receive grade-appropriate instruction and problem-solving opportunities leading to mastery of grade-level content and improved outcomes for all public school students in the District of Columbia.

Specifically, the HQIM Grant will enable LEAs to select, adopt, and implement high-quality curricula through the **purchase of curricula and accompanying professional development training** for educators who will use the curricula. LEAs who receive HQIM Grant funds will move through the six key adoption steps, as outlined by EdReports.org, to ensure the adoption and implementation of materials is aligned with best instructional practices, evidence-based research and state learning standards. The six adoption steps include:

1. Establishing a materials adoption process where LEA leaders set guidelines and gather a committee.
2. Developing a local instructional lens, including examination of data and local context to establish priorities for new instructional materials.
3. Conducting market research and winnowing the instructional materials choices to a subset of options.
4. Investigating the materials with a thorough and hands-on study of the materials.
5. Making a decision and communicating that decision with all stakeholders.
6. Launching an implementation plan to prepare teachers and leaders and to assess the progress of implementation.

Grant applicants who have already completed some (or all) of the above six steps will be asked to demonstrate progress made on each step within the grant application. Grant applicants who have not yet completed any of the above steps should plan to spend the first three to six months of the grant program working through these steps, with consultation and support from EdReports.org, prior to using grant funds to purchase new materials. Furthermore, grant funds can only be spent on the purchase of materials that fully meet expectations in alignment and usability according to EdReports' curricular reviews.

1.2.2 Eligibility

To apply for this grant, an eligible entity must be an LEA that serves students in kindergarten through grade 12 for students in the District of Columbia. CBOs and non-profit organizations are not eligible to apply for this grant.

1.2.3 Source of Funds

The source of funds for the FY23 HQIM grant consists entirely of federal Elementary and Secondary School Emergency Relief funds authorized by Title II, Section 2001(f)(1) of the American Rescue Plan,

2021 (Public Law 117-2) and administered by the U.S. Department of Education. This grant award is made subject to the terms, conditions, and provisions of the General Education Provisions Act (P.L. 103-382), as amended. This grant is also subject to the Educational General Administrative Regulations (EDGAR) in 34 CFR Parts 76 (except for 76.650-76.662 (participation of students enrolled in private schools, which is not applicable to charter schools)), 77, 81, 82, and 99, 2 CFR Parts 180 and 3485, and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Parts 200 and 3474.

1.2.4 Award Period

The grant period will begin on or after the date of award, no earlier than Oct. 1, 2022, and will end on Sept. 30, 2023. No additional grant funds will be awarded to recipients as part of any continuation grant. However, grant recipients may seek a carryover of awarded funds to allow expenditures to continue beyond Sept. 30, 2023, up to Sept. 30, 2024.

1.2.5 Funds Available

The total funding available for this award is \$1.455 million. An eligible LEA may apply for **one** content area (e.g., math, ELA, or science). OSSE anticipates awarding funds to 3-6 LEAs.

Entity Size	Estimated Award
Tier 1: <250 students	Up to \$50,000
Tier 2: 251-4990 students	Up to \$100,000
Tier 3: 500-999 students	Up to \$150,000
Tier 4: 1001-5000 students	Up to \$200,000
Tier 5: 5000+ students	Up to \$300,000

1.2.6 Permissible Use of Grant Funds

Grant funds may only be used for allowable grant project expenditures. The grant is strictly limited to the purchase of high-quality instructional materials for English language arts (ELA), mathematics or science content, grades K-12 that fully meet expectations for alignment and usability according to EdReports’ curricular reviews. Funds may also be used to purchase professional development training for educators who will be implementing the curricula. Funding may not be used for travel expenses for grantee personnel.

Allowable expenditures may include, but are not limited to, the purchase of:

- Textbooks
- Digital licenses and accounts for online curricula
- Hard and soft copies of student workbooks
- Supplemental materials associated with the curricula
- On-site coaching for implementation of the curricula
- Professional development trainings associated with the curricula

All funds must be expended in accordance with 2 CFR Part 200, Subpart E Cost Principles.

