



DISTRICT OF COLUMBIA  
OFFICE OF THE STATE SUPERINTENDENT OF

**EDUCATION**

**OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION (OSSE)**

**REQUEST FOR APPLICATIONS (RFA)**

**SUMMER ACCELERATOR GRANT  
(SA2023)**

**RFA Release Date:**

**Friday, February 3, 2023 (12 p.m. EST)**

**Application Submission Deadline:**

**Monday, March 20, 2023 (3 p.m. EST)**

**Mandatory Pre-Application Webinar(s):**

**Monday, February 6, 2023 (10– 11 a.m. EST)**

**Thursday, February 16, 2023 (1-2 p.m. EST)**

*Attendance at either one of these webinars will meet the mandatory requirement.*

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



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OFFICE OF THE STATE SUPERINTENDENT OF

# EDUCATION

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OFFICE OF THE STATE SUPERINTENDENT OF

# EDUCATION

## APPLICATION CHECKLIST

### SUMMER ACCELERATOR GRANT (SA2023)

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

- The applicant attended the mandatory pre-application webinar(s) on Monday, February 6, 2023 from 10 – 11 a.m. EST **or** Thursday, February 16, 2023 from 1-2 p.m. Attendance at either one of these webinars will meet the mandatory requirement.
- The application is submitted using OSSE's Enterprise Grants Management System (EGMS), [Grants.Osse.Dc.Gov](https://Grants.Osse.Dc.Gov).
- The application includes answers to all components of the RFA and included all required documentation.

Applications received after 3 p.m. EST, on **Monday, March 20, 2023** 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.

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

Celina Ketelsen  
Training Administrator  
Division of Teaching and Learning  
Office of the State Superintendent of Education  
1050 First St. NE, 5<sup>th</sup> Floor  
Washington, DC 20002  
[Celina.Ketelsen@dc.gov](mailto:Celina.Ketelsen@dc.gov)

Questions can be submitted until Monday, February 20, 2023 and responses will be released on the OSSE website.

## SECTION I: GENERAL INFORMATION

### **1.1 Background Information**

The Office of the State Superintendent of Education (OSSE) was awarded \$386 million dollars in American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) funds to “address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the Nation” (US Department of Education, ARP ESSER Letter to State Commissioners, March 17, 2021). States are directed to use funds “to enact appropriate measures to help schools to invest in mitigation strategies to the greatest extent practicable” including specific strategies to “meet students’ academic needs; offer crucial summer, afterschool, and other extended learning and enrichment programs” (Letter to Commissioners, 2021).

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](#), TNTP in partnership with Zearn, May 2021).

Another important element of learning acceleration is 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 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.” Three years earlier, another TNTP research project determined that educators spend a significant amount of time finding or creating assignments themselves—but that “materials selected or created by educators were much less likely than those provided by high-quality instructional materials to meet the demands of grade-level standards” ([The Opportunity Myth](#), TNTP, September 2018).

To support District of Columbia local education agencies (LEAs) and schools in the implementation of learning acceleration strategies, OSSE will utilize ESSER funds to make subgrants available to LEAs for the purpose of establishing summer accelerator programs. LEAs may use subgrant funds to create or expand summer accelerator programs targeted at students who have experienced the greatest disruption in their learning due to COVID-19. The purpose of these funds is to support LEAs with the implementation



of instructional summer programming where the use of high-quality instructional materials will foster learning acceleration by increasing the number of students who receive grade-appropriate instruction and problem-solving opportunities leading to mastery of grade-level content.

### **1.1.2 Mandatory Pre-Application Webinar**

The **mandatory** pre-application webinar(s) will be held on **Monday, February 6, 2023, 10-11 a.m and Thursday, February 16, 2023, 1-2 p.m.**

To attend the pre-application webinar for **February 6**, register [here](#).

To attend the pre-application webinar for **February 16**, register [here](#).

Attendance at either one of these webinars will meet the mandatory requirement.

### **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 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 **Monday, March 20, 2023, 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:

Celina Ketelsen  
Training Administrator  
Division of Teaching and Learning  
Office of the State Superintendent of Education  
1050 First St. NE, 5<sup>th</sup> Floor  
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### **1.2.1 Introduction**

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 catalyze innovation through summer accelerator programming for students, with a particular focus on accelerating the academic progress of students in pivotal grades, who are rising in Grades 1-6. 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 who went into the pandemic furthest from opportunity.

