



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION (OSSE)

REQUEST FOR APPLICATIONS (RFA)

FY24 FLEXIBLE SCHEDULING PILOT PROGRAM GRANT

RFA Release Date:

Friday, Dec. 15, 2023 (12 p.m. EST)

Application Submission Deadline:

Wednesday, Jan. 31, 2024 (3 p.m. EST)

Pre-Application Webinar (Mandatory)

Friday, Dec. 15, 2023

Notice of Intent to Apply Deadline

Tuesday, Dec. 19, 2023 (3 p.m. EST)

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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FLEXIBLE SCHEDULING PILOT PROGRAM GRANT APPLICATION CHECKLIST

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

Applications received after **3:00 p.m. EST on Wednesday, Jan. 31, 2024** will not be considered for review. Any additions or deletions to an application will **not** be accepted after the deadline.

For any questions, please contact:

Raven DeRamus-Byers
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Washington, DC 20002
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SECTION I: GENERAL INFORMATION

1.1 Background Information

The District of Columbia's Office of the State Superintendent of Education (OSSE) plans to award two to six Flexible Scheduling Pilot Program grants to public or public charter local education agencies (LEAs) in the District. The source of funds is local funding authorized under the [Flexible Schedule Emergency Amendment Act of 2023](#) (DC Law 13-176, §7k as added by DC Law 25-50, Sec. 4183(b); DC Code § 38-2617). This grant may be up to a two-year competitive grant that totals no more than \$1,200,000 for FY24. Continued funding for this grant program in the second year is subject to availability of funds.

Any District of Columbia LEA that receives these grant funds shall use them to support student achievement by implementing a flexible schedule to retain educators. "Flexible schedule" is defined as a scheduling arrangement that allows for variation in the instructional calendar and format on a daily or weekly basis while ensuring continued rigorous academic instruction to students. The purpose of these funds is to sustain high-quality learning experiences for student by improving the retention of DC educators (principals, assistant principals, teachers, assistant teachers, paraprofessionals, school psychologists or counselors, all school service providers or any person who provides professional education services or education psychological services at a school).

Grant funds will be used to implement schedules that provide students with rigorous academic instruction, while allowing educators additional time to engage in professional development, continuing education, course planning, collaboration, wellness and other similar activities. For additional statutory information please see DC Code § 38-2617.

1.1.1 Release of Application

The release date of the RFA is **Friday, Dec. 15, 2023 (12:00 p.m. EST)**. This application is accessible in [EGMS](#) and the RFA is accessible online on OSSE's Flexible Scheduling Pilot Grant [webpage](#) and the [District's Grants Clearinghouse](#).

1.1.2 Pre-Application Webinar (Mandatory)

OSSE's Division of Teaching and Learning will host a mandatory pre-application webinar on **Friday, Dec. 15, 2023**. Interested applicants **are required** to participate in the pre-application webinar. Please use the following [link](#) to access the webinar.

[Teams.microsoft.com](https://teams.microsoft.com)

Meeting ID: 270 945 913 557

Passcode: WAGwov

1.1.3 Submission of Application

The application must be completed and submitted using [EGMS](#). A completed application with any required attachments is due upon submission. OSSE's Division of Teaching and Learning will not forward late or incomplete applications to the review panel. Please allow additional time for any issues you may experience in EGMS, as well as the consistency check to run, prior to application submission.

1.1.4 Application Deadline

Applications must be submitted no later than **Wednesday, Jan. 31, 2024 at 3:00 p.m. EST**. Applications must be submitted through [EGMS](#). Late applications will not be accepted. Incomplete applications will **not** be forwarded to the review panel. OSSE anticipates notifying applicants of their award status by Friday, March 5, 2024; however, this date may change.

