



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

**EDUCATION**

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

**REQUEST FOR APPLICATIONS (RFA)**

**EARLY LITERACY INTERVENTION INITIATIVE  
(ELII2024)**

**RFA Release Date**

Monday, December 4, 2023 (12:00 p.m.)

**Application Submission Deadline**

Thursday, January 18, 2024 (3:00 p.m.)

**Pre-Application Webinar**

Thursday, December 7, 2023 (2:00 – 3:00 p.m.)

**Notice of Intent to Apply Deadline**

Wednesday, December 13, 2023

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

**Please allow additional time for any issues you may experience in EGMS, as well as the  
consistency check to run, prior to application submission.**

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## APPLICATION CHECKLIST

### FY 24 EARLY LITERACY INTERVENTION GRANT

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 submitted a Notice of Intent to Apply (preferred) on or before Wednesday, December 13, 2023.** The Notice of Intent to Apply form can be found in Attachment A and should be submitted via email to [Celina.Ketelsen@dc.gov](mailto:Celina.Ketelsen@dc.gov).
- The application is submitted using OSSE's Enterprise Grant Management System (EGMS), [Grants.OSSE.DC.gov](https://grants.osse.dc.gov).** Registration for EGMS takes approximately two business days. See her for more information about registering for EGMS access: <https://grants.osse.dc.gov/info/credentials>
- The applicant attended the pre-application webinars (highly encouraged).** See Section 1.1.2 for the webinar date and time.
  - **The applicant completed all steps required by the RFA and submitted a complete application through OSSE's Enterprise Grants Management System (EGMS) that contains all the required information and attachments.** Unless otherwise stated in the application, information submitted via attachment will be considered as supplemental materials only. See Section 3 for an overview of the application components.
- The application adheres to the directions and criteria of each section of this RFA.
- The applicant is incorporated and registered to operate in the District of Columbia (the District), including:
  - Registered with the District's Department of Consumer and Regulatory Affairs (DCRA) and is able to produce a "Certificate of Good Standing" as a condition of receiving funding. See this link for details: <https://dcra.dc.gov/service/corporate-registration-details>

Applications are due by 3 p.m. EST on **Thursday, January 18, 2024**. The application deadline will be strictly enforced. All applications must be submitted through the Enterprise Grants Management System (EGMS). Any additions or deletions to an application will not be accepted after the deadline. Applications must be complete be submitted in EGMS.

For information about EGMS, visit <http://egmsfe.osse.dc.gov/info/credentials>. OSSE strongly recommends submitting your application at least one day early to avoid technical issues.

**Contact:**

Celina Ketelsen  
Grant Manager  
Division of Teaching and Learning  
Office of the State Superintendent of Education  
1050 First St. NE, 5<sup>th</sup> Floor  
Washington, DC 20002  
[\(202\) 741-0264](tel:(202)741-0264)  
[Celina.Ketelsen@dc.gov](mailto:Celina.Ketelsen@dc.gov)

**SECTION I: GENERAL INFORMATION****1.1 Background Information**

Washington DC's school system is comprised of both public schools and public charter schools serving thousands of students. Many of the students in DC are from low economic backgrounds, with a high number qualifying for free or reduced price lunches through the National School Lunch Program. Many challenges can impact long term outcomes for children in economically disadvantaged communities, including poor student achievement, truancy, poor health and homelessness. Research shows that additional support through early literacy intervention programs can prevent reading problems for a vast majority of students (Schmitt & Gregory, 2005). Through the establishment of early literacy intervention programs, the aim of the grant is to increase the reading success of students in Pre-K through 3<sup>rd</sup> grade.

**1.1.1 Release of Application**

The release date of the RFA is **Monday, December 4, 2023 at 12:00 p.m. (noon)**. The RFA is available through the Enterprise Grants Management System (EGMS) and online at [OSSE Grants and Funding](#).

