OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION (OSSE)

REQUEST FOR APPLICATIONS (RFA)

FY24 BUILDING AND SUSTAINING QUALITY IN EARLY CARE AND EDUCATION

Announcement Date:
May 5, 2023 (12 p.m.)

Application Submission Deadline:
June 20, 2023 (3 p.m.)

Pre-Application Webinar
May 16, 2023

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

Contents

SECTION I: GENERAL INFORMATION

1.1 Background Information

The Office of the State Superintendent of Education (OSSE) is the District's state education agency and supports increasing the quality of and access to education for all DC residents. OSSE is DC's lead agency for the Child Care and Development Block Grant (CCDBG), Part C and Part B of the Individuals with Disabilities Education Act (IDEA), the Head Start State Collaboration Office (HSSCO) and the Early Head Start-Child Care Partnership (EHS-CCP) grant. In this role, OSSE's Division of Early Learning (DEL) provides support and oversight to the District's more than 490 licensed child development facilities, of which more than 270 facilities accept child care subsidy as of December 2022[1]. Child care facilities in the District have the licensed capacity to serve 28,465 children ages 6 weeks through 13 years old[2]. The 2021 American Community Survey estimates 40,809 children under 5 years of age live in the District[3], many of them needing various forms of child care as family caregivers participate in the workforce. Given the demand for child care and the importance of early learning, the District continues working to enhance access to quality and affordable child care through a variety of strategies. These include expanded eligibility for subsidized child care, the Pre-K Enhancement and Expansion Program, the Quality Improvement Network, Access to Quality grants, scholarship programs and the Early Childhood Educator Pay Equity Fund.

The District of Columbia (DC) has a long history of prioritizing investment in early childhood care and education. OSSE works to ensure early learners have access to vibrant and quality early learning environments and are prepared for their K-12 and postsecondary education. OSSE's strategic priorities related to early childhood education, known as Start Early , include preserving child care seats as families and providers recover from the Coronavirus (COVID-19) pandemic; increasing supply, and affordability of child care; investing in the early learning workforce; supporting early learners with disabilities and developmental delays; and engaging DC stakeholders around a common vision for improving learning outcomes for children birth to 8. In addition to the programmatic strategies mentioned above, OSSE continues to cover the cost for services such as the annual child care facility fire inspection and criminal background checks for child care facility staff. The Building and Sustaining Quality in Early Care and Education (BSQECE) grant is an opportunity to further leverage investments to positively impact children and families through: (1) supporting quality early care and education experiences; (2) connecting families to the care and education opportunities they want and need; (3) supporting child care facilities to ensure continued operation of thriving child care businesses that meet the diverse needs of the District's children and families.); and (4) providing high-quality professional development opportunities for the early care and education workforce.

OSSE is soliciting applications for the BSQECE grant to provide ongoing, comprehensive support and implement a robust set of program areas that will directly and indirectly support families, the early care and education workforce and child care operators' instructional and business capacity and operations, to promote and support high-quality early care and education in DC. This grant will support the implementation of four program areas, which are: (1) Capital Quality (CQ), the District's quality rating

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[1] Office of the State Superintendent of Education, Division of Early Learning Licensing Tool data, 2022
[2] Ibid.
[3] American Community Survey (ACS) 2021 Demographic and Housing Estimates

and improvement system (QRIS); (2) DC Child Care Connections (DC CCC), DC's child care resource and referral (CCR&R) program; (3) the DC Shared Services Business Alliance (DC SSBA); and (4) Professional Development for the early care and education workforce.

1.1.1 Release for Application

The release date of the RFA is May 5, 2023 (12 p.m.) The RFA is available through the Enterprise Grants Management System (EGMS).

1.1.2 Pre-Application Webinar

Interested applicants are encouraged to participate in the pre-application webinar on May 16, 2023, at 10 a.m. To attend the pre-application webinar, please email Alexis Williams, program manager, at Alexis.Williams@dc.gov by May 12, 2023.

1.1.3 Submission of Application

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

1.1.4 Application Deadline

Applications are due no later than June 20 (3 p.m.). Applications must be submitted through EGMS. Late applications will not be accepted. Once an application is submitted, it cannot be revised.

1.1.5 Program Contact

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

> Michele Reid
> Office of the State Superintendent of Education
> Division of Early Learning
> 1050 First Street, NE, Sixth Floor
> Washington, DC 20002
> Cell: (202) 394-8977
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1.2 General Information

1.2.1 Introduction

The Child Care and Development Block Grant Reauthorization Act of 2014 (CCDBG Act) is the federal law that authorizes and governs the federal child care subsidy program known as the Child Care and Development Fund (CCDF). OSSE is the state CCDF lead agency, with responsibility for developing and implementing the CCDF state plan. As such, OSSE is required to use a portion of program expenditures for activities designed to improve the quality of child care services and to increase parental options for and access to high-quality child care (658D(a) and 98.16(a)).[4] The plan also requires OSSE to "develop and implement strategies to strengthen the business practices of child care providers to expand the supply and to improve the quality of child care services (98.16(z)) (8)."[5]

The CCDF funding requires quality activities to be aligned with a statewide or territory-wide assessment of the state's or territory's need to carry out such services and care (658G(a)(1); 98.53(a))[6]. In support of this, OSSE completed two needs assessments for early childhood care and education in the District of Columbia, including the Preschool Development Grant Birth to 5 needs assessment in 2019[7] and the Early Head Start and Head Start community needs assessment conducted by Child Trends in 2019-20[8]. Both of these needs assessments took a comprehensive approach to assess the current state and needs related to early care and education in DC. Both needs assessments provided rich information on the population of young children and families and existing supply of child care services in the District, as well as strengths, weaknesses, challenges and opportunities to increase access to quality care. Some of the findings from these assessments included:

- Further expansion efforts or investment in child care partnerships could help meet enrollment needs for children and families;[9]
- The District continues to work to ensure families have access to high-quality infant and toddler early learning programs and services across settings;[10]
- Families have access to information regarding the quality of early care and education in the District through Capital Quality designations on the My Child Care DC website;[11]
- While the District is rich with programs and services, families have limited knowledge about existing opportunities;[12]
- The District has strong supports and programs to connect families to appropriate, high-quality care and education;[13] and

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[4] DC CCDF State Plan, retrieved from:
https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DC%20CCDF%20Plan%20for%20FY22-24.pdf
[5] Ibid.
[6] Ibid.
[7] Preschool Development Grant, Birth Through Five Needs Assessment 2019, retrieved from:
https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/PDG%20B-5%20Truncated%20Needs%20Assessment%206.4.20.pdf
[8]Early Head Start and Head Start Community Needs, retrieved from:
https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/OSSE%20CNA%20Executive%20Summary.pdf
[9] Ibid.
[10] Preschool Development Grant, Birth Through Five Needs Assessment 2019, retrieved from:
https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/PDG%20B-5%20Truncated%20Needs%20Assessment%206.4.20.pdf
[11] Ibid.
[12] Ibid.
[13] Ibid.

- There is a need for additional training and professional development opportunities for the District's early care and education workforce.[14]

OSSE, as the lead agency for the CCDBG, recognizes that strong business practices are also a necessary precursor to achieving, sustaining and expanding high-quality child development facilities in the District and that financially sustainable child care providers are fundamental to the success and growth of the District's economy and to the positive growth and development of our youngest learners. The CCDBG Act of 2014 also states that lead agencies should "promote involvement by parents and family members in the development of their children in child care settings" (658A(b)) and provide information to parents through the child care assistance system, partner agencies and child care consumer education websites.[15] OSSE's CCDF state plan describes the quality improvement support activities that are aligned with the findings of the statewide needs assessments. This RFP seeks applications to implement programs to meet the CCDF state plan activities.