1.1.5 Program Contact

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

Raven DeRamus-Byers

Equity Specialist (Management Analyst)

Division of Teaching and Learning

Office of the State Superintendent of Education

1050 First St. NE, Fifth Floor

Washington, DC 20002

(202) 856-5259

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1.2 Purpose of Funds

1.2.1 Introduction

The Office of the State Superintendent of Education (OSSE)'s [Flexible Scheduling Pilot](#) competitive grant opportunity will support Local Education Agencies (LEAs) in bolstering student achievement by implementing flexible schedules that support the retention of the District's high-quality, effective and diverse educators. Through this grant, OSSE seeks to advance both targeted student social and academic support and holistic staff retention initiatives. Research demonstrates that flexible scheduling greatly impacts educators' ability to stay in the profession ([RAND, 2022](#)). Students and educators benefit most when flexible scheduling models:

- Maximize student learning time within and outside of traditional classroom instruction via mechanisms such as targeted interventions, small group instruction, advisory resources and student-directed learning ([Center for American Progress, 2017](#); [Liebtag, 2017](#)).
- Offer differentiated supports to fit different populations' needs, especially among different grade levels of students ([Center for American Progress, 2017](#)).
- Maximize planning, preparation and collaboration opportunities for educators ([Center for American Progress, 2017](#)).
- Maximize student learning time within and outside of traditional classroom instruction via mechanisms such as targeted interventions, small group instruction, advisory resources and student-directed learning ([Center for American Progress, 2017](#); [Liebtag, 2017](#)).
- Offer differentiated supports to fit different populations' needs, especially among different grade levels of students ([Center for American Progress, 2017](#)).

The objective of this grant is for OSSE to 1) fund flexible schedules in participating pilot schools; and 2) publish, in collaboration with schools, an analysis of the flexible scheduling program's impact on student achievement, educator well-being and educator retention, in order to establish best practices for successfully expanding the most effective flexible scheduling models to other District schools.

1.2.2 Purpose of Funds

Grant funds shall support grantees in resourcing and staffing flexible scheduling models as outlined in their submitted applications. These funds are designed to improve student academic outcomes by creating sustainable, flexible working conditions that promote the retention of effective educators (principals, assistant principals, teachers, assistant teachers, paraprofessionals, school psychologists or counselors, all school service providers or any person who provides professional education services or education psychological services at a school). The grant will provide funds to at least one and up to six DC LEA(s) to implement and sustain high-quality learning opportunities for students, while allowing educators additional time for professional development, continuing education, course planning, collaboration, wellness and other similar activities.

1.2.3 Eligibility

To be eligible for a grant, an applicant must be a public or public charter DC LEA. OSSE will prioritize applicants that:

- (1) Serve students in the elementary and middle grade levels.
- (2) Demonstrate higher-than-average teacher attrition (or attrition rates that are higher than 2022-23 school year rates, according to the most [District of Columbia Educator Retention data](#)).

1.2.4 Award Period

This is a two-year grant. The initial award period is from the date of the award to September 30, 2024. The applicant will be required to complete a continuation application to receive funds in the second year. Continuation of awards in the second year 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 OSSE’s ongoing monitoring and review;
- Compliance with District and federal laws, regulations and guidance;
- Operation of the grant program as described in the approved application; and
- Appropriate expenditure of funds throughout each grant award period.

1.2.5 Funds Available

The source of funds is local funding authorized under the [Flexible Schedule Emergency Amendment Act of 2023](#) (DC Law 13-176, §7k as added by DC Law 25-50, Sec. 4183(b); DC Code § 38-2617).

The total funding available for this award period is approximately \$1,200,000 available for FY24 awards. OSSE plans to make two to six awards. Awards will range from \$200,000 to \$600,000. Grant funds shall only be used to support the implementation of flexible scheduling as authorized by the relevant statute and included in the applicant’s submission. Continued funding for this grant program in FY25 is subject to availability of funds and compliance with grant terms and conditions.

1.2.6 Permissible Use of Grant Funds

Grant funds may only be used for allowable grant project expenditures. The grant is strictly limited to flexible scheduling staffing costs, costs of operating partnerships with youth development providers or other partners and materials and resources directly related to implementing flexible educator schedules and their corresponding activities. Applicants planning to partner with program providers or other partners and vendors will be required to submit a memorandum of understanding for each partnership that confirms the servicer’s ability to meet the scope and scale of the submission. Funding may not be used for travel expenses for grantee personnel or for supplies not directly related to the flexible schedule activities.

1.2.7 Grant Award Requirements

OSSE will make the funds available through a competitive process for eligible entities that propose flexible schedules that, on a daily or weekly basis, ensure 1) students receive no less than 1,080 instructional contact hours over the course of the year and continue to experience high-quality learning opportunities that lead to social and academic gains and 2) educators are engaging in professional development, continuing education, course planning, collaboration, wellness and other similar activities.