Prior to the COVID-19 pandemic, the 2019 National Assessment of Educational Progress (NAEP) results showed significant gains for the District of Columbia in three of four areas assessed overall, while also revealing that significant gaps still exist between students experiencing disadvantages, students of color, students with disabilities (SWDs), and English Learners (ELs), compared to their peers not in these subgroups. In 2019, only 27.9% of Black/African-American students and 37.5% of Hispanic/Latino students met or exceeded expectations on the Partnership for Assessment of Readiness for College and Careers (PARCC) English language arts (ELA) assessment, compared to 84.8% of white students. In addition, only 9.8% of SWDs met or exceeded expectations. The student subgroup classified as “at risk” had a similarly low performance level of 21.3% (DC OSSE, 2020). The results continue to demonstrate that there are still significant gaps present between students of color, students with disabilities (SWD), and English learners (ELs), compared to their peers not in these subgroups. As we enter school year 2022-2023 with new assessment data, 2021-2022 NAEP results showed nationwide decline in reading and math, with higher declines in mathematics for both the nation and the District. The average scale score in 4<sup>th</sup> grade mathematics decreased by 5 points and the average scale score in 8<sup>th</sup> grade decreased by 3 points. These findings from NAEP mirror what the District reported for 2021-2022 PARCC results. PARCC results demonstrate that students only 30% of students in grades 3-8 met or exceeded expectations in reading, while only 22% of students met or exceeded expectations in math. In 2021, 15% of students identified at-risk met or exceeded expectations for reading and 6% for math.

As we begin to recover from disrupted learning due to the COVID 19 pandemic, the need is even more apparent for opportunities and access for student success. To support District of Columbia local education agencies (LEAs) and schools in the implementation of learning acceleration strategies, OSSE will utilize ESSER funds to make subgrants available to LEAs for the purpose of establishing summer accelerator programs. LEAs may use subgrant funds to create or expand summer accelerator programs targeted at students who have experienced the greatest disruption in their learning due to COVID-19. The purpose of these funds is to support LEAs with the implementation of instructional summer programming where the use of high-quality instructional materials will foster learning acceleration by increasing the number of students who receive grade-appropriate instruction and problem-solving opportunities leading to mastery of grade-level content.

The program objectives of the grant are for OSSE, in partnership with grantees to:

1. Develop and implement an in-person summer acceleration program
2. Implement lessons aligned with high-quality instructional materials
3. Offer programming tailored to students’ specific needs through the use of data
4. Prioritize literacy instruction or early literacy skills based on grade level
5. Prioritize mathematics instruction focused on mastery of a limited number of grade level standards

### **1.2.2 Purpose of Funds**



The purpose of this grant is to accelerate the learning of students in key grades by providing 1,800 minutes (~90 minutes of each subject daily for 20 summer days) of learning throughout the summer in up to two subject areas (Literacy and/or Mathematics) with teachers who have a track record of advancing students' academic growth. The overall goal of summer accelerator summer programming is to provide students with laser-focused instruction on the specific skills and content that they need to learn on-grade level material.

The two-year grant will specifically support students in literacy and/or mathematics for students rising in Grade 1, Grade 2, Grade 3, Grade 4, Grade 5 and/or Grade 6 and must focus on early literacy, literacy, and/or mathematics. The summer programming is designed to accelerate student learning through engaging, standards aligned lessons. LEAs will be provided guidance with focus standards for each grade level to move students along towards grade specific mastery of standards.

Literacy programming should prioritize skills for early reading, based on the Science of Reading (SoR), student needs and grade as determined by local reading assessments. Instructional time should be dedicated to grade-appropriate foundational skills and engaging with complex text.

Mathematics programming should include engaging learning experiences that focus on mastery of a limited number of grade-level standards.

### **1.2.3 Eligibility**

To apply for this grant, an eligible entity must be a District of Columbia LEA serving the highest need and most underserved population of children in the following grades: students in rising grades 1-6 and must focus on early literacy, literacy, and/or mathematics throughout the summer programming.