The BSQECE grant will support the implementation of four program areas to address the District's needs:
- Capital Quality: Capital Quality seeks to provide meaningful information about program quality; align supports for providers to access research-based quality standards and target areas of improvement, through collaborative partnerships between families, child development providers, OSSE and other public and private child and family serving agencies. The grant will support the dimensions of Capital Quality as follows:
  - The formal observation provides information about program quality using evidence-based classroom observation tools, which are the Infant/Toddler Environment Rating Scale – Third Edition (ITERS-3), Family Child Care Environment Rating Scale – Third Edition (FCCERS-3) and Classroom Assessment Scoring System (CLASS®) for pre-K. These observation scores are used to calculate a facility's Capital Quality designation (i.e., Developing, Progressing, Quality and High-Quality) annually. Formal observations are conducted by an independent observer, through a contract with OSSE, and are not part of the scope of work of this grant. However, the grantee(s) will support child care providers to understand the content and domains of evidence-based observation tools used by Capital Quality, assist providers in analyzing individual data from these tools to inform ongoing improvement and align supports provided with these tools in order to improve program quality as measured by formal observations.
  - The annual self-assessment, also referred to as the continuous quality improvement plan (CQIP), is aligned with 10 evidence-based quality standards. Grantee(s) will support participating facilities to complete the CQIP annually and, in collaboration with OSSE, will review aggregated CQIP data annually to inform the resources and supports made available to providers through Capital Quality and for all child care providers in the District.
  - Trained quality facilitators implement a one on one coaching and technical assistance model throughout the grant period, based on tiered supports and needs defined by the grantee.
  - Additional learning and support opportunities defined and provided by the grantee.

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[14] Early Head Start and Head Start Community Needs, retrieved from Assessment
https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/OSSE%20CNA%20Executive%20Summary.pdf
[15] The CCDBG Act of 2014, retrieved from: https://www.govinfo.gov/content/pkg/PLAW-113publ186/pdf/PLAW-113publ186.pdf.

- DC CCC: According to Child Care Aware of America, "A child care resource and referral (CCR&R) organization serves as a resource hub for families, child care professionals and communities. CCR&Rs increase access to high-quality, affordable child care by providing many different services depending on where an individual lives, including:
  - Helping families find child care.
  - Providing support, education and resources to child care providers."[16]
  - The CCR&R will focus primarily on helping families find child care and providing support, education and resources to child care providers, as described above and will also support research and reporting on child care trends and needs over time through regular and ongoing data tracking and reporting.
- DC SSBA: Advance thriving and sustainable child care businesses by providing participating child care businesses with:
  - Technical assistance and professional development focused on increasing business acumen and skill.
  - Sustainable business management tools, with training and support to use them to full potential.
  - Guidance to modernize business practices and develop business plans focused on managing child care programs sustainably using the Iron Triangle of Early Childhood Finance.[17]
  - Coordinating ongoing supports related to best practices through collaboration and alignment with other OSSE grantees and the work of the DC Early Childhood Education Business Collaboratory team[18].
- Professional Development: Improve and expand the professional development opportunities for early childhood educators, early childhood program leaders and administrators, trainers who support the early childhood workforce and individuals who provide supports in early care and education. This will be accomplished through:
  - Providing ongoing professional development opportunities by in-house experts aligned with OSSE's core knowledge areas (CKAs);[19]
  - Partnering with organizations with relevant expertise to provide ongoing professional development opportunities on various topics related to and aligned with the CKAs to meet the needs of the early care and education workforce; and
  - Providing oversight and implementation of DEL's trainer approval program[20] to ensure a cadre of qualified approved trainers.

1.2.2 Purpose of Funds

OSSE is soliciting applications from organizations, institutions and agencies interested in providing these program services. The goal of the BSQECE grant is to support capacity building in DC's early care and education system to expand and enhance quality care and education services for young children and

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[16] Child Care Aware of America, retrieved from: https://www.childcareaware.org/about/child-care-resource-referral/.
[17] Iron Triangle, retrieved from:
https://childcareta.acf.hhs.gov/sites/default/files/public/delivering_quality_strengthening_the_business_side_of_ece.pdf.
[18] Early Childhood Education Business Collaboratory, retrieved from: https://ececollaboratory.org/.
[19]OSSE Core Knowledge Areas:
https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/PD%20Standards%20and%20Core%20Knowledge%20Areas.pdf
[20] OSSE Trainer Approval Program: https://osse.dc.gov/publication/trainer-approval-program-tap-process

their families. The grant will support OSSE in meeting *Start Early* strategic priorities, as well as efforts laid out in the DC CCDF state plan[21].

1.2.3 Eligibility

OSSE will accept applications from eligible applicants, including not-for-profit, for-profit and faith-based organizations. Applicants must have experience in financial management, quality assurance and ongoing monitoring of program deliverables, as well as previous experience providing supports related to the identified program areas including within the District's mixed delivery early care and education system.

1.2.4 Source of Funds

The funds are being made available through District of Columbia local funds and federal funds.

Federal funds are made available through and authorized by the Child Care and Development Block Grant Act of 2014, effective Nov. 19, 2014 (P.L. 113-186; 42 U.S.C. 9858 et seq.)

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

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

1.2.5 Award Period

All grants under this RFA will be five-year awards, beginning on Oct. 1, 2023 and ending on Sept. 30, 2028, contingent upon availability of funds. Each budget period will be one year, with the first period beginning Oct. 1, 2023 and ending Sept. 30, 2024. Receipt of funding for each budget period is contingent upon:
- Availability of funds;
- Recipient's implementation and/or operation of the program as submitted in the application;
- Recipient's demonstration that substantial progress has been made toward meeting the objectives set forth in the approved application, based on ongoing monitoring and review of the recipient's reports;
- Compliance with District and federal laws, regulations and guidance; and
- Appropriate expenditure of funds throughout the grant award period.

1.2.6 Funds Available

The total funding available for the first year of this five-year grant for providing comprehensive support to the District's families', early learning providers and workforce through the BSQECE grant is up to $3.7 million. OSSE intends to issue at least one but up to four awards from this RFA. While OSSE has not predetermined the specified amount of funding per program area, applicants should consider the

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[21] DC CCDF State plan, retrieved from:
https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DC%20CCDF%20Plan%20for%20FY22-24.pdf

expected percentages of overall funding and effort by program area in crafting their plans and applications:

Program Area	Percentage of Overall Funding Range
Capital Quality	45-50%
DC CCC	20-25%
DC SSBA	15-20%
Professional Development	15-20%

Determinations regarding the number of competitive grants to be awarded will be based on the quality and number of applications received and available funding. Successful applicants may be awarded amounts less than requested. Applicants are encouraged to propose innovative and creative solutions. OSSE strongly encourages collaborative applications that meet or exceed the scope of work outlined in the RFA. For applications that include multiple organizations, one organization must be designated to submit and manage the grant.