Each awarded program must:

- Submit a timetable that displays and describes the flexible scheduling model’s daily and/or weekly components for educators and students, confirming that those components:
 - Ensure students are engaging in high-quality learning opportunities that map to clearly defined social and academic goals;

- Adhere to the 1,080 instructional contact hours required by OSSE; and
 - Include time for educators to engage in professional development, continuing education, course planning, collaboration, wellness and other similar activities.
- Confirm adequate staffing at each participating school to effectively and safely administer the flexible scheduling program by submitting:
 - A completed and signed Administrative Approval Form for each participating school confirming the school's ability to support the implementation and evaluation of the flexible schedule in accordance with grant requirements; and
 - A staffing plan describing how the program will be administered.
- Define and describe student achievement trends at each participating school and submit the following data to OSSE in a manner and on a cycle determine by OSSE:
 - Student attendance, discipline and tardiness;
 - Formative assessment data from the 2022-23, 2023-24 and 2024-25 school years; and
 - Other pre- and post-assessment data, with a justification for the relevance of that data to measuring the relationship between flexible scheduling and a measurable increase in student achievement.
- Define and describe educator well-being and educator retention trends at each participating school, as well as a plan for measuring the following metrics through the duration of the pilot program, which will be submitted to OSSE in a manner and on a cycle determined by OSSE:
 - Educator well-being;
 - Educator attendance and tardiness; and
 - Educators' intention to continue working at their schools in their roles.
- Submit a program implementation plan that describes the applicant's strategy for implementing the flexible scheduling pilot program at each participating school in a way that will sustain programming throughout the duration of the grant period; and
- Describe a stakeholder engagement plan that explains how the applicant will:
 - Communicate the pilot and its requirements to all stakeholders throughout the duration of the program;
 - Facilitate students' and families' participation in OSSE's post-pilot survey and other qualitative evaluation methods (such as focus groups) as determined by OSSE;
 - Facilitate educators' participation in OSSE's post-pilot survey and other qualitative evaluation methods (such as focus groups) as determined by OSSE;
 - Facilitate students' and families' participation in OSSE's post-pilot survey and other qualitative evaluation methods (such as focus groups) as determined by OSSE;
 - Collect any other feedback from students and their families throughout the duration of the program on their satisfaction with the flexible schedule and the program's impact on their achievement.
 - Collect any other feedback from educators throughout the duration of the program on their satisfaction with the flexible schedule, the program's impact on their well-being and their intention to continue working at their school(s) in their roles; and
 - Collect any other feedback from students and their families throughout the duration of the program on their satisfaction with the flexible schedule and the program's impact on their achievement.
- Participate in a formal evaluation of the pilot program by OSSE.
- As applicable, submit a memorandum of understanding for each identified program provider, vendor or other partner describing specific components required of the partnership and confirming the servicer's ability to meet the scope and scale of the submission.

- Submit a detailed program budget and narrative description of the proposed use of grant funds.

1.3 Program Scope

1.3.1 General Grantee Responsibilities

Grantees will also be required to:

- Provide all updates to program staffing, including turnover, that may occur throughout the duration of the flexible scheduling pilot program to OSSE on a cycle and in a manner prescribed by OSSE.
- Demonstrate how the flexible schedule's components are meeting the needs of
 - Students;
 - Students' families; and
 - Educators.
- Provide proof of the flexible schedule program's efficacy and progress in each participating LEA and school to OSSE on a cycle and in a manner prescribed by OSSE.
- Present flexible scheduling programmatic updates, successes and challenges on a cycle and in a manner prescribed by OSSE.
- Participate in OSSE's formal post-pilot evaluation of each participating school's flexible scheduling pilot program.

1.3.2 OSSE Responsibilities

OSSE will support schools participating in the Flexible Scheduling Pilot Program Grant by providing guidance and technical support.