**1.1.2 Pre-Application Webinar (Highly Encouraged)**

The pre-application webinar will be held on **Thursday, December 7, 2023 from 2:00 – 3:00 p.m.** To attend the pre-application webinar, please RSVP using the Pre-application Webinar Registration form (Attachment B).

**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 will not forward incomplete applications to the review panel.

**1.1.4 Application Deadline**

Applications are due no later than **Thursday, January 18, 2024 at 3:00 p.m.** 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  
Grant Manager  
Division of Teaching and Learning  
Office of the State Superintendent of Education  
1050 First St. NE, 5<sup>th</sup> floor  
Washington, DC 20002  
[\(202\) 741-0264](tel:(202)741-0264)  
[Celina.Ketelsen@dc.gov](mailto:Celina.Ketelsen@dc.gov)

## 1.2 Purpose of Funds

### 1.2.1 Introduction

The 2021-22 PARCC data shows decreases in ELA proficiency rates from 2019 when students were last assessed 48 percent of students scored a Level 1 or 2 indicating performance significantly below grade level. The proficiency rate of at-risk students decreased more than the rate of not at-risk students, in both math and ELA. Black/African American and Hispanic/Latino students saw the largest decrease in proficiency rates on ELA assessments. Patterns in proficiency rate changes were significantly different between 2016 to 2019 and 2019 to 2022. Performance gains in past years were attributed to several variables including but not limited to, school-based supports and intervention programs provided by OSSE. OSSE is addressing current student needs by scaling literacy training grounded in the science of reading and a multiyear investment into high-impact tutoring. The District saw a 2.9 percentage point increase in ELA for SY 2022-23.

### 1.2.2 Purpose of Funds

The purpose of this grant is to implement evidence-based early literacy interventions to increase proficiency of District students in the early grades. The overall goal of the Early Literacy Intervention Grant is to provide resources that will enable the grantee to partner with local education agencies (“LEAs”) in which they would provide direct, developmentally appropriate, evidence-based reading programs to students in grades Pre-K through 3.

### 1.2.3 Eligibility

To apply for this grant, an eligible entity must be a nonprofit, community-based organization that provides early literacy services for students in the District of Columbia or districts with similar demographics as the District of Columbia. LEAs are not eligible to apply for this grant.

### 1.2.4 Source of Funds

The source of funds for the FY24 Early Literacy Intervention Grant is FY24 local funds. Funding is authorized by the Early Literacy Grant Program Amendment Act of 2015, effective Oct. 22, 2015 (DC Law 21-36; DC Code § 38-2602(b)(24)), as amended.

### 1.2.5 Award Period

This is a two-year grant, subject to continued availability of funding. The initial grant period will begin on the date of award (February 2024) and end on September 30, 2024. The applicant will be required to apply for a continuation award for the second year and demonstrate compliance with the grant requirements.

Continuation of awards in year 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 award is up to \$2,600,000 for FY24 and up to \$2,100,000 for FY25, subject to continued availability of funding. OSSE plans to make 2-3 awards. Grants shall only be used to support activities authorized by the RFA, relevant statutes, and included in the applicant's submission.

### 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 students and build capacity in early literacy within the school they provide these services, as described in the grant award requirement section of this RFA. 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, and training. The grant funds are subject to the terms, conditions, and provisions of the Early Literacy Grant Program Amendment Act of 2015.

### 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 increase reading skills of students from Pre-K through grade 3. Each grantee must demonstrate its ability to partner with at least one LEA to provide "eligible services." For purposes of the Early Literacy Grant Program "eligible services" include:

- A full continuum of school-based early literacy intervention services with developmentally appropriate components for each grade;
- Direct interventions to students through qualified, professionally coached interventionists;
- Data collection on student progress monthly; and
- Provision of evidence-based interventions with at least one empirical study that demonstrates reading success.