1.2.7 Permissible Use of Grant Funds

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

1.2.8 Grant Award Notice and Payments

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

1.2.9 General Terms and Conditions

a. Funding for this award is contingent on continued funding from the grantor. The RFA does not commit OSSE to make an award.
b. OSSE reserves the right to accept or deny any or all applications if OSSE determines it is in the best interest of the agency to do so. OSSE 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 regulation or requirement.
c. OSSE reserves the right to issue addenda and/or amendments subsequent to the issuance of the RFA or to rescind the RFA.

d. 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.

e. 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.

f. 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.

g. OSSE shall provide the citations to the statute and implementing regulations that authorize the grant or sub grant; all applicable federal and District regulations; payment provisions identifying how the grantee(s) will be paid for performing under the award; reporting requirements, including programmatic, financial and any special reports required by OSSE; and compliance conditions that must be met by the grantee(s).

h. If there are any conflicts between the terms and conditions of the RFA and any applicable federal or local law or regulation or any ambiguity related thereto, then the provisions of the applicable law or regulation shall control, and it shall be the responsibility of the applicant to ensure compliance.

1.3 Program Scope

1.3.1 General Grantee Responsibilities Overview

Applicants are encouraged to propose innovative ideas to approach staffing, resources and activities to minimize burden on child development facilities and maximize the benefits of the work. Applicants should provide additional detail about how grant work will incorporate diversity, equity, inclusion and belonging (DEI-B) in response to program area requirements. Applicants should demonstrate how the applicant's proposed approach will facilitate collaboration across the identified four program areas and with OSSE and other stakeholders to meet grant objectives. Applicants' work plan will show how grant tasks will ensure efficient use of time and resources and quality work products, including any online communications. Grantee(s) should be able to show positive changes in data tracked over time and year over year. Data reporting elements and reports will be determined in collaboration with OSSE but all program areas should have sufficient knowledge and experience in data collection, analysis and reporting.

Grant requirements are outlined by program area below.

a. **Program Area One: Capital Quality**
   i. Support child care facilities participating in Capital Quality by hiring and managing (at a minimum):
      1. Quality facilitators who will provide coaching, facilitation, professional development and individualized technical assistance that supports participating programs in the development and implementation of their CQIP;
      2. Staff, which include quality facilitators, who represent the linguistic and cultural diversity of the community, including Spanish and Amharic speaking staff;
      3. Capital Quality facilitators who must meet the staff requirements outlined in Section 1.4.5.
   ii. Implement a comprehensive and coherent approach to coaching and supporting continuous quality improvement in child development facilities that includes:

1. Providing a documented process and protocol for staffing that will allow for tiered support to facilities, which may include how quality facilitators are assigned to new facilities, facilities with varying Capital Quality designations and facilities with varying levels of engagement, quality improvement goals and program models;
2. Establishing a case load of child development facilities per quality facilitator according to established criteria that will be defined in your application;
3. Identifying and implementing one or more selected evidence-based coaching model(s), appropriate for the setting; and
4. Providing a plan for supporting quality facilitators with ongoing professional development and technical assistance focused on quality topics as they assist providers with the development and implementation of the CQIP.

iii. Identified quality facilitators are expected to deliver support to facilities that advance the following goals:
1. Developing and implementing the CQIP;
2. Meeting or progressing towards the goals identified in the CQIP; and
3. Improving quality as measured by the identified valid and reliable observational metrics and achieving higher Capital Quality designations.

b. Program Area Two: DC CCC
i. Grantee(s) must assist families and child care providers with supportive communication, facilitate referrals and provide technical assistance, which will include (at a minimum):
1. Assisting families by:
   a. Communicating program information and consumer education information;
   b. Providing individualized assistance and referrals to families seeking child care;
   c. Helping families navigate child care programs, raising awareness of and assisting families to access support from the child care subsidy program and other available supports in paying for child care and equipping families to make informed choices regarding the services that best suit their needs; and
   d. Developing partnerships to reach families with diverse needs and backgrounds (i.e., linguistic diversity, special needs and non-traditional hours of care) and ensure that families with diverse needs are able to access care.
2. Assisting child care providers and educators by:
   a. Communicating program information, consumer education information and program eligibility information;
   b. Developing partnerships to build capacity of child care providers and educators to deliver high-quality early care and education;
   c. Supporting facilities in developing and thinking about emergency preparedness and planning; and
   d. Providing access to education and programmatic resources and information.
3. Developing and implementing a community engagement plan to communicate program objectives in a manner that reaches and engages increasing numbers of families reflecting the demographic, cultural, linguistic and geographic diversity of DC; and
4. Facilitating community outreach (e.g., information sessions, coordination with community partners and events) to educate families and the community on early care and education, including Capital Quality.
ii. Hiring and managing staff as described in Section 1.4.5;

iii.   Implementing data collection efforts that support a deeper understanding of the child care landscape and needs; and

iv.   Developing a system for receiving ongoing feedback and making relevant adjustments to the program.

c.   **Program Area Three: DC SSBA**

i.   Provide Technical assistance and professional development, focused on an audience of child care business owners, administrators and site-level leaders, that addresses the following (at a minimum):

1.   Propose how to implement and deliver (either directly or through partnerships) the DC SSBA, in a manner that is aligned with a coherent framework for child care business sustainability, such as the Iron Triangle of Early Childhood Finance or another framework proposed by the grantee, to enable child care providers to achieve the goals of efficient business operations, revenues that cover cost, full enrollment, full collection of fees and long-term business sustainability;

2.   Deliver, directly or through partnerships, business technical assistance and professional development that builds capacity in key business competencies aligned with the framework, including human resources, budgeting, use of technology and use of data to support business sustainability;

3.   Develop partnerships with local and/or national entities with expertise in child care business operations, early childhood finance or specific domains of business and financial management (e.g. human resources, marketing, strategic planning), in order to enhance the quality of offerings and better meet the needs of the District's child care program operators;

4.   Ensure delivery of business supports that are accessible to and meet the needs of child care business leaders who reflect the diversity of DC's early learning programs (including linguistic, cultural and racial diversity; child care operators of different types, such as homes, expanded homes and centers, and sizes and child care operators implementing various program models); and

5.   Provide access to business process tools and training on how to use the selected tools to their full potential.

ii.   Provide access to centralized back-office supports (e.g., human resources, pest control, liability insurance, etc.) with an associated tiered service and pricing model (including, as appropriate, supports available at no cost to providers) that enables providers to realize efficiencies or reduced costs or administrative burdens that enhance business sustainability; and

iii.   Hiring and managing child care business specialists who meet the requirements outlined in Section 1.4.5.

d.   **Program Area Four: Professional Development**

i.   Grantee(s) must (at a minimum) provide the following:

1.   Hiring and managing in-house experts that meet the requirements outlined in Section 1.4.5.

2.   Ensuring delivery (directly and through other organizations) of a menu of in-person and web-based professional development opportunities that:

a. Is aligned with and covers all components of the District's health and safety standards and CKAs for early childhood educators, in their current form and as they may evolve over the course of the grant period.

b. Makes available high-quality professional development content and experiences through a variety of modalities that are accessible and culturally responsive to the diversity of the District's early childhood educators, including culturally, linguistically and racially diverse early childhood educators and early childhood educators with varied educational backgrounds and experience in the field, working with children of different ages and in a diversity of roles and the variety of settings that compose the District's mixed delivery system.

c. Are posted and supported through the learning management system identified by OSSE.