OSSE will formally evaluate the efficacy of each participating school's flexible scheduling pilot program, utilizing both qualitative and quantitative strategies to thoroughly monitor and review each program's implementation, performance, financial reports and other data. As part of this formal evaluation, OSSE will administer a post-pilot survey to students, families and educators to collect feedback on program satisfaction and efficacy. OSSE will facilitate bi-annual meetings with grantees in order to monitor program implementation and compliance. All information in quarterly and/or bi-annual monitoring reports will be subject to verification and OSSE may require additional information from the grantees. OSSE 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 expects that the grantees' performance will result in measurable, quality increases to student achievement, educator well-being and educator retention, which will be reported in program performance reports. The grantee(s) will be expected to meet at least bi-annually with OSSE to share information and review reports related to the status of grant activities. In addition, the grantee(s) will be required to meet performance and quality standards to be determined by OSSE and the grantee(s).

SECTION II: SUBMISSION OF APPLICATION

2.1 Release for Application

The release date of the RFA is **Friday, Dec. 15, 2023 (12:00 p.m. EST)**. The RFA is accessible in [EGMS](#) and online at [OSSE Grants and Funding](#) and the [District Grants Clearinghouse](#).

2.2 Application Deadline

Applications must be submitted no later than **Wednesday, Jan. 31, 2024, at 3:00 p.m. EST**. Applications **must be submitted through [EGMS](#)**. **Late or incomplete applications will not be accepted** or forwarded to the review panel.

2.3 Award Announcement

OSSE anticipates notifying applicants of their award status on or before **Friday, March 5, 2024**; however, this date may change.

2.4 OSSE Contact Information

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

Raven DeRamus-Byers
Equity Specialist (Management Analyst)
Division of Teaching and Learning
Office of the State Superintendent of Education
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(202)856-5259
Raven.DeRamus-Byers@dc.gov

2.5 W-9

The applicant shall submit a completed [W-9 form](#). If the applicant has submitted an updated W-9 form to OSSE within the past year, the applicant shall provide the date of this submission. The applicant shall also submit proof that it meets requirements described at 1.2.3., above.

SECTION III: APPLICATION CONTENT

3.1 Format and Scoring

The application must be submitted via [EGMS](#). 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 Flexible Scheduling Pilot Program Scoring Rubric, please refer to **ATTACHMENT D-SCORING RUBRIC**.

3.2 Descriptions 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.

A. Executive Summary of Needs (Maximum 24 Points)

- Participating LEA Needs Overview.** Describe the LEA, the ward in which it is located, the number of campuses under the LEA and the grade levels served. Provide an aggregate overview of the LEA's student and educator populations. Summarize student achievement and educator attrition in the LEA, as well as any other relevant challenges, such as those related to infrastructure and resources. If the applicant is a multi-campus LEA, provide a summative landscape analysis of schools within the LEA that have already adopted flexible scheduling but will **not** participate in this grant (if applicable); name each school and briefly describe its flexible scheduling model.
- Participating School(s) Needs Overview.** Describe each participating school campus identified in the LEA's application, the ward in which it is located and the grade levels served. Upload a signed Administrative Approval Form for each school, confirming participation in the flexible schedule program and the ability to support its implementation. Summarize each school's existing daily and/or weekly schedules, as well as any educator support or youth development activities (if applicable) already in place. Describe any relevant challenges in each school, such as those related to infrastructure and resources.
- Student Needs Overview.** Provide an overview of each participating school's student populations. Provide the number and percentage of students disaggregated by race and/or ethnicity, English learner status, at-risk status, special education status and any other demographic characteristics relevant to the proposed flexible schedule program. Provide specific information about student achievement, attendance and, as applicable, graduation trends at each school. Describe any other relevant student-related challenges in each school (such as tardiness or discipline). The applicant may submit additional documentation to support this information.
- Educator Needs Overview.** Provide an overview of each participating school's educator populations. Provide the number and percentage of educators disaggregated by type, including administrators, teachers, counselors, psychologists and paraprofessionals. In addition, provide the number and percentage of educators disaggregated by race and/or ethnicity. Describe any other demographic characteristics relevant to the proposed flexible schedule program, such as gender identity, years of experience, subject area taught, etc. Summarize three-year educator retention trends at each school, with a specific focus on grades and content areas which are seeking to take part in the pilot. Describe how those trends compare with the District's 2022-23 school year rates (according to OSSE's most recent [District of Columbia Educator Retention data](#)) and discuss any other educator-related challenges in each school (such as trends related to climate, culture, health and well-being). The applicant may submit additional documentation to support this information.