Eligible organizations must have:

- A focus on literacy for students in early grades

- Experience implementing evidence-based interventions in the continuum of reading instruction
- A plan to align assessment outcome measures to nationally normed assessments
- A plan for building the capacity of school-based education partners

### **1.3 Program Scope**

#### **1.3.1 General Grantee Responsibilities**

Grantee(s) will also be required to:

- a. Submit any proposed printed materials, or materials acquired from outside sources for OSSE's/TAL's review and approval prior to their use and dissemination under this grant;
- b. Work with the OSSE/TAL grant manager, providing information such as positive outcome stories, information about special events, issues/concerns, etc., as needed;
- c. Provide OSSE/TAL with data and reports that describes the progress of program implementation;
- d. Based on the need and population to be served, ensure OSSE/TAL that culturally sensitive activities will be utilized and that competent staff will be part of the proposed program; and
- e. Adhere to Section 1.3.6 Reporting Requirements.

#### **1.3.2 OSSE/TAL Responsibilities**

OSSE/TAL will utilize several monitoring strategies including, but not limited to, collection of performance data and review of financial reports. All information in monitoring reports will be subject to verification, and OSSE/TAL may require additional information from the grantee(s). Additionally, OSSE/TAL reserves the right to request, and be provided with additional information, such as financial records, supporting documents, data and statistical records, and all records pertinent to this award at any time during the grant award life.

#### **1.3.3 Performance Standards and Quality Assurance**

OSSE/TAL expects that the grantee(s)'s performance will result in measurable, quality improvements in literacy, which will be reported in the program performance reports. The final report must include performance on nationally normed assessments. The grantee(s) will be expected to meet at least three times yearly with OSSE/TAL to share information and review reports related to the status of grant activities. In addition, the grantee(s) will be required to meet performance standards and acceptable quality level to be determined by OSSE/TAL and the grantee(s).



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

### **2.1 Release for Application**

The release date of the RFA is **Monday, December 4, 2023 at 12:00 p.m. (noon)**. The RFA is accessible in EGMS at <https://grants.osse.dc.gov/> and online at [OSSE Grants and Funding](#).

### **2.2 Application Deadline**

Applications are due no later than **Thursday, January 18, 2024 at 3:00 p.m.** 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 early February 2024.

### **2.4 OSSE Contact Information**

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

Celina Ketelsen  
Grant Manager  
Division of Teaching and Learning  
Office of the State Superintendent of Education  
1050 First St. NE, 5<sup>th</sup> floor  
Washington, DC 20002  
[\(202\) 741-0264](tel:(202)741-0264)  
[Celina.Ketelsen@dc.gov](mailto:Celina.Ketelsen@dc.gov)

### **2.5 W-9**

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

The scoring of the application is based on a 100 point scale. For details on the FY24 Early Literacy Intervention Incentive Grant Scoring Rubric, please refer to **ATTACHMENT D- 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 early literacy interventions that will increase literacy for Pre-K through 3<sup>rd</sup> grade students in the District of Columbia.

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

- Grant Requirement:** 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 literacy needs. Considerations can include the OSSE STAR Framework, PARCC performance data, school diagnostic assessments, and other assessments. Grantees will provide documentation on data used and how these data informed school selection.
  - **Understanding of the school and student's needs.** Please provide an assessment of the local school community in terms of literacy, individual student academic performance data, and an explanation of how the students within the LEAs identified for this partnership will benefit from interventions offered. Provide an explanation of the extent to which your program serves students with disabilities and English learners.
- Program Mission and Vision:** Applicant provided a mission and vision statement of their organization that demonstrates how they address the needs and build upon the assets of the LEA it will partner with. The mission statement should clearly articulate the organization's overall vision/philosophy of its approach to increasing literacy in students.
- 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 the literacy interventions.

- Program Start-Up:** Describe training/orientation plans for reading interventionists to ensure that they are prepared to provide evidence-based reading interventions and are prepared to conduct continual progress monitoring to ensure the selected interventions are appropriate and yield positive results. Describe the consultation, collaboration, and training that will be provided to build capacity within the LEA in which students will receive literacy interventions. Please include a timeline for the implementation of the early literacy program and capacity-building efforts (may be included as an attachment and will not be counted toward the ten [10] page limit).