For the purpose of this grant, **high need** means an elementary school or middle school in which not less than 50 percent of the enrolled students are from low-income families or a high school in which not less than 40 percent of the enrolled students are children from low-income families. **Low-income** family means a family in which children are eligible for free or reduced-price meals under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.), receiving assistance under the program of block grants to States for temporary assistance for needy families under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.), or in which children are eligible to receive medical assistance under the Medicaid program under title XIX of the Social Security Act (42 U.S.C. 1396 et seq.).

### **1.2.4 Source of Funds**

The source of funds for the FY23 Summer Accelerator grant consists entirely of federal Elementary and Secondary School Emergency Relief funds authorized by 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.



**1.2.5 Award Period**

This grant period is 18 months, subject to continued availability of funding. The initial grant period will begin April 14, 2023 and end on Sept. 30, 2023. Grantees will need to submit a continuation application in year two. Continuation of awards in years two is contingent upon:

- Availability of funds;
- 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;
- Compliance with the District and federal laws, regulations, and guidance;
- Operation of the grant program as submitted in the application; and
- Appropriate expenditure of funds throughout each grant award period.

**1.2.6 Funds Available**

The total funding available for this FY 23 Summer Accelerator grant award is up to \$2,183,670.00 over the course of 18 months. LEAs should estimate total number of students planning on attending summer accelerator programming. LEAs will receive \$600.00 per student participating in summer programming. This amount was derived with calculations for salaries, supplies and operating costs. LEAs should aim to support 10% of their student population with the greatest need. OSSE anticipates awarding 3-7 LEAs with funding. The award amounts for LEAs will vary depending on the number of students participating in summer programming and estimates of award amount ranges are noted in the table below:

| Entity Size                      | Estimated Award |
|----------------------------------|-----------------|
| Tier 1: 10-50 students served    | Up to \$30,000  |
| Tier 2: 51-150 students served   | Up to \$90,000  |
| Tier 3: 151-300 students served  | Up to \$180,00  |
| Tier 4: 301-500 students served  | Up to \$300,000 |
| Tier 5: 501-1000 students served | Up to \$600,000 |

**1.2.7 Permissible Use of Grant Funds**

Grant funds may only be used for allowable grant project expenditures. The grant is strictly limited to provide direct services to student to accelerate learning. Funding may not be used for travel expenses for grantee personnel. Funding may be used to cover costs of salaries and benefits of grantee personnel, materials (including curriculum), and training.

Eligible entities that receive a grant may, in addition to the activities described above, use grant funds to carry out the following activities pertaining to students in rising grades 1-6:

- Recruiting, placing, training, and compensating instructional coaches.
- Connecting out-of-school learning opportunities to in-school learning in order to improve children’s literacy and mathematics achievement.
- Training families and caregivers to support the improvement of literacy and mathematics.



- Providing for a multi-tier system of supports for literacy and mathematics services.
- Providing time for teachers (and other instructional staff, as appropriate, such as school librarians or specialized instructional support personnel) to meet to plan comprehensive literacy and mathematics instruction to support summer programming.

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

### **1.2.8 Grant Award Requirements**

OSSE will make the funds available through a competitive process for eligible entities that propose comprehensive, developmentally appropriate, evidence-based approaches to accelerating literacy and mathematics instruction, through the use of high-quality instructional materials. Each grantee must demonstrate its ability to provide specific activities to achieve stated outcomes. For purposes of the Summer Accelerator grant, LEAs are required to:

- Develop and implement high-quality instructional programming that is specific to student needs in literacy and/or mathematics focused on students rising in the following grades: Grade 1, Grade 2, Grade 3, Grade 4, Grade 5 and/or Grade 6,
- Provide a full continuum of instructional services with developmentally appropriate components for each grade,
- Collect data on student progress before and after interventions and conduct progress monitoring,
- Provide in- person instruction, up to four hours a day,
- Create small class sizes (10-15 students per literacy and/or math),
- Provide instruction by highly effective teachers who are hired through the LEAs selection process,
- Submit end of programmatic and fiscal reports.

Priority points (up to ten) for applicants who elect to describe how these funds will support students furthest from opportunity and students who have been identified as attending Comprehensive Support and Improvement Schools type 1 (CS1) schools. <https://osse.dc.gov/investmentinschools>.