B. Program Features (Maximum 18 points)

- ❑ **Program Strategy and Goals.** Describe the applicant’s plan to use grant funds to implement a flexible schedule program at each participating school that provides rigorous, high-quality academic instruction to students while allowing additional time on a daily or weekly basis for educators to engage in professional development, continuing education, course planning, collaboration, wellness or other similar activities. Summarize the amount of funding requested and the grant project goals, activities and intended outcomes for student achievement, educator well-being and educator retention. Clearly define program goals related to student social and academic gains and teacher retention and satisfaction. Explain the needs of students, their families and educators at the participating schools and how they inform the proposed program’s goals, making sure to specify the data and/or trends that were considered. Explain how meeting the program’s goals will bolster student achievement by improving educator retention.

- ❑ **Program Design.** Describe the flexible schedule program’s daily or weekly components in detail for each participating school. Include time blocks and the student and educator activities taking place during those times. Describe how the program will prioritize rigorous, high-quality learning opportunities for students, while allowing educators to engage in professional development, continuing education, course planning, collaboration, wellness or other similar activities. Explain how the proposed flexible schedule design will be aligned to the structure and capabilities of each participating school and how each school will ensure students receive no less than 1,080 instructional contact hours over the course of the year and will engage in high-quality learning opportunities that map to clearly defined social and academic goals.

- ❑ **Partner Selection.** If applicable, explain how identified potential youth development program providers and/or other partners and vendors were selected, including what data and trends on educator retention/attrition and student achievement were considered. Describe and justify the services or supports each partner will provide and the intended benefits for the program. Upload a memorandum of understanding for each identified partner that describes specific components required of the partnership and confirms the servicer’s ability to meet the scope and scale of the submission.

C. Program Implementation and Monitoring (Maximum 30 points)

- ❑ **Program Implementation.** Describe a program implementation plan that describes the applicant’s strategy for implementing the flexible scheduling pilot program at each participating school in a way that will ensure programming is sustained throughout the duration of the grant period. The applicant may submit all or part of this information as an attached program implementation plan, if needed.

- ❑ **Educator Engagement and Outcomes.** Describe a detailed plan for communicating with educators about the flexible scheduling program, their satisfaction with the program and the program’s impact on their well-being and intention to stay in their roles at their schools. Explain how this engagement plan’s design is informed by educators’ needs. Describe how the LEA and participating school(s) will define, measure and submit educator well-being and educator retention data required by OSSE, including educator attendance and tardiness, as well as any other data relevant to measuring the relationship between educators’ well-being,

retention and flexible scheduling. Explain how the LEA and participating school(s) will facilitate educators' participation in OSSE's post-pilot survey and other qualitative data collection methods (such as focus groups). Describe when, how often and through what mechanism(s) this data will be gathered. The applicant may submit all or part of this information as an attached stakeholder engagement plan and/or data collection plan, if needed.

- Student and Family Engagement and Outcomes.** Describe a detailed plan for communicating with students and their families about the flexible scheduling program, their satisfaction with the program and the program's impact on student social and academic outcomes. Explain how this engagement plan's design is informed by students' and families' needs. Describe how the LEA and participating school(s) will measure and submit student achievement data required by OSSE, including but not limited to student attendance, discipline and tardiness; formative assessment data from the 2022-23, 2023-24 and 2024-25 school years; and any other pre- and post-assessment data relevant to measuring the relationship between flexible scheduling and a measurable increase in student academic outcomes. Explain how the LEA and participating school(s) will facilitate students' and families' participation in OSSE's post-pilot survey and other qualitative data collection methods (such as focus groups). Describe when, how often and through what mechanism(s) this data will be gathered. The applicant may submit all or part of this information as an attached stakeholder engagement plan and/or data collection plan, if needed.
- Data Collection and Program Evaluation.** Identify how flexible scheduling program activities will be regularly monitored and assessed; and what data (including data required by OSSE) will be collected and used to demonstrate the degree to which program goals and intended outcomes are met. Specify the tools that will be utilized to measure program improvements and overall educator retention and student achievement outcomes. The applicant may submit all or part of this information as an attached evaluation plan, if needed.
- Continuous Improvement.** Describe how the LEA and participating school(s) will engage in a cycle of continuous improvement during the grant period—specifically, how they will incorporate stakeholder feedback and lessons learned from the initial implementation year to future years to ensure overall sustained success of the program.