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

- Early Literacy Interventions:** Describe the evidence-based interventions to be used to increase reading achievement of students from pre-k through the 3rd grade. Include at least one empirical research study that demonstrates reading success.
- Literacy Interventionists:** Describe the qualifications of the interventionists and the way in which interventionists will provide direct reading services to students in a way that will improve early literacy and build capacity throughout the school building. The degree to which the applicant is able to use the opportunity to collaborate with teachers, instructional coaches, and instructional leaders will be considered.
- 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 how between programmatic data and school performance data will be aligned.
- Evaluation of Program:** Describe the evaluation plan to regularly assess the outcomes of the early literacy interventions provided and the tools that will be utilized to measure improvements in reading and overall academic outcomes (may be included as an attachment and will not be counted towards the [10] page limit).

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

- Financial Management:** Please describe the financial management and internal accounting procedures that will be used to ensuring 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 budget 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 the intervention.

- ❑ **Program Sustainability:** With an emphasis on increasing the proficiency and advanced rate for students in early grades, please describe how the grantee will assist LEAs in building capacity in reading beyond the term of this grant. There is a clear sustainability plan for how services funded by the grant will continue after the grant ends.

## **SECTION IV: REVIEW PANEL 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 review panel.

### **4.1 Review Panel**

An external review panel or panels 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 or related experiences. The application will be scored against a rubric and each application will have multiple reviewers to ensure accurate scoring. Upon completion of its review, the panel(s) shall make recommendations for awards based on the scoring rubric(s). OSSE's Division of Teaching and Learning will consider these recommendations, but makes all final award decisions.

### **4.2 Scoring Rubric**

For details on the FY2024 Early Literacy Intervention Incentive Grant Scoring Rubric, please refer to **ATTACHMENT D- 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. Each awarded applicant will receive a Grant Award Notification (GAN) generated through OSSE's Electronic Grant Management System (EGMS) at: <https://grants.osse.dc.gov/>. The GAN 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. To receive reimbursement for grant program expenditures, OSSE grantees must complete and submit a reimbursement request electronically using EGMS. Grant recipients are required to comply with OSSE's Grantee Reimbursement Request Submission Policy, available at <https://osse.dc.gov>. After OSSE has approved the grant recipient's application, the grant recipient may submit a reimbursement request for any allowable expenditure paid during the award period or during the liquidation period. Grant recipients must submit at least one reimbursement per quarter in which the grant recipient expended funds, unless more frequent reimbursements are required by the terms of this grant. The reimbursement request must include all funds expended, but not yet claimed for reimbursement. 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.

### **5.2 Audits**

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

### **5.3 Monitoring and Reporting**

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

Grantees shall be required to cooperate with all requirements and information requests by OSSE relating to evaluation of the program and the collection of data, information, and reporting on

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

#### **5.4. Confidentiality**

Except as otherwise provided by local or federal law, no recipient shall use or reveal any research, statistical, or personally identifiable information for any purpose other than that for which such information was obtained in accordance with this grant program. Such information, and any copy of such information shall be immune from legal process and shall not, without 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.

#### **5.5. Nondiscrimination in Delivery of Services**

The grant 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, familial status, personal appearance, sexual orientation, gender identity or expression, family responsibilities, genetic information, disability, matriculation, political affiliation, source of income, sealed eviction record, status as a victim of an intrafamily offense, status as a victim or family member of a victim of domestic violence, a sexual offense, or stalking, credit information, place of residence or business, or homeless status of any individual.

#### **5.6 Appearance of a 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 the appearance of a conflict of interest would be involved. An appearance of 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 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.
- If there are any conflicts between the terms and conditions of the RFA and any applicable federal or local law or regulation, or any ambiguity related thereto, then the provisions of the applicable law or regulation shall control and it shall be the responsibility of the applicant to ensure compliance.