3. Supporting the implementation and operation of an integrated system of professional development for the early childhood workforce, including:

a. Coordinating all in-person/web-based professional development for the early care and education workforce, in coordination with other grant program areas, and ensure professional development offerings are posted and tracked in a learning management system identified by OSSE;

b. Disseminating information about training opportunities and requirements (including training to meet required licensing regulations and health and safety standards) and conducting outreach to build early childhood educators' awareness and use of training opportunities;

c. Implementing OSSE's professional development protocol to review presentation materials;

d. Implementing the annual trainer approval program, which includes holding an information session, responding to inquiries, reviewing applications, assembling review panels for the sample training module presentations, scheduling the presentations, assigning new trainer numbers and sending communication regarding application decisions; and

e. Maintaining the approved trainer list, including updating due to changes in CKAs or an individual organization's trainer list.

4. Collecting and reporting data on the delivery and effectiveness of professional development offerings:

a. Developing quarterly training reports in collaboration with OSSE; and

b. Tracking and reporting quarterly and annual data from data reports and/or the learning management system identified by OSSE, which will include registration data, participation data, data on modality utilization, time of day and survey data from professional development participants, as well as data from other sources to inform professional development offerings in the coming year. This includes identifying and filling gaps as needed.

1.3.2 Additional Grantee Responsibilities

Grantee(s) will also be required to:

a. Submit all proposed activities, printed materials and materials acquired from outside sources for OSSE's review and approval prior to their implementation, use and dissemination under this grant;

b. As appropriate, translate program information into the languages (Spanish and Amharic) of the target populations that it serves;
c. Ensure all materials are culturally and linguistically appropriate; grantee must provide all translated materials to OSSE for accuracy and field testing;
d. Track the distribution of promotional materials, including translated materials, to the target communities and include this data in the monthly report for OSSE review;
e. Initiate program delivery into the languages of the target populations (English, Spanish and Amharic) that the grantee(s) serve(s);
f. Submit a monthly report to OSSE, providing information on progress towards meeting program objectives, including both quantitative (e.g. number of engagements, partnership engagements, participation rates for professional development and/or technical assistance) and qualitative (e.g. positive outcome stories, information about special events, issues/concerns) indicators of progress and additional information as determined by OSSE and the grantee(s) and based on information outlined in Section 1.3.3 OSSE Responsibilities;
g. Participate in regular coordination meetings with OSSE, other BSQECE grantees (as applicable) and other OSSE grantees (as appropriate).
h. Ensure grantee staff and OSSE approved trainers are trained on cultural sensitivity and DEI-B;
i. Ensure access to additional resources and education supports as appropriate; and
j. Adhere to Section 1.3.6 Reporting Requirements.

1.3.3 OSSE Responsibilities

OSSE will utilize several monitoring strategies to ensure fidelity of program implementation and for continuous improvement purposes. These strategies include, but are not limited to, collection of performance data and review of financial reports. The grantee(s) will be required to report information in a manner consistent with OSSE's database management information system requirements, which will be clarified with the grantee(s), including the appropriate secure method of transmittal. At a minimum, the grantee(s) will be required to submit program performance reports to the OSSE grant monitor in an electronic format approved by the grant monitor. The program reports will describe all the grant program areas deliverables, data and program progress. The program reports will be submitted monthly and will report program area(s) performance for the previous month. The format for reporting will be prescribed by OSSE and will be required to facilitate prompt review of the grantee(s)' accomplishments in support of grant responsibilities by OSSE. Reporting may require detailed as well as aggregate reporting of accomplishments.

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

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

1.3.4 Performance Standards and Quality Assurance

OSSE expects that the grantee(s) performance will result in measurable improvements in early childhood education quality, which will be reported on an ongoing basis and summarized in the monthly program reports. The grantee(s) will be expected to report data on each of the four program areas as on information included in Section 1.3.3. The grantee(s) will be expected to meet at least monthly with OSSE to share information and review reports related to the status of grant activities. The grantee(s) will be required to meet performance standards at an acceptable quality level. Additionally, the grantee(s) shall:

a. Submit a work plan within 30 days from the date of execution of this award to the grant monitor, detailing its plan to monitor and evaluate the delivery of all services. At a minimum, the work plan shall include a review of the appropriateness, quality, quantity and timeliness of the delivery of services and shall stipulate prompt correction by the grantee(s) of deficiencies identified;

b. Implement policies and procedures to evaluate the accuracy of data collection and the reporting of all program activities in accordance with protocols established by OSSE and any other grantor agency (federal regulations) as applicable;

c. Ensure participation in evaluation of the project by appropriate internal staff and/or external evaluators. These evaluation activities may include, but are not limited to, site visits, community surveys or other data collection activities; and

d. Conduct a satisfaction survey among grantee(s) consumers for each of the program areas and use survey results to improve operations as appropriate.

Performance Standards and Measures

a. Staffing
   The grantee(s) will:
   i.   Recruit all qualified staff as stipulated in all program and as outlined in Section 1.4.5.

b. Compile and Report Data
   The grantee(s) will:
   i.   Develop and strengthen the necessary grant specific payment and data tracking systems in order to track data related to each of the four program areas using a monthly and quarterly aggregate reporting mechanism for program reporting;
   ii. Collect data that will provide an initial baseline measure related to all program areas to be identified in collaboration with OSSE; and
   iii. Submit information to OSSE monthly, including but not limited to, all data points about the outcomes of each program area.

c. Evaluation
   The grantee(s) will:
   i.   Administer surveys to all program participants and staff bi-annually or as appropriate, to identify program strengths and challenges and to elicit suggestions regarding the best ways to provide ongoing support and improve program operations;
   ii. Track data on program activities over time; and
   iii. Use surveys and ongoing program engagement data analysis, as appropriate, to make programmatic improvements.

1.3.5 Confidentiality of Records

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

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

a. PII and any other records received from OSSE shall be kept confidential and shall not be open to public inspection, nor shall their contents or existence be disclosed to the public. Such records may not be divulged to unauthorized persons as dictated by OSSE.
b. In the event that data is disclosed to an unauthorized individual or otherwise used for an unauthorized purpose, the applicant must report such incident to OSSE at Gwen.Rubinstein@dc.gov and osse.datasharing@dc.gov.
c. All project staff and volunteers shall sign a confidentiality statement and complete a training on data confidentiality prior to engaging in grant related activities.
d. When no longer needed for their original purpose but no earlier than the document retention period specified in Section 1.4.1, the grantee(s) will destroy records consistent with OSSE's requirements for data destruction. The grantee(s) shall confirm in writing to OSSE its compliance within five (5) business days of destroying the data. The written notification shall be sent to Gwen.Rubinstein@dc.gov and osse.datasharing@dc.gov.
e. All records regarding children receiving services from program participants shall be subject to the confidentiality requirements of OSSE and the Family Education Rights and Privacy Act, 20 U.S.C. § 1232g and applicable regulations as appropriate.