1.2.7 Grant Award Requirements

OSSE will make the funds available through a competitive process for eligible LEAs that provide evidence for a need to adopt new curriculum for one academic content area. Each grantee must demonstrate in its application its ability to carry out grant activities to achieve stated outcomes. For purposes of the HQIM Grant, LEA subgrantees are required to:

- Establish a materials adoption process for one content area
- Develop a local instructional lens, including a needs assessment to identify priorities for the adoption of new curriculum
- Know and winnow instructional materials choices
- Investigate the materials
- Make a decision on appropriate curricula
- Launch and implement new materials

1.3 Program Scope

1.3.1 General Grantee Responsibilities

Grantee(s) will also be required to:

- a. Select and purchase instructional materials that fully meet expectations for alignment and usability based on the curricular reviews conducted by EdReports.org
- b. Work with the OSSE/TAL grant manager, providing information such as positive outcome stories, information about special events, issues/concerns, etc., as needed
- c. Provide OSSE/TAL with data and reports that describes the progress of program curriculum implementation

1.3.2 OSSE/TAL Responsibilities

OSSE/TAL will utilize several monitoring strategies including, but not limited to, collection of student performance data and review of financial reports. All information in monitoring reports will be subject to verification, and OSSE/TAL may require additional information from the grantee(s). Additionally, OSSE/TAL reserves the right to request, and be provided with 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.

1.3.3 Performance Standards and Quality Assurance

OSSE/TAL expects that the grantee(s) performance will result in measurable, quality improvements in the subject of the selected and implemented HQIM.

SECTION II: SUBMISSION OF APPLICATION

2.1 Release of Application

The release date of the RFA is **Wednesday, Sept. 28, 2022**. The application is accessible in EGMS and the RFA at [OSSE Grants and Funding](#).

2.2 Application Deadline

Applications are due no later than **Thursday, Nov. 10, 2022, 3 p.m.** (EST). Applications must be submitted via EGMS. **LATE APPLICATIONS WILL NOT BE ACCEPTED.**

2.3 Award Announcement

OSSE expects to notify applicants of their award status by **Friday, Dec. 9, 2022**.

2.4 OSSE Contact Information

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2.5 W-9

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

SECTION III: APPLICATION CONTENT

3.1 Format and Scoring

The application must be submitted via [EGMS](#). OSSE/TAL will not forward applications to the review panel that do not conform to these specifications.

The scoring of the application is based on a 100-point scale. For details on the FY23 High-Quality Instructional Materials Grant Scoring Rubric, please refer to **ATTACHMENT A- SCORING RUBRIC**.

3.2 Description of Application Sections

The purpose and content of each section is described below. Applicants should include all information necessary to adequately describe the proposed project.

Executive Summary

- **Overview (10 points):** Briefly describe how the LEA plans to use the grant funds to mitigate the negative impacts of the COVID-19 pandemic, including disrupted learning, by accelerating learning through the purchase and implementation of high-quality instructional materials that will increase student performance in ELA, math, or science.

A. Program Features (Maximum 70 points)

- **PART ONE (40 points): Establish the Need and Identify Priorities:** Grant applicants must demonstrate a need for the grant funds to purchase new materials by providing the information requested below about the LEA's anticipated adoption process. Applicants must also articulate their priorities in the adoption process and how these priorities have influenced the LEA's area(s) of focus. Applicants should include a summary of any relevant data sources and local contexts to aid in their responses below.
 - **Subject and Grade Level(s) Area of Focus:** Please describe which content area subject (ELA, math or science) and grade level(s) the LEA will focus on for adoption purposes, and why this content area and grade level(s) were selected and prioritized over other areas. Please include a description of current curricula in use, student performance data associated with this curricula, teacher instructional practices relevant to the curricula, and any other relevant local context.
 - **Scale of Implementation:** Please describe the breadth and depth of planned implementation using HQIM Grant funds. Please include which classrooms and/or school campuses will receive new instructional materials as part of the adoption process, and how those groups were prioritized and selected from among all classrooms and school campuses across the LEA who may have benefited from new instructional materials.
 - **Equitable Access:** Please describe how the content area, grade level(s) and student populations described above will ensure equitable access and opportunity for students with disabilities, English learners, at-risk students and other student populations furthest from opportunity.
 - **Data Sources:** If not already described above, please describe the data sources considered when preparing this application, including but not limited to: summative assessment data, interim and benchmark assessment data, school climate data, OSSE STAR Framework data, school diagnostic assessments, needs assessments, landscape analyses, focus groups, parent and family engagements

- **PART TWO (20 points): Ensure Diverse Stakeholder Voice:** Bringing together a collaborative team of diverse stakeholders is an essential component of the adoption process and all grant recipients will be required to complete this step. Please describe how the LEA will ensure a diverse committee of stakeholders will be represented in the adoption process, including classroom educators and instructional leaders. Please include what each person's role will be on the team and why they would be included. If the LEA has already conducted this adoption step, please describe how the committee has already fulfilled this requirement.