**SECTION VI: ATTACHMENTS**

Attachment A	INTENT TO APPLY (Preferred)
Attachment B	PRE-APPLICATION WEBINAR REGISTRATION FORM
Attachment C	ADMINISTRATIVE APPROVAL FORM
Attachment D	SCORING RUBRIC

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

**ATTACHMENT A**

**NOTIFICATION OF INTENT TO APPLY (PREFERRED)**  
**Deadline: Wednesday, December 13, 2023 at 3 p.m. (EST)**  
*Office of the State Superintendent of Education*  
**FY 2024 EARLY LITERACY INTERVENTION INITIATIVE GRANT (ELII2024)**

**TO:**

Celina Ketelsen  
Grant Manager  
Division of Teaching and Learning  
Office of the State Superintendent of Education  
1050 First St. NE, 5<sup>th</sup> floor  
Washington, DC 20002  
[\(202\) 741-0264](tel:(202)741-0264)  
[Celina.Ketelsen@dc.gov](mailto:Celina.Ketelsen@dc.gov)

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Please accept this notification that the following **eligible** organization intends to apply for consideration of funding under FY 2024 EARLY LITERACY INTERVENTION INITIATIVE GRANT (ELII2024)

**ELII2024: Early Literacy Intervention Initiative Grant**

---

Applicant Name (Local Education Agency Official Name)

---

Applicant Address

---

Applicant Contact Person

---

Telephone

---

Fax

---

Authorized Representative Name and Title

---

Signature

---

Date

**ATTACHMENT B**

**PRE-APPLICATION WEBINAR**  
**Submission Deadline: Wednesday, Dec. 6, 2023 at 10 a.m. (EST)**  
*Office of the State Superintendent of Education*  
**FY 2024 EARLY LITERACY INTERVENTION INITIATIVE GRANT (ELII2024)**

**TO:**

Celina Ketelsen  
Grant Manager  
Division of Teaching and Learning  
Office of the State Superintendent of Education  
1050 First St. NE, 5<sup>th</sup> floor  
Washington, DC 20002  
[\(202\) 741-0264](tel:(202)741-0264)  
[Celina.Ketelsen@dc.gov](mailto:Celina.Ketelsen@dc.gov)

Please accept this notification that the following **eligible** organization intends to attend the **Thursday, December 7, 2023, pre-application webinar from 2:00 – 3:00 p.m.** for the Early Literacy Intervention Initiative Grant.

**ELII2024: Early Literacy Intervention Initiative Grant**

---

Applicant Name (Local Education Agency Official Name)

---

Applicant Address

---

Applicant Contact Person

---

Telephone

---

Email

---

Authorized Representative Name and Title

---

Signature

---

Date

Number of Attendees: \_\_\_\_\_

**ATTACHMENT C**

**ADMINISTRATIVE APPROVAL FORM**  
**Office of the State Superintendent of Education**  
**FY 2024 EARLY LITERACY INTERVENTION INITIATIVE GRANT (ELII2024)**

A required component of the Early Literacy Intervention Initiative grant is confirmation of partnership with LEA(s) and school leaders.

**Please have each LEA leader and principal/school administrator** included as partners in your application sign below indicating that they are aware of the application's grant requirements and are able to support the implementation of the project.