## **1.3 Program Scope**

### **1.3.1 General Grantee Responsibilities**

Grantee(s) will also be required to:

- Provide regular information to the OSSE/TAL grant manager, including information such as program and performance data, information about special events, issues/concerns, etc., as scheduled and upon request;
- Share best practices on processes and implementation efforts;
- Complete questionnaires and/or feedback sessions regarding grant programming;



- Provide assurance to OSSE/TAL that culturally sensitive activities for the student population served will be utilized, and that highly qualified staff will be part of the proposed program; and
- Adhere to reporting requirements outlined in Section 1.3.3.

### 1.3.2 OSSE/TAL Responsibilities

OSSE/TAL will utilize several monitoring strategies including, but not limited to, collection of program and performance data, and review of performance and 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 subgrantee performance will result in measurable, quality improvements in literacy and math instruction and outcomes, which will be reported at the end of summer programming with performance reports. The grantee(s) will be expected to meet at least once with OSSE/TAL to share information and review reports related to the status of grant activities.

## **SECTION II: SUBMISSION OF APPLICATION**

### 2.1 Release of Application

The release date of the RFA is **Friday, February 3, 2023, 12 p.m.** (EST). The RFA is accessible in EGMS <http://egmsfe.osse.dc.gov/> and online at [OSSE Grants and Funding](#).

The mandatory pre-application webinar(s) will be held on **Monday, February 6, 2023, 10-11 a.m. or Thursday, February 16, 2023, 1-2 p.m.** To attend the pre-application webinar for February 6, register [here](#). To attend the pre-application webinar for February 16, register [here](#).

### 2.2 Application Deadline

Applications are due no later than **Monday, March 20, 2023, 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, April 14, 2023.**

### 2.4 OSSE Contact Information

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

Celina Ketelsen  
Training Administrator



Division of Teaching and Learning  
Office of the State Superintendent of Education  
1050 First St. NE, 5<sup>th</sup> Floor  
Washington, DC 20002  
(202) 481-3835  
[Celina.Ketelsen@dc.gov](mailto:Celina.Ketelsen@dc.gov)

## 2.5 W-9

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

### **SECTION III: APPLICATION CONTENT**

#### **3.1 Format and Scoring**

The application must be submitted via EGMS (<http://egmsfe.osse.dc.gov/>). OSSE will not forward applications to the review panel that do not conform to these specifications and are incomplete.

The scoring of the application is based on a 100-point scale. For details on the FY23 Summer Accelerator 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:** Briefly describe how the organization plans to use the grant funds to implement a summer accelerator program that will mitigate the learning disruptions caused by the COVID-19 pandemic through learning acceleration by improving literacy and/or mathematics outcomes for students matriculating to Grade 1, Grade 2, Grade 3, Grade 4, Grade 5 and/or Grade 6. Provide the reader a vision of the summer programming and the alignment to the applicant’s plan for accelerating learning. Summarize the number of students expected to participate in summer accelerator programming and calculate amount of funding needed, introduce grant project goals and activities, and begin to explain how those activities will support advancing the development of students served. Each applicant for funds must include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs.

**A. Program Features (Maximum 40 points)**

- Grant Requirements:** This grant requires that the grantee demonstrate an ability to establish and sustain the following components:
  - **School Selection.** Demonstrate an equitable selection process for schools based on early literacy, literacy, and/or mathematics needs and include a description of the steps taken to ensure equitable access. Considerations can include the OSSE Accountability Framework, PARCC performance data, school diagnostic assessments, and other assessments. Grantees will provide documentation on how the data informed school selection. For LEAs consisting of a small number of school sites who plan to include ALL school sites in the summer accelerator grant activities, this section should describe the data collection process used to inform this application, and provide an explanation for any differences in grant activities across schools, as relevant.
    - **Understanding of the school and students' needs.** Describe the needs assessment that was conducted and the subsequent data that was collected to identify how funds will be used to inform early literacy, literacy, and/or math instruction (e.g., PARCC data, benchmark data, community surveys) and how children in need of early literacy, literacy, and/or math interventions or other support services are identified. Provide an explanation of the extent to which your proposed program will serve students with disabilities, English learners, and other students in need of literacy and mathematics acceleration.
- Program Goals:** List the program's three (3) overarching goals. In defining the goals, include student-level performance goals as well as program-level performance goals. Describe how the goals will be used as a basis to measure the effectiveness of summer acceleration programming.