D. Financial Management (Maximum 10 points)

- Financial Management and Accounting.** Describe the financial management and internal accounting procedures that will be used to ensure proper financial management, including the fiscal controls put in place to ensure accountability. The applicant must agree to maintain its financial records in accordance with generally accepted accounting principles (as defined by the American Institute of Certified Public Accountants).
- Proposed Budget.** Provide a proposed budget and narrative description of the proposed use of grant funds. The narrative shall include the cost of: personnel and staffing, educator development activities and materials, technological or other supplies, training or other preparation, safety and transportation and youth development activities and materials (if applicable). Applicants will provide an itemized budget for each category later in this application.

E. Enabling Conditions (Maximum 18 points)

- ❑ **Infrastructure.** Describe existing resources at each participating school, including but not limited to physical space and technology, that will support the effective implementation of the flexible scheduling program in a way that elevates educator retention. If applicable, provide evidence of prior successful experience in implementing similar support and development systems for educators, flexible or otherwise, in a school or comparable environment.
- ❑ **Staffing Capacity.** Describe a plan for ensuring there is sufficient staffing capacity at each participating school to safely and effectively implement the flexible scheduling programming on a day-to-day basis. Implementation would include the safe transport and transition of students, as well as the monitoring and supervision of students. The applicant may submit all or part of this information as an attached staffing plan, if needed.
- ❑ **Human Resources Management.** Confirm that the proposed flexible schedule is aligned with existing human resources protocols at each participating school in order to both limit the risk of violating those protocols and support the program’s effective implementation. In particular, explain how the proposed schedule will align with staff policies and procedures to enable educators to experience the intended flexibility without infraction. Additionally, explain how the proposed schedule will align with student policies and procedures to mitigate student disciplinary issues, such as tardiness or absenteeism.

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 external review panel.

4.1 Review Panel

OSSE will use external peer reviewers to review and score the applications received for this RFA. OSSE may form multiple review panels to review and score applications. External peer reviewers may include employees of the District of Columbia government who are not employed by OSSE, however, external peer reviewers will not include employees of an agency applying for a subgrant. An external peer reviewer is an expert in the field or the matter. The final decision to fund applicants rests solely with OSSE. After reviewing the recommendations (i.e., scores and comments) of the review panel(s) and any other information considered relevant, OSSE shall decide which applicants to fund. There are no appeal rights for denied applicants.

4.2 Scoring Rubric

For details on the FY2024 Flexible Scheduling Pilot Program 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 request 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 may audit the applicant's expenditure statements and source documentation.

5.3. Monitoring and Reporting

OSSE will track specific information as part of the competitive Flexible Scheduling Pilot Program Grant. Therefore, subgrantees will be required to:

- Provide information requested via surveys and other data collection projects using methods identified by OSSE;
- Submit bi-annual fiscal reports and any other required information in a timely and efficient manner using the methods established by OSSE;
- File an expenditure report within 90 days of the end of each annual budget period. These reports will be submitted through the agency's grant system, [EGMS](#); and
- File final grant activities reports within 90 days of the end of the subgrant period using the agency's grant system, EGMS. The report will contain, at a minimum:
 - Executive summary;
 - Report on each subgrant project goals, including disaggregated data and information that support the outcome of each goal; and
 - Expenditure report detailing percentage of awarded subgrant expenditures.

Additionally, 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 manager 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 District requirements and identify specifically whether the grantee's operational, financial and management systems and practices are adequate to account for program funds in accordance with federal and/or District requirements. Failure to maintain compliance with such requirements may result in payment suspension, disallowance of costs or termination of the grant.

Subgrantees shall be required to cooperate with all requirements and information requests by OSSE relating to evaluation of the program and the collection of data, information and reporting on outcomes regarding the program and activities carried out with grant funds. Subgrantees shall be required to reply and acknowledge OSSE's information requests within 48 hours and to provide requested information within ten 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 (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 grantee will protect any PII received in administering the grant and follow all applicable laws regarding the protection and use of the PII. Before disclosing PII to any other party, the grantee must first receive approval from OSSE.