B. Program Sustainability and Progress Monitoring (Maximum 30 points)

- **HQIM in additional content areas or grade levels:** With an emphasis on increasing the proficiency and advanced rate for students ranging from kindergarten to grade 12, please describe how the LEA will build capacity in ELA, math, and/or science beyond the term of this grant. There is a clear sustainability plan for how activities funded by the grant will continue after the grant funds end. If applicable, applicant clearly explains their specific plan to scale up effective practices, including a proposed timeline and number of schools, educators, content areas or students to serve each year after grant funds end.
- **Maintain support for teachers in implementation and fidelity:** Applicant clearly explains their specific plan to scale up effective professional development to maintain fidelity to programming and implementation support year after year.
- **Progress Monitoring:** Describe how the LEA will monitor progress towards implementation of the new instructional materials, including how LEA-level and school campus-level instructional leaders will work together and report back on progress made, challenges identified, and potential solutions.

SECTION IV: REVIEW PANEL AND APPLICATION SCORING

Application will be screened initially by OSSE/TAL 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.

4.1 Review Panel

The grants described in this RFA will be awarded competitively. A panel or panels of external reviewers will be convened to review, score, and rank each application. The review panel(s) will be composed of neutral, qualified, professional individuals selected for their expertise, knowledge, and/or related experiences. All external reviewers must sign a Conflict of Interest statement. The application will be scored against a rubric and each application will have at least three external reviewers to ensure accurate scoring. The complete rubric can be found in EGMS for review and as attachment A of this RFA. Upon completion of the panels' review, the panels shall make recommendations for awards based on the scoring rubric(s). The State Superintendent of Education, or his/her designee, will consider those recommendations but all final award decisions are left to the Superintendent's, or his/her designee's, discretion. Winning applicants may be required to make amendments to the Budget or other application sections to meet grant requirements. Denied applicants may appeal an award decision, but only on the basis that OSSE violated a District or Federal statute or regulation.

4.2 Scoring Rubric

For details on the FY23 High-Quality Instructional Materials Grant Scoring Rubric, please refer to **ATTACHMENT A- SCORING RUBRIC**.

SECTION V: GENERAL PROVISIONS

5.1 Grant Award Notice and Payments

In order to be awarded a grant, the LEA must establish eligibility by submitting an application to OSSE in accordance with the relevant program statute(s) and this RFA. Each awarded applicant will receive a Grant Award Notification (GAN) generated through OSSE's electronic grant management system (EGMS) that will include the award amount, award agreement, terms and conditions of the award, and any supplemental information required.

Once OSSE has fully approved the application and issued an official GAN, grantees may then receive payment for allowable expenditures for which obligation was made during the grant period. OSSE has implemented a reimbursement process for all grantees. Grant award payments are reimbursable on a monthly basis. Grant recipients are required to comply with OSSE's Grantee Reimbursement Request Submission Policy, available at <https://osse.dc.gov>. After OSSE has approved the grant recipient's application, the grant recipient may submit a reimbursement request for any allowable expenditure paid during the award period or during the liquidation period. Grant recipients must submit at least one reimbursement per quarter in which the grant recipient expended funds, unless more frequent reimbursements are required by the terms of this grant. The reimbursement request must include all funds expended, but not yet claimed for reimbursement. Program costs must be paid by the grantee to the payee prior to requesting reimbursement; it is not sufficient for costs merely to be incurred. Compliance with programmatic and fiscal implementation and reporting will be considered in paying reimbursement requests. To receive reimbursement for grant program expenditures, OSSE grantees must complete and submit a reimbursement request electronically using EGMS.

5.2 Audits

At any time, or times, before final payment and during the required record retention period, the District and/or the federal government may audit the applicant's expenditure statements and source documentation.