**B. Program Implementation and Monitoring (Maximum 50 points)**

- Implementation of Early Literacy, Literacy, and/or Math Instruction:** Applicant identifies and describes how the summer programming will address the needs identified in the needs assessment. The description includes the methods, frequency, duration, and checks for fidelity of implementation. Applicant also describes how the school, the local educational agency, or a provider of high-quality professional development will provide ongoing, high-quality professional development to all teachers, principals, other school leaders, specialized instructional support personnel (as appropriate), and other instructional leaders served by the school. Finally, describe how the school will integrate high-quality instructional materials for early literacy, literacy, and/or mathematics instruction into a well-rounded education for all students.
- Data Collection:** Describe how data will be collected to assess and evaluate the program on a regular basis (include: data collection methodology and frequency) and the alignment between programmatic data and school performance data.



- Evaluation of Program:** Describe the evaluation plan to regularly assess the outcomes of the summer acceleration program provided and the tools that will be utilized to measure improvements in reading and/or math and overall academic outcomes (may be included as an attachment).

### C. Financial Management and Sustainability (Maximum 10 points)

- Financial Management:** Please describe the financial management and internal accounting procedures that will be used to ensure proper financial management, including the fiscal controls put in place to ensure accountability. The applicant must agree to maintain its financial records in accordance with generally accepted accounting principles (as defined by the American Institute of Certified Public Accountants).
- Proposed Budget:** Please provide a proposed budget and narrative description of the proposed use of grant funds, which shall reflect a core concept of service coordination and integration. The narrative shall include the cost of all deliverables, including personnel, using the budget categories identified in the grant application. The proposed budget will not be scored strictly on dollars per student but will also consider number of students being served as well as the intensity and expected impact of summer acceleration programming.
- Program Sustainability:** With an emphasis on increasing the proficiency and advanced rate for students ranging from students rising to Grade 1, Grade 2, Grade 3, Grade 4, Grade 5 and/or Grade 6, please describe how the LEA will build capacity in early literacy, literacy, and/or math beyond the term of this grant. There is a clear sustainability plan for how activities funded by the grant will continue after the grant ends. If applicable, applicant clearly explains their specific plan to scale up effective practices, including a proposed timeline and number of schools, educators, or students to serve each year after the grant ends.

**D. Competitive Priority Points (Maximum 10 points):** Describe how these funds will support students furthest from opportunity and students who have been identified as attending Comprehensive Support and Improvement Schools type 1 (CS1) schools, up to ten priority points.

<https://osse.dc.gov/investmentinschools>.

## **SECTION IV: REVIEW PROCESS AND APPLICATION SCORING**

Applications will be screened initially by OSSE staff to determine whether all application and eligibility requirements have been met. Only applications that meet all eligibility and application requirements will be evaluated, scored, and rated by the external review panel(s).

### **4.1 Review Process and 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 D 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 their designee, will consider those recommendations but all final award decisions are left to the Superintendent, or their 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 FY2023 Summer Accelerator 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, organizations must establish eligibility by submitting an application to OSSE in accordance with the relevant program statute(s) and this RFA. Grant recipients are required to comply with OSSE's Grantee Reimbursement Request Submission Policy, available at: <https://osse.dc.gov>. 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. 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**

OSSE may utilize several methods to monitor the project including, but not limited to, site visits, collection of program and 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 and identify specifically whether the grantee's operational, financial and management systems and practices are adequate to account for program funds in accordance with federal and/or District requirements. Failure to maintain compliance with such requirements may result in payment suspension, disallowance of costs or termination of the grant.

Subgrantees 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. Subgrantees 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 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.

Subgrantees shall be required to submit at least the following data upon completion of the summer programming. Subgrantees must receive consent from students and/or their parents or guardians to share the data. OSSE reserves the right to ask for additional data, including but not limited to, data related to the school's entire student population to allow for comparison of student performance in the summer programming.

1. Individual student level beginning of year school year (2022) and end of year (2021) reading assessment data
  - a. Student USI
  - b. First Name
  - c. Last Name
  - d. Grade level completed
2. Reading assessment name used at beginning (2023) and end of year (2022).

### **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 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 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 the 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 must comply with all District laws and regulations and Mayor's Orders regarding District COVID-19 vaccination requirements.

#### **5.8 RFA Terms and Conditions**

- Funding for 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 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 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.
- The grant award is made subject to any OSSE data sharing agreements effectuated under this grant with 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.