1.3.6 Reporting Requirements

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

1.4 General Provisions

1.4.1 Document Retention

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

1.4.2 Audits

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

1.4.3 Conflict of Interest

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

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

1.4.4 Nondiscrimination in the delivery of services

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

1.4.5 Staff Requirements

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

Grantee(s) must propose staff with qualifications meeting the responsibilities outlined in section 1.3.1 - General Grantee Responsibilities Overview and described below by program area:

   a. **Program Area One: Capital Quality**
      Hire and manage staff who:
      i.   Represent the linguistic and cultural diversity of the community, including Spanish and Amharic speaking staff.
      ii. Have background and experience appropriate for their respective role.

iii. Quality facilitators must meet the following criteria (at a minimum):

1. Possess a bachelor's degree or higher in early childhood education or a related degree with at least 18 hours of early childhood coursework;
2. Have a minimum of three years of coaching experience in early childhood settings;
3. Be knowledgeable about the Head Start Program Performance Standards;
4. Be trained and reliable on the observation metrics used by OSSE, which currently are the CLASS Pre-K, ITERS-3 and FCCERS-3;
5. Represent a diverse pool of individuals who have specialized expertise that reflects the diversity of the District's early learning system, including individuals with expertise related to: 1) national center and family accreditation programs; 2) Montessori programs; 3) multilingual education; 4) socio-emotional development; 5) parent and family engagement; 6) effective practices for working with infants and toddlers; 5) effective practices for educating preschoolers; 7) effective practices for supporting development of school-aged youth; 8) effective practices for supporting children with disabilities and developmental delays; and 9) leadership development.
6. Be willing and able to provide ongoing targeted and individualized technical assistance; and
7. Have knowledge and use of evidence-based coaching models.

b. **Program Area Two: DC CCC**

Hire and manage staff who:

i. Represent the linguistic and cultural diversity of the community, including Spanish and Amharic speaking staff.

ii. Have background and experience appropriate for their respective role; including providing quality services to families, child care educators and the community and supporting CCR&R services in the District through communication, outreach, engagement and community partnerships with a focus on DEI-B. At a minimum, lead staff should:

1. Possess a bachelor's degree;
2. Be knowledgeable about the best practices of a child care resource referral program;
3. Be knowledgeable about the experience, strengths, challenges and networks of support available to diverse families navigating the District's early learning mixed delivery system, including culturally, linguistically, racially and economically diverse families; and
4. Be knowledgeable about the District's early learning mixed delivery system.

c. **Program Area Three: DC SSBA**

Hire and manage staff who:

i. Represent the linguistic and cultural diversity of the community, including Spanish and Amharic speaking staff.

ii. Have background and experience appropriate for their respective role, including providing coaching, facilitation, professional development and individualized technical assistance that supports participating DC SSBA members in the development and implementation of improved business practices. At a minimum, relevant staff (as determined by the grantee) must meet the following criteria:

1. Possess a bachelor's degree in business administration or a related degree;
2. Demonstrate experience operating a viable business;

3. Demonstrate experience providing technical assistance and support related to business administration, preferably with child care facilities; and
4. Be knowledgeable about the Iron Triangle of Early Childhood Finance.[22]

d. **Program Area Four: Professional Development**

Hire and manage staff who:

i. Represent the linguistic and cultural diversity of the community, including Spanish and Amharic speaking staff**.**
ii. Have background and experience appropriate for their respective role.
iii. At a minimum, in-house experts must meet the following criteria:
1. Proficiency in training delivery; planning, adaptation and evaluation of training;
2. Experience in course development;
3. Demonstrated knowledge in adult learning theory and pedagogy;
4. Proficiency in course design, research development and testing;
5. Demonstrated experience working with culturally and linguistically; diverse populations as well as populations with varying levels of literacy and technology comfort/capacity; and
6. Demonstrated knowledge of the District's regulatory landscape in early care and education including DC licensing and broader national bodies of learning and sources of best practices.

The proposed staff assigned to the grant should only include staff roles, including administrative and management staff, to the extent that they are responsible for carrying out and supporting the responsibilities outlined in Section 1.3.1 General Grantee Responsibilities Overview and Section 1.3.2 Additional Grantee Responsibilities. Proposed individuals should be named in Section 2.3, Staffing Plan. Resumes and an organizational chart should also be provided in this section. Resumes of proposed grant staff and any changes in staffing patterns or job descriptions shall be approved in writing and in advance by the OSSE grant monitor.

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

1.5 Award Process

1.5.1 Review Panel

OSSE will make the funds available through a competitive process to identify organizations interested in applying for the implementation of the BSQECE grant. Applications that meet all eligibility and application requirements will be evaluated, scored and rated by an OSSE designated review panel.

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

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[22] Retrieved from: https://childcareta.acf.hhs.gov/sites/default/files/public/delivering_quality_strengthening_the_business_side_of_ece.pdf.

1.5.2 Rubric

1.5.2.1 Overview

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

1.5.2.2 Executive Summary

❑ **Overview:** Briefly describe the applicant organization and its proposed methodology for implementing the proposed program area(s) of the BSQECE grant. Applicants should establish a vision for the implementation of the program.

1.5.2.3 Information about the Organization (Maximum: 20 points)

❑ **Mission and Vision:** Provide the organization's mission and vision statement, a description of its core programs and explain the relevance of the organization's prior experience to the requirements of the grant. (5 points)

❑ **Logic Model:** In an attachment, describe the strategic logic for the organization to manage this grant, provide the strategic logic for reaching established program objectives and describe the activities, inputs, outputs and outcomes. (5 points)

❑ **Organizational Expertise in Early Care and Education:** Describe your organization's experience and expertise in early care and education and previous experience providing financial management and monitoring of grant awards provided to the local community as well as previous experience providing quality services in multilingual early care and education settings. Applicants should demonstrate knowledge of existing early care and education programs in DC. (5 points)

❑ **Ongoing Collaboration with Stakeholders:** Describe how your organization will foster and maintain collaborative relationships with OSSE as well as with and between other partners including but not limited to: other DC agencies, DC business organizations, DC Association for the Education of Young Children (DCAEYC), Multicultural Spanish-Speaking Providers Association (MSSPA), DC Family Child Care Association (DCFCCA) and other stakeholders to accomplish all program goals. (5 points)

1.5.2.4 Capacity to Implement the Proposed BSQECE Program Area(s) (Maximum: 60 points)

❑ **Identify Proposed BSQECE Grant Program Area(s):** Identify the BSQECE grant program area(s) for which you are applying and the organization's experience relevant to the identified program area(s). (10 points)

❑ **Plan to Implement the Proposed BSQECE Grant Program Area(s):** Describe your plan to implement the proposed BSQECE grant program area(s). The plan should address the approach the applicant will use to address each of the aforementioned grantee responsibilities for the proposed program area(s). (15 points)

❑ **Data Collection:** Using the Data Collection and Evaluation Plan, identify how data will be collected to assess and evaluate the implementation of the selected program area(s) on a regular basis. Include data collection methodology and frequency of data collection. Describe the evaluation plan to regularly assess the outcomes of the programs, using a system for monitoring program progress. (15 points)

❑ **Development of Work Plan:** List the critical milestones/tasks, staff responsible for the implementation of the milestones/tasks and approximate timeline needed to address the requirements of this grant for the first year of this five-year grant. (10 points)

❑ **Staffing Plan:** Describe the qualifications of the proposed staff to implement the proposed BSQECE grant program area(s). Uploaded documents in the Staffing Plan section should also demonstrate qualifications as well as describe staff responsibilities on the grant. The staffing plan should be supplemented by resumes, qualifications/credentials and position descriptions, including minimum requirements for proposed personnel that have not been identified, the process for recruitment and selection and the timeline for hiring additional support staff included in the budget. (10 points)

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

❑ **Financial Management:** Describe the financial management and internal accounting procedures that will be used to ensure proper financial management, including the fiscal controls designed for accountability and procedures to ensure proper spending of the grant and funds according to approved budgets and applications. The applicant must agree to maintain its financial records in accordance with generally accepted accounting principles (as defined by the American Institute of Certified Public Accountants). (10 points)

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

SECTION II: PROGRAM INFORMATION

2.1 Work Plan

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

2.1.1 Objectives

The objectives listed below are by grant year, but please note that objectives for subsequent years may change and will be reflected in annual grant applications. The current objectives for this grant are as follows:

Program Area	Grant Year	Objectives
Program Area One: Capital Quality	1	• Develop and implement a tiered plan for supports for facilities at varying levels of Capital Quality. • Engage 100 percent of facilities in Capital Quality in one-on-one technical assistance. • Ensure 100 percent of facilities participating in Capital Quality complete the CQIP. • Ensure 100 percent of quality facilitators are trained and reliable on the observation metrics relative to the facilities they support. • Develop and implement a plan for ongoing professional development for quality facilitators. • Evaluate quality facilitator supports to inform an improvement plan for quality facilitators. • Review observation data to inform a plan for supports beyond one-on-one technical assistance for facilities.
	2	• Set targets for engagement related to Capital Quality technical assistance based on the tiered plan for supports developed in grant year one. • Implement plan for ongoing professional development for quality facilitators. • Continue to implement the tiered technical assistance plan established in grant year one and update accordingly based on data collected. • Engage 100 percent of facilities in Capital Quality in one-on-one technical assistance. • Ensure 100 percent of facilities participating in Capital Quality complete the CQIP.