LEA Leader Name \_\_\_\_\_

LEA Leader Signature \_\_\_\_\_

School Administrator Name \_\_\_\_\_

School Administrator Title \_\_\_\_\_

School Administrator Signature \_\_\_\_\_



DISTRICT OF COLUMBIA  
OFFICE OF THE STATE SUPERINTENDENT OF  
**EDUCATION**

ATTACHMENT D

SCORING RUBRIC

FY 2024 EARLY LITERACY INTERVENTION INITIATIVE GRANT (ELI2024)

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

SECTION A- Program Features (Maximum 40 points)		
<b>Grant Requirements</b>		
<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 needs. 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.</li> <li>○ <b>Understanding of the school and student’s needs.</b> Please provide an assessment of the local school community in terms of literacy, individual student academic performance data, and an explanation of how the students within the LEAs identified for this partnership will benefit from interventions offered. Provide an explanation of the extent to which your program serves students with disabilities and English learners.</li> </ul>		
<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>3</b>	<b>5</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		
<b>Program Mission and Vision</b>		
<p>Applicant provided a mission and vision statement of their organization that demonstrates how they address the needs and build upon the assets of the LEA it will partner with. The mission statement should clearly articulate the organization’s overall vision/philosophy of its approach to increasing literacy in students.</p>		
<b>Fails to meet criterion- Response did not address all required elements</b>	<b>Minimally meets criterion- Response did not fully address all required elements and does not</b>	<b>Substantially meets criterion- Response fully addresses the required elements</b>

	<b>demonstrate clear understanding of the purpose of the grant.</b>	
<b>4</b>	<b>8</b>	<b>10</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		
<b>Program Goals</b>		
Applicant listed the program’s three (3) overarching goals. In defining the goals, applicant included student-level performance goals as well as program-level performance goals. Describe how the goals will be used as a basis for measure the effectiveness of the partnership.		
<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>5</b>	<b>10</b>	<b>15</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		

<b>Program Start-Up</b>		
Describe training/orientation plans for reading interventionists to ensure that the purpose of the model is clear to all stakeholders. Please include a timeline for the implementation of the early literacy program (may be included as an attachment and will not be counted toward the ten [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>4</b>	<b>6</b>	<b>10</b>
<i>Strengths:</i>		

<i>Weaknesses:</i>
<b>Total Points</b> Section A: ____/40 points

**SECTION B - Program Implementation and Monitoring (Maximum 40 points)**

**Early Literacy Interventions**

Description is provided of the evidence-based and/or research-based interventions (with at least one empirical study that demonstrates reading success) to be used to increase reading achievement of students in grades Pre-K – 3.

<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>4</b>	<b>8</b>	<b>10</b>

*Strengths:*

*Weaknesses:*

**Literacy Interventionists**

Description is provided of the qualifications of staff and the way in which interventionists will provide direct reading services to students in a way that will improve literacy and build capacity throughout the school building. The degree to which the applicant is able to use the opportunity to collaborate with teachers, instructional coaches, and instructional leaders will be considered.

<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>4</b>	<b>8</b>

*Strengths:*

*Weaknesses:*

**Data Collection**

Description of 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>6</b>	<b>12</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		



<b>Program Evaluation</b>		
Description of the evaluation plan to regularly assess the outcomes of the early literacy interventions provided and the tools that will be utilized to measure improvements in reading and overall academic outcomes		
<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>4</b>	<b>8</b>	<b>10</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		
<b>Total Points</b> <b>Section B: _____/40points</b>		

<b>SECTION C – Financial Management and Sustainability (Maximum 20 points)</b>		
<b>Financial Management</b>		
Description of 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.		
<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>3</b>	<b>6</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		

<b>Program Budget</b>		
Please provide a proposed budget and narrative description of the proposed use of grant funds, which budget 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		
<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>
<b>0</b>	<b>3</b>	<b>6</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		
<b>Program Sustainability</b>		
With an emphasis on increasing the proficiency and advanced rate for students in early grades, describe how the grantee will assist LEAs in building capacity in reading beyond the term of this grant.		
<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>
<b>0</b>	<b>3</b>	<b>8</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		
<b>Total Points</b> Section C: ____/20 points		

<b>Total Points for Section A (out of 40 points)</b>	
<b>Total Points for Section B (out of 40 points)</b>	
<b>Total Points for Section C (out of 20 points)</b>	
<b>GRAND Total (out of 100 points)</b>	