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

**SECTION VI: ATTACHMENTS**

**Attachment A**

**SCORING RUBRIC**



SCORING RUBRIC

FY 2023 SUMMER ACCELERATOR GRANT (SA2023)

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

| SECTION A- Program Features (Maximum 40 points)   |  |   |
|---|--|---|
| Grant Requirements  |  |   |
| <p>This grant requires that the grantee demonstrate an ability to establish and sustain the following components:</p> <ul style="list-style-type: none"> <li>○ <b>School Selection.</b> Demonstrate an equitable selection process for schools based on literacy and/or mathematics needs and include a description of the steps taken to ensure equitable access. Considerations can include the OSSE STAR Framework, PARCC performance data, school diagnostic assessments, and other assessments. Grantees will provide documentation on how the data informed school selection. For LEAs consisting of a small number of school sites who plan to include ALL school sites in the Summer Accelerator grant activities, this section should describe the data collection process used to inform this application, and provide an explanation for any differences in grant activities across schools, as relevant.</li> <li>○ <b>Understanding of the school and students' needs.</b> Describe the needs assessment that was conducted and the subsequent data that were collected to identify how funds will be used to inform literacy and/or math instruction (e.g., PARCC data, benchmark data, community surveys) and how children in need of literacy and/or math interventions or other support services are identified. Provide an explanation of the extent to which your proposed program will serve students with disabilities, English learners, and other students in need of literacy and/or mathematics acceleration.</li> </ul> |  |   |
| <p><b>Fails to meet criterion- Response does not address all required elements outlined in this section.</b></p>  | <p><b>Minimally meets criterion- Response provided, but answers do not demonstrate sufficient evidence of clear understanding of the responsibilities as outlined in this section.</b></p> | <p><b>Substantially meets criterion- Response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section.</b></p> |
| 0   | 12   | 20  |



*Strengths:*

*Weaknesses:*

**Program Goals**

List the program’s three (3) overarching goals. In defining the goals, include student-level performance goals as well as program-level performance goals. Describe how the goals will be used as a basis to measure the effectiveness of summer acceleration programming.

|  |  |   |
|--|--|---|
| <b>Fails to meet criterion- Response did not provide three goals</b> | <b>Minimally meets criterion- Response provides three required goals but goals are not aligned to measurement of student level performance</b> | <b>Substantially meets criterion- Response provides three required goals and clearly describes alignment to student-level performance and program level performance</b> |
| <b>0</b>   | <b>12</b>  | <b>20</b>   |

*Strengths:*

*Weaknesses:*

**Total Points**  
Section A: \_\_\_\_/40 points

**SECTION B - Program Implementation and Monitoring (Maximum 50 points)**

***Implementation of Early Literacy, Literacy and/or Math Instruction***

Applicant identifies and describes how the summer programming will address the needs identified in the needs assessment. The description includes the methods, frequency, duration, and checks for fidelity of implementation. Applicant also describes how the school, the local educational agency, or a provider of high-quality professional development will provide ongoing, high-quality professional development to all teachers, principals, other school leaders, specialized instructional support personnel (as appropriate), and other instructional leaders served by the school. Finally, describe how the

|   |   |  |
|---|---|--|
| school will integrate high-quality instructional materials for early literacy, literacy, and/or mathematics instruction into a well-rounded education for all students.   |   |  |
| <b>Fails to meet criterion- Response does not address all required elements outlined in this section.</b>   | <b>Minimally meets criterion- Response provided, but answers do not demonstrate sufficient evidence of clear understanding of the responsibilities as outlined in this section.</b> | <b>Substantially meets criterion- Response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section.</b> |
| <b>0</b>  | <b>12</b>   | <b>20</b>  |
| <i>Strengths:</i>   |   |  |
| <i>Weaknesses:</i>  |   |  |
| <b>Data Collection and Analysis</b>   |   |  |
| Describe how data will be collected to assess and evaluate the program on a regular basis (include: data collection methodology and frequency) and the alignment between programmatic data and school performance data.   |   |  |
| <b>Fails to meet criterion- Response does not address all required elements outlined in this section.</b>   | <b>Minimally meets criterion- Response addresses all required elements but descriptions do not demonstrate sufficient evidence of a plan that can be effectively implemented.</b>   | <b>Substantially meets criterion- Response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation.</b>              |
| <b>0</b>  | <b>8</b>  | <b>15</b>  |
| <i>Strengths:</i>   |   |  |
| <i>Weaknesses:</i>  |   |  |
| <b>Evaluation of Program</b>  |   |  |
| Describe the evaluation plan to regularly assess the outcomes of the summer acceleration program provided and the tools that will be utilized to measure improvements in literacy and/or math and overall academic outcomes (may be included as an attachment and will not be counted towards the [10] page limit). |   |  |