5.3 Monitoring and Reporting

The recipient will cooperate with any evaluation of the program, such as providing OSSE requested data and access to records and pertinent staff. OSSE may utilize several methods to monitor the project including, but not limited to, site visits, collection of performance data, and financial reports. All information in these reports is subject to verification, and OSSE may require additional information from the grantee. The OSSE grant program managers will monitor program services and grant administration pursuant to the terms of the grant agreement and may make onsite visits. Monitoring efforts are designed to determine the grantee's level of compliance with federal and/or District requirements. Failure to maintain compliance with such requirements may result in payment suspension, disallowance of costs or termination of the grant.

Grantees shall be required to cooperate with all requirements and information requests by OSSE relating to evaluation of the program and the collection of data, information, and reporting on outcomes regarding the program and activities carried out with grant funds. Grantees shall be required to reply and acknowledge OSSE's information requests within 48 hours and to provide requested information within ten (10) business days. The grant recipient will also be required to submit a midterm and final report to OSSE, illustrating the use of funds and the progress towards goal attainment. These reports should include all grant required components listed in this RFA.

5.4 Confidentiality

Except as otherwise provided by local or federal law, no recipient shall use or reveal any research, statistical, or personally identifiable information for any purpose other than that for which such

information was obtained in accordance with this grant program. Such information, and any copy of such information shall be immune from legal process and shall not, without 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 grantee will protect any personally identifiable information (PII) received in administering the grant and follow all applicable laws regarding the protection and use of the PII. Before disclosing PII gained from grant activities to any other party, the grantee must first receive approval from OSSE.

5.5 Nondiscrimination in Delivery of Services

The recipient shall comply with the District of Columbia Human Rights Act of 1977, as amended, (D.C. Official Code § 2-1401.01 *et seq.*) which prohibits discrimination based on race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, source of income, disability, status as a victim of an interfamily offense, place of residence or business, credit information, or status as a victim or family member of a victim of domestic violence, a sexual offense, or stalking.

5.6 Conflict of Interest

The grant recipient shall ensure that no individual in a decision-making capacity will engage in any activity, including participation in the selection of a vendor, the administration of an award, or an activity supported by award funds, if 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 a contract.

5.7 Vaccination Requirements

The grant recipient(s) selected in response to this RFA may be required to comply with all District laws, regulations, guidance, and Mayor's Orders regarding District COVID-19 vaccination requirements.

5.8 RFA Terms and Conditions

- Funding of this award is contingent on OSSE's continued availability of funds. The RFA does not commit OSSE to make an award. OSSE reserves the right to accept or deny any or all applications if OSSE determines it is in its best interest to do so. OSSE shall notify the applicant if it rejects that applicant's proposal. OSSE may suspend or terminate an outstanding RFA pursuant to its own grant-making rule(s) or any applicable federal regulation or requirement.
- OSSE reserves the right to issue addenda and/or amendments subsequent to the issuance of the RFA, or to rescind the RFA.
- OSSE shall not be liable for any costs incurred in the preparation of applications in response to the RFA. Applicant agrees that all costs incurred in developing the application are the applicant's sole responsibility.
- OSSE may conduct pre-award on-site visits to verify information submitted in the application and to determine if the applicant's facilities are appropriate for the services intended.
- OSSE may enter into negotiations with an applicant and adopt a firm funding amount or other revision of the applicant's facilities are appropriate for the services intended.
- OSSE may enter into negotiations with an applicant and adopt a firm funding amount or other revision of the applicant's proposal that may result from negotiations.

- OSSE shall provide the citations to the statute and implementing regulations that authorize the grant; all applicable federal and District regulations; payment provisions identifying how the grantee will be paid for performing under the award; reporting requirements, including programmatic, financial and any special reports required by OSSE; and compliance conditions that must be met by the grantee.
- If there are any conflicts between the terms and conditions of the RFA and any applicable federal or local law or regulation, or any ambiguity related thereto, then the provisions of the applicable law or regulation shall control and it shall be the responsibility of the applicant to ensure compliance.