Program Area	Grant Year	Objectives
		• Continue to evaluate quality facilitator supports to inform improvement plan for quality facilitators. • Maintain 100 percent reliability on observation metrics relative to the facilities that individual quality facilitators support. • Implement the plan for supports for facilities beyond one-on-one technical assistance based on the plan developed in grant year one.
	3	• Report on targets for engagement based on tiered Capital Quality technical assistance and supports. • Implement plan for ongoing professional development for quality facilitators. • Engage 100 percent of facilities in Capital Quality in one-on-one technical assistance. • Ensure 100 percent of facilities participating in Capital Quality complete the CQIP. • Continue to evaluate quality facilitator supports to inform improvement plan for quality facilitators.
	4	• Report on targets for engagement based on tiered Capital Quality technical assistance and supports developed in the technical assistance plan. • Implement plan for ongoing professional development for quality facilitators. • Increase the total number of participating child care facilities with the Quality or High-Quality Capital Quality designation by 10 percent from grant year one. • Engage 100 percent of facilities in Capital Quality in one-on-one technical assistance. • Ensure 100 percent of facilities participating in Capital Quality complete the CQIP. • Continue to evaluate quality facilitator supports to inform improvement plan for quality facilitators.
	5	• Report on targets for engagement based on tiered Capital Quality technical assistance and supports. • Implement plan for ongoing professional development for quality facilitators. • Demonstrate additional increases in the number of child care facilities obtaining Quality or High-Quality Capital Quality designations compared to the prior year. • Engage 100 percent of facilities in Capital Quality in one-on-one technical assistance. • Ensure 100 percent of facilities participating in Capital Quality complete the CQIP.

Program Area	Grant Year	Objectives
		• Continue to evaluate quality facilitator supports to inform improvement plan for quality facilitators.
Program Area Two: DC CCC	1	• Develop and implement a communication and outreach plan to inform families, educators, child care facilities and the broader community of DC CCC resources, which includes a feedback survey to complete following engagement. • Develop training related to child development for families. • Develop and support capacity building opportunities for child care providers. • Develop and support opportunities for child care providers to plan for and meet ongoing licensing requirements, such as the development of an emergency preparedness plan. • Develop and implement a plan for information and resource sharing for child care facilities and educators. • Create a plan for partnerships with DC agencies and organizations supporting children and families to ensure a wide range of resources are available. • Conduct research (primary or secondary) to understand the diverse child care needs of DC families and communities. • Develop a tracking mechanism for reporting touchpoints with families, educators, child care facilities and the broader community. • Develop resources for special populations (e.g. families with children with special needs, families needing non-traditional hour care). • Develop customized support plans for special populations, including families of children with special needs and families needing non-traditional hour care. • Develop a feedback survey for families, educators, child care facilities and the broader community to complete following engagement.
	2	• Implement communication and outreach plan developed in grant year one. • Offer training related to child development for families. • Offer ongoing supports and opportunities for child development facilities to build capacity and plan for and meet ongoing licensing requirements.

Program Area	Grant Year	Objectives
		• Implement a plan for information and resource sharing for child care facilities and educators. Implement the plan for partnerships with DC agencies and organizations supporting children and families developed in grant year one. • Update resources based on research conducted in grant year one. • Track and report on touchpoints with families, educators, child care facilities and the broader community. • Report on findings from feedback survey developed in grant year one to inform ongoing continuous improvement.
	3	• Review and update communications and outreach plans, based on feedback collected in grant year two; implement communication and outreach plan as revised. • Offer training related to child development for families. • Offer ongoing supports and opportunities for child development facilities to build capacity and plan for and meet ongoing licensing requirements. • Implement a plan for information and resource sharing for child care facilities and educators. • Increase engagement across all stakeholder groups by 20 percent from grant year two. • Increase partnerships by 15 percent from grant year two to the end of grant year three. • Increase satisfaction based on feedback survey by 10 percent from grant year two to the end of grant year three.
	4	• Continue to implement communication and outreach plan as revised in grant year three. • Offer training related to child development for families. • Offer ongoing supports and opportunities for child development facilities to build capacity and plan for and meet ongoing licensing requirements. • Implement a plan for information and resource sharing for child care facilities and educators. • Increase engagement across all stakeholder groups by 10 percent from grant year three. • Increase partnerships by five percent from grant year two to the end of grant year three.

Program Area	Grant Year	Objectives
		• Increase satisfaction based on feedback survey by 10 percent from grant year two to the end of grant year three.
	5	• Continue to implement communications and outreach plan. • Offer training related to child development for families. • Offer ongoing supports and opportunities for child development facilities to build capacity and plan for and meet ongoing licensing requirements. • Implement a plan for information and resource sharing for child care facilities and educators. • Increase engagement across all stakeholder groups by 10 percent from grant year four. • Increase partnerships by five percent from grant year two to the end of grant year three. • Increase satisfaction based on feedback survey by 10 percent from grant year two to the end of grant year three.
Program Area Three: DC SSBA	1	• Conduct an analysis of DC SSBA participant business and support needs. • Develop a technical assistance and coaching plan to address SSBA participant needs, which includes offering robust business and management coaching and finance and revenue training. • Develop and implement a plan to track and monitor key indicators for participating facilities, including, at a minimum, enrollment, tuition and fee collection rates and staff vacancies and turnover rates. • Develop a DC SSBA sustainability plan to support financial sustainability beyond funding available from OSSE so that 50 percent of program revenue comes from participation/services fees by grant year five. • Support DC SSBA participants in collecting and analyzing data to understand their revenues, per child cost and the extent to which current revenues cover costs. • Identify centralized backend services (child care management software, human resources, pest control, liability insurance, etc.) based on child care provider demand and needs. • Offer ongoing training for child care business specialists.