|   |   |   |
|---|---|---|
| <b>Fails to meet criterion- Response does not address all required elements outlined in this section.</b> | <b>Minimally meets criterion- Response addresses all required elements but descriptions do not demonstrate sufficient evidence of a plan that can be effectively implemented.</b> | <b>Substantially meets criterion- Response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation.</b> |
| <b>0</b>  | <b>8</b>  | <b>15</b>   |
| <i>Strengths:</i>   |   |   |
| <i>Weaknesses:</i>  |   |   |
| <b>Total Points</b>   |   |   |
| Section B: _____/50 points  |   |   |

**SECTION C – Financial Management and Sustainability (Maximum 10 points)**

***Financial Management***

Please describe the financial management and internal accounting procedures that will be used to ensure proper financial management, including the fiscal controls put in place to ensure accountability. 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).

|   |   |   |
|---|---|---|
| <b>Fails to meet criterion- Response does not address all required elements outlined in this section.</b> | <b>Minimally meets criterion- Response addresses all required elements but descriptions do not demonstrate sufficient evidence of a plan that can be effectively implemented.</b> | <b>Substantially meets criterion- Response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation.</b> |
| <b>0</b>  | <b>2</b>  | <b>4</b>  |
| <i>Strengths:</i>   |   |   |
| <i>Weaknesses:</i>  |   |   |



| <b>Proposed Budget</b>  |  |  |
|---|--|--|
| <p>Please provide a proposed budget and narrative description of the proposed use of grant funds, which shall reflect a core concept of service coordination and integration. The narrative shall include the cost of all deliverables, including personnel, using the budget categories identified in the grant application. The proposed budget will not be scored strictly on dollars per student but will also consider number of students being served as well as the intensity and expected impact of summer acceleration programming.</p>  |  |  |
| <b>Fails to meet criterion- No proposed budget was included.</b>  | <b>Minimally meets criterion- Proposed budget was submitted; however, the proposed budget does not reflect a core concept of service coordination and integration.</b> | <b>Substantially meets criterion- Proposed budget was submitted and reflects a clear alignment the purpose of the grant, including the core concept of the service coordination and integration.</b> |
| 0   | 2  | 4  |
| <i>Strengths:</i>   |  |  |
| <i>Weaknesses:</i>  |  |  |
| <b>Program Sustainability</b>   |  |  |
| <p>With an emphasis on increasing the proficiency and advanced rate for students ranging from kindergarten, Grade 1, Grade 2, Grade 3, Grade 4, Grade 8 and/or Grade 10, please describe how the LEA will build capacity in literacy and/or math beyond the term of this grant. There is a clear sustainability plan for how activities funded by the grant will continue after the grant ends. If applicable, applicant clearly explains their specific plan to scale up effective practices, including a proposed timeline and number of schools, educators, or students to serve each year after the grant ends.</p> |  |  |
| <b>Fails to meet criterion- Response does not address all required elements outlined in this section.</b>   | <b>Minimally meets criterion- Response provided but does not sufficiently describe how additional funding will be obtained to ensure program sustainability.</b>       | <b>Substantially meets criterion- Response provided and clearly describes how additional funding will be obtained to ensure program sustainability.</b>  |
| 0   | 1  | 2  |
| <i>Strengths:</i>   |  |  |





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*Weaknesses:*

**Total Points**

Section C: \_\_\_\_/10 points

|  |  |
|--|--|
| <b>Total Points for Section A (out of 40 points)</b>                     |  |
| <b>Total Points for Section B (out of 50 points)</b>                     |  |
| <b>Total Points for Section C (out of 10 points)</b>                     |  |
| <b>Priority Points (10 points)</b>                                       |  |
| <b>GRAND Total (out of 100 points with 10 priority points available)</b> |  |



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