SECTION VI: ATTACHMENTS

Attachment A

SCORING RUBRIC

ATTACHMENT A

SCORING RUBRIC

FY23 HIGH QUALITY INSTRUCTIONAL MATERIALS GRANT (HQIM2023)

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

SECTION A – Program Features (Maximum 70 points)		
Grant Requirements: This grant requires that the grantee demonstrate an ability to establish and sustain the following components		
Overview (10 points): Briefly describe how the LEA plans to use the grant funds to mitigate the negative impacts of the COVID-19 pandemic, including disrupted learning, by accelerating learning through the purchase and implementation of high-quality instructional materials that will increase student performance in ELA, math or science.		
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 sufficient 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	5	10
<i>Strengths:</i>		
<i>Weaknesses:</i>		
PART ONE (40 points): Establish the Need and Identify Priorities: Grant applicants must demonstrate a need for the grant funds to purchase new materials by providing the information requested below about the LEA’s anticipated adoption process. Applicants must also articulate their priorities in the adoption process and how these priorities have influenced the LEA’s area(s) of focus. Applicants should include a summary of any relevant data sources and local contexts to aid in their responses below.		
<ul style="list-style-type: none"> • Subject and Grade Level(s) Area of Focus: Please describe which content area subject (ELA, math or science) and grade level(s) the LEA will focus on for adoption purposes, and why this content area and grade level(s) were selected and prioritized over other areas. Please include a description of current curricula in use, student performance data associated with this curricula, teacher instructional practices relevant to the curricula, and any other relevant local context. • Scale of Implementation: Please describe the breadth and depth of planned implementation using HQIM Grant funds. Please include which classrooms and/or school campuses will receive new instructional materials as part of the adoption process, and how those groups were prioritized and selected from among all classrooms and school campuses across the LEA who may have benefited from new instructional materials. • Equitable Access: Please describe how the content area, grade level(s) and student populations described above will ensure equitable access and opportunity for students with disabilities, English learners, at-risk students and other student populations furthest from opportunity. • Data Sources: If not already described above, please describe the data sources considered when preparing this application, including but not limited to: summative assessment data, interim and benchmark assessment data, school climate data, OSSE STAR Framework data, school diagnostic assessments, needs assessments, landscape analyses, focus groups, parent and family engagements. 		
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 sufficient 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.
10	20	40
<i>Strengths:</i>		
<i>Weaknesses:</i>		

PART TWO (20 points): Ensure Diverse Stakeholder Voice: Bringing together a collaborative team of diverse stakeholders is an essential component of the adoption process and all grant recipients will be required to complete this step. Please describe how the LEA will ensure a diverse committee of stakeholders will be represented in the adoption process, including classroom educators and instructional leaders. Please include what each person’s role will be on the team and why they would be included. If the LEA has already conducted this adoption step, please describe how the committee has already fulfilled this requirement.

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 sufficient 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.
5	15	20
<i>Strengths:</i>		
<i>Weaknesses:</i>		
Total Points Section A: ____/70 points		

SECTION B – Program Sustainability and Progress Monitoring (Maximum 30 points)		
HQIM in additional content areas or grade levels: With an emphasis on increasing the proficiency and advanced rate for students ranging from kindergarten to grade 12, please describe how the LEA will build capacity in ELA, math, and/or science beyond the term of this grant. There is a clear sustainability plan for how activities funded by the grant will continue after the grant funds end. If applicable, applicant clearly explains their specific plan to scale up effective practices, including a proposed timeline and number of schools, educators, content areas or students to serve each year after grant funds end.		
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 sufficient 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.
3	5	10
<i>Strengths:</i>		
<i>Weaknesses:</i>		
Maintain support for teachers in implementation and fidelity (10 points): Applicant clearly explains their specific plan to scale up effective professional development to maintain fidelity to programming and implementation support year after year.		
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 sufficient 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.
3	5	10
<i>Strengths:</i>		
<i>Weaknesses:</i>		
Progress Monitoring (10 points): Describe how the LEA will monitor progress towards implementation of the new instructional materials, including how LEA-level and school campus-level instructional leaders will work together and report back on progress made, challenges identified and potential solutions.		

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 sufficient 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.
3	5	10
<i>Strengths:</i>		
<i>Weaknesses:</i>		
<i>Total Points</i> <i>Section C: ____/30 points</i>		

Total Points for Section A (out of 70 points)	
Total Points for Section B (out of 30 points)	
GRAND Total (out of 100 points)	