Program Area	Grant Year	Objectives
		• Assess baseline participant satisfaction with DC SSBA program.
	2	• Develop and implement plan for participant business and supports based on analysis conducted in grant year one. • Continue to offer robust business and management coaching. • Begin implementing sustainability plan developed in grant year one. • Develop plan for tiered levels of support based on centralized backend services available. • Implement a plan to track and monitor key indicators for participating facilities, including at a minimum enrollment, tuition and fee collection rates and staff vacancies and turnover rates. • Continue to offer ongoing training for child care business specialists. • Maintain or improve participant satisfaction with DC SSBA program, as assessed using the same measures used to set baseline in grant year one.
	3	• Continue to offer robust business and management coaching. • Continue to implement plan for participant business and supports developed in grant year two. • Continue to implement DC SSBA sustainability plan developed in grant year one; secure at least one additional source of non-OSSE revenues. • Implement a plan to track and monitor key indicators for participating facilities, including at a minimum enrollment, tuition and fee collection rates and staff vacancies and turnover rates. • Implement tiered levels of support based on centralized backend services available. • Continue to offer ongoing training for child care business specialists. • Maintain or improve participant satisfaction with DC SSBA program, as assessed using the same measure used to set baseline in grant year one.
	4	• Continue to offer robust business and management coaching. • Key indicators tracked and monitored for participating facilities demonstrate progress on the following indicators:

Program Area	Grant Year	Objectives
		○ Percentage of programs that are enrolled at 90 percent or more of desired capacity. ○ Percentage of programs collecting tuition and fees in full, on time and with bad debt rates below industry standards. ○ Percentage of programs fully staffed, and vacancies are reduced. - Continue to implement financial sustainability plan developed in grant year one, with at least 25 percent of revenue from non-OSSE sources in grant year four. - Continue to offer ongoing training for child care business specialists. - Maintain or improve participant satisfaction with DC SSBA program, as assessed by the same measures used to set baseline in grant year one.
	5	- Continue to offer robust business and management coaching. - Key indicators tracked and monitored for participating facilities demonstrate additional progress on the following indicators relative to grant year four: ○ Percentage of programs are enrolled at 90 percent or more of desired capacity. ○ Percentage of programs collecting tuition and fees in full, on time and with bad debt rates below industry standards. ○ Percentage of programs fully staffed, and vacancies are reduced. - Continue to implement financial sustainability plan developed in grant year one, with at least 50 percent of program revenue from non-OSSE sources in grant year five. - Develop and deliver long-term financial sustainability plan to enable DC SSBA to continue offering services to facilities following completion of the grant period. - Continue to offer ongoing training for child care business specialists. - Maintain or improve participant satisfaction with DC SSBA program, as assessed by the same measures used to establish baseline in grant year one.
Program Area Four: Professional Development	1	Develop a process to hire and manage in-house experts to design, review and deliver professional

Program Area	Grant Year	Objectives
		development coursework based on DC's established licensing regulations, early learning standards and CKAs. • Develop a robust set of course offerings that meet the needs of the early care and education workforce, which includes offerings that satisfy CCDF health and safety requirements and align with OSSE's CKAs. • Review and propose updates to the OSSE trainer approval program including policies and procedures and supporting database platforms. • Collaborate with BSQECE program areas one through three grantee(s) to offer meaningful professional development. • Develop partnerships with DC agencies and other organizations offering professional development relevant to the early care and education workforce. • Review, track and report on professional development offerings and participation. • Review professional development feedback to inform continuous improvement.
	2	• Update professional development offerings based on satisfaction surveys, participation trends and data, such as Capital Quality observation metric data. • Maintain or increase professional development satisfaction survey results. • Increase participation in professional development offerings by 10 percent from grant year one.
	3	• Update professional development offerings based on satisfaction surveys, participation trends and data, such as Capital Quality observation metric data. • Maintain or increase professional development satisfaction survey results. • Increase participation in professional development offerings by 10 percent from grant year two.
	4	• The early care and education workforce are participating in professional development offerings that reflect their individual needs. • Maintain or increase professional development satisfaction survey results.

Program Area	Grant Year	Objectives
		• Increase participation in professional development offerings by five percent from grant year three.
	5	• The early care and education workforce are participating in professional development offerings that reflect their individual needs. • Maintain or increase professional development satisfaction survey results. • Increase participation in professional development offerings by five percent from grant year four.

2.2 Evaluation and Data Collection Plan

For each objective for grant award year one, describe the following: (1) how data will be collected to assess and evaluate the implementation of grant responsibilities on a regular and ongoing basis; (2) include data collection methodology and frequency of collection; (3) describe the evaluation plan to regularly assess the outcomes of the organization's identified program area(s); and (4) prepare and provide a system for monitoring all related program data points.

2.3 Staffing Plan

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

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

2.4 Other Attachments

2.4.1 W-9

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

2.4.2 Attestation of Priority Areas (See Attachment A)

2.4.4 Assurances (See Attachment B)

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

2.4.5 Resumes and/or Qualifications of Key Staff

2.4.6 Audited financial statements for the past three years

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

2.4.8 Conflict of Interest Policy

2.4.9 Separation of Duties Policy

2.4.10 Organizational Chart

2.4.11 Logic Model

<u>ATTACHMENTS</u>

Attachment A: Attestation of Priority Areas

Attachment B: Assurances

Attachment C: Acknowledgement of Compliance with Applicable District and Federal Status and
Regulations

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

Attachment A: Attestation of Priority Areas

ATTESTATION OF PRIORITY AREAS
Office of the State Superintendent of Education

❑ **BUILDING AND SUSTAINING QUALITY in EARLY CARE AND EDUCATION**

❑ The **BUILDING AND SUSTAINING QUALITY in EARLY CARE AND EDUCATION** will be given to organizations and agencies that can meet the grantee responsibilities outlined in Section 1.3.1 and 1.3.2 related to one or more of the following program areas:
- Capital Quality
- DC CCC
- DC SSBA
- Professional Development

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

Administrator Name: _____

Title: _____

Administrator's Signature: _____

Date: _____

Attachment B: Assurances

Office of the State Superintendent of Education
BUILDING AND SUSTAINING QUALITY in EARLY CARE AND EDUCATION

FY2024

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

Name: _____

Title: _____

Name of Applicant Organization: _____

Address of Applicant Organization: _____

Telephone Number of Applicant Organization: _____

Email Address of Named Person Above: _____

We hereby attest the following:

1. We will ensure that the facilities under our organization's ownership, lease or supervision, which shall be utilized in the accomplishment of the project are compliant with all District statutes, codes and regulations;

2. We know and understand that awarded funds shall be used to support the organization's functions and activities needed to address the requirements of this grant. The funds may not be transferred outside of or within the organization, for any unrelated purpose; and

3. We will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly with whom they have family, business or other ties;

_____
Authorized Representative Signature and Title

_____
Date

_____
Notary

_____
Date

Attachment C: Acknowledgement of Compliance with Applicable District and Federal Status and Regulations

Acknowledgment Assurances

The recipient shall comply with all applicable District and Federal statutes and regulations as may be amended from time to time, including, but not necessarily limited to:

1. The Americans with Disabilities Act of 1990, Pub. L. 101-336, July 26, 1990, 104 Stat. 327 (42 U.S.C. § 12101 et seq.)
2. Rehabilitation Act of 1973, Pub. L. 93-112, Sept. 26, 1973, 87 Stat. 355 (29 U.S.C. § 701 et seq.)
3. The Hatch Act, Pub. L. 103-94 (5 U.S. Code § 7321 et seq.)
4. The Fair Labor Standards Act, Chap 676, 52 Stat, 1060 (29 U.S.C. § 201 et seq.)
5. The Clean Air Act Pub. L. 108-201, February 24, 2004, (42 U.S.C. Chap 85 et seq.)
6. The Hobbs Act (Anti-Corruption), Chap 537, 60 St. 420 (18 U.S.C. § 1951)
7. Equal Pay Act of 1963, Pub. L. 88-38, June 10, 1963, 77 Stat. 56 (29 U.S.C. § 201)
8. Age Discrimination Act of 1975, Pub. L. 94-135, Nov. 28, 1975, 89 Stat. 728 (42 U.S.C. § 6101 et seq.)
9. Age Discrimination in Employment Act, Pub. L. 90-202, Dec. 15, 1967, 81 Stat. 602 (29 U.S.C. § 621 et seq.)
10. Title IX of the Education Amendments of 1972, Pub. L. 92-318, June 23, 1972, 86 Stat. 235, (20 U.S.C. § 1001)
11. Immigration Reform and Control Act of 1986, Pub. L. 99-603, Nov. 6, 1986, 100 Stat. 3359, (8 U.S.C. § 1101)
12. Family Medical Leave Act of 1993, Pub. L. 103-3, Feb. 5, 1993, 107 Stat. 6 (5 U.S.C. § 6381 et seq.)
13. Assurance of Nondiscrimination and Equal Opportunity (29 CFR § 34.20)
14. District of Columbia Human Rights Act of 1977 (D.C. Official Code § 2-1401.01)
15. Title VI of the Civil Rights Act of 1964
16. District of Columbia Language Access Act of 2004, DC Law 15 -414, (D.C. Official Code § 2-1931 et seq.)
17. Lobbying Disclosure Act of 1995, Pub. L. 104-65, Dec 19, 1995, 109 Stat. 693, (31 U.S.C. § 1352)
18. The Occupational Safety and Health Act of 1970, Pub. L. 91-596, Dec. 29, 1970, 84 Stat. 1590 (26 U.S.C. 651 et. seq.)
19. Drug Free Workplace Act of 1988, Pub. L. 100-690, 102 Stat. 4304 (41 U.S.C. § 701 et seq.)
20. District of Columbia Language Access Act of 2004, D.C. Law 15-414, D.C. Official Code § 2-1931 et seq.)
21. Fair Criminal Record Screening Amendment Act of 2014, D.C. Official Code § 24-1351
22. Byrd Anti-Lobbying Amendment (31 U.S.C. § 1352)
23. Uniform Relocation Assistance and Real Property Acquisition Act of 1970, as amended (P.L. No. 91-646)
24. Flood Disaster Protection Act of 1973, as amended (P.L. 93-234; 42 U.S.C. § 4002)
25. National Historic Preservation Act of 1966, as amended (P.L. 89-665; 16 U.S.C. § 470 et seq.), Executive Order 11593
26. Coastal Barrier Resources Act, as amended (P.L. 97-348; 16 U.S.C. 3501 et seq.)
27. D.C. Minimum Wage Amendment Act of 2013 (D.C. Law 9-248, D.C. Official Code 32-1001 et seq.)

Certifications

The applicant shall be required to provide the following certifications:
1. Lobbying
    If the grant is federally funded and as required by Section 1352, Title 31 of the U.S. Code and implemented at 28 CFR Part 69, for persons entering into a grant or cooperative agreement over $100,000, as defined at 28 CFR Part 69, the applicant certifies, to the best of his or her knowledge and belief, that
    A. No federal appropriated funds have been paid or will be paid, by or on behalf of the aforesigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement;
    B. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the aforesigned shall complete and upload Standard Form LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. The form may be uploaded within the applicant's application in EGMS.
    C. The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. Debarment, Suspension, and Other Responsibility Matters
    If the grant is federally funded and as required by applicable federal regulations implementing Office of Management and Budget (OMB) guidelines at 2 CFR Part 180, "Guidelines to Agencies on Governmentwide Debarment and Suspension (Non-procurement)," for prospective participants in a covered transaction:
    A. The applicant certifies that it and its principals:
        i.   Are not presently debarred, suspended, proposed for debarment, excluded, disqualified, declared ineligible, sentenced to a denial of Federal benefits by a State or Federal Court, or voluntarily excluded from covered transactions by any Federal department or agency.
        ii. Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes; commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, receiving stolen property, making false claims, or obstruction of justice; or commission of any other offense indicating a lack of business integrity or business honesty that seriously and directly affects your present responsibility;

        iii.   Are not presently indicted for or otherwise criminally or civilly charged by a government entity (Federal, State, or local) with commission of any of the offenses enumerated in subparagraph (i) of this certification; and

        iv.   Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default.

B.   Where the applicant is unable to certify to any of the statements in this certification, he or she shall attached an explanation to this application.

3. Criminal Offenses or Legal Proceedings

The applicant must disclose in a written statement whether the applicant or any of its officers, partners, principals, members, associates, or key employees, within the last three years prior to the date of the application has:

A.   Been indicted or had charges brought against them (if still pending) and/or been convicted of any crime or offense involving financial misconduct or fraud; or

B.   Been the subject of legal proceedings from the provision of services by the organization.

If the response for 3(A) or 3(B) is in the affirmative, the applicant shall fully describe any such indictments, charges, convictions, or legal proceedings (and the status and disposition thereof) and the surrounding circumstances in writing and provide documentation of the circumstances.

"The applicant is prohibited from including any individual's personally identifiable information, including but not limited to any data protected under the Family Educational Rights and Privacy Act, without also providing that individual's written consent for the release of that information. Personally, identifiable information is information that can be used to distinguish or trace an individual's identity, either alone or when combined with other personal or identifying information that is linked or linkable to a specific individual."

4. Political Campaigns and Contributions (for locally funded grants of $100,000 or more)

If the grant is $100,000 or more of local funds and in accordance with D.C. Official Code §1-328.15, I certify, under penalty of perjury, that the applicant is eligible to receive this grant award because the applicant and any of its officers, principals, partners, or members has not made a contribution (as that term is defined in D.C. Official Code §1-1161.01) or solicited such a contribution to be made for a District of Columbia general election within the time periods as described below:

A.   The applicant is ineligible to receive this grant from the date a contribution or solicitation for a contribution was made and continuing for one year after the general election for which the contribution or solicitation for contribution was made, whether or not the contribution was made before the primary election, to any of the following:

        i.   An elected District of Columbia official who is or could be involved in influencing or approving the award of this grant;

        ii.   A candidate for elective District of Columbia office who is or could be involved in influencing or approving the award of this grant; or

        iii.   A political committee affiliated with a District candidate or elected District official described in (i) or (ii) above.

5. Compliance with Tax and Other Payments

The applicant certifies that it is current and shall remain current on payment of all federal and District taxes, as applicable, including Unemployment Insurance taxes and Workers'

Compensation premiums. This statement of certification shall be accompanied, as appropriate, by a certificate from the District of Columbia OTR stating that the entity has complied with the filing requirements of District of Columbia tax laws and has paid taxes due to the District of Columbia, or is in compliance with any payment agreement with OTR. If applicable, please upload the OTR statement of certification here.

6. Any registered domestic entity or registered foreign entity must submit a Certificate of Good Standing from the D.C. Department of Consumer Affairs (DCRA). The Certificate of Good Standing verifies that an entity meets the regulatory requirements of the DCRA's Corporations Division. Please see the following link for more details. (https://dcra.dc.gov/book/corporate-registration-faqs/corporate-registration-faqs-process).

    Is the applicant a registered domestic entity or registered foreign entity with DCRA's Corporations Division?
    - ☐ Yes
    - ☐ No

    If yes, you must submit a Certificate of Good Standing below.

7. Acknowledgment of Accuracy
    I certify that, to the best of my knowledge and belief, the information contained in this application is correct. I understand that to falsify information is grounds for denial or termination of any grant award.

_____
Authorized Representative Signature and Title

_____
Date