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 Conflict of Interest

The grant recipient shall ensure that no individual in a decision-making capacity will engage in any activity, including participation in the selection of a vendor, the administration of an award or an activity supported by award funds, if a conflict of interest or appearance of a conflict would be involved. A conflict of interest would arise when the individual, any member of the individual's immediate family, the individual's partner; or an organization that employs or is about to employ any of the aforementioned, has a financial or personal interest in the firm or organization selected for a contract.

5.7 Vaccination Requirements

The grant recipient must comply with all applicable District laws and regulations and Mayor's Orders regarding District vaccination requirements.

5.8 RFA Terms and Conditions

- Funding for this award is contingent on OSSE's continued availability of funds. The RFA does not commit OSSE to make an award.
- OSSE reserves the right to accept or deny any or all applications if OSSE determines it is in its best interest to do so. OSSE shall notify the applicant if it rejects that applicant's proposal. OSSE may suspend or terminate an outstanding RFA pursuant to its own grant-making rule(s) or any applicable federal regulation or requirement.
- OSSE reserves the right to issue addenda and/or amendments subsequent to the issuance of the RFA or to rescind the RFA.
- OSSE shall not be liable for any costs incurred in the preparation of applications in response to the RFA. Applicants agree 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 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.

5.9 Application Technical Assistance

Prospective subgrant applicants are encouraged to attend live presentations or view recorded presentations that provide technical assistance to prospective applicants. Recorded presentations will be available through OSSE's website. OSSE will not respond to questions from individual applicants outside of the live presentation.

SECTION VI: ATTACHMENTS

Attachment A	NOTIFICATION OF INTENT TO APPLY
Attachment B	ADMINISTRATIVE APPROVAL FORM
Attachment C	PROGRAMMATIC ASSURANCES
Attachment D	SCORING RUBRIC

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

NOTIFICATION OF INTENT TO APPLY

Deadline: Tuesday, Dec. 19, 2023

Office of the State Superintendent of Education
FY24 FLEXIBLE SCHEDULING PILOT PROGRAM GRANT

TO: **Raven DeRamus-Byers**
Equity Specialist (Management Analyst)
Division of Teaching and Learning
Office of the State Superintendent of Education
1050 First St. NE, Fifth Floor
Washington, DC 20002
(202) 856-5259
Raven.DeRamus-Byers@dc.gov

Please accept this notification that the following **eligible** organization intends to apply for consideration of funding under Fiscal Year 2024 (FY2024) FLEXIBLE SCHEDULING PILOT PROGRAM GRANT (FS2024)

Applicant Name (Local Education Agency [LEA] Official Network Name)

Applicant Address

Applicant Contact Person and Title

Telephone

Email

Signature

Date

I attended the **mandatory pre-application webinar** on **Friday, Dec. 15, 2023.**

ADMINISTRATIVE APPROVAL FORM

Office of the State Superintendent of Education
FY24 FLEXIBLE SCHEDULING PILOT PROGRAM GRANT

Please have each participating school leader included as a partner in your application sign below indicating that they are aware of the application’s grant requirements and can support the implementation of the project. Please submit one copy of this attachment per campus if multiple schools within an LEA are participating.

School Campus (if part of a multi-campus LEA; N/A if single site) _____

School Leader Name _____

School Leader Title _____

School Leader Signature _____

Date Signed _____

Flexible Scheduling Program Administrator Name _____

Flexible Scheduling Program Administrator Title _____

Flexible Scheduling Program Administrator Signature _____

Date Signed _____

PROGRAMMATIC ASSURANCES

In order to apply for this grant, an applicant **must** agree to perform the following if awarded a grant:

1. Submit a timetable confirming a flexible educator schedule that ensures students will receive 1,080 hours of rigorous academic instructional contact hours instructional contact hours over the course of a year;
2. Submit a description of the flexible schedule's daily or weekly components, as well as how the needs of students, their families and educators will be met by these components;
3. Submit staffing plans and completed and signed Administrative Approval forms for the school(s) identified in the application confirming each school's ability to safely and effectively support the implementation of the flexible schedule in accordance with grant requirements;
4. Execute a memorandum of understanding with any identified program provider(s), vendor(s) or other partner(s) to facilitate related activities, as applicable;
5. Submit a detailed program budget and narrative description of the proposed use of grant funds;
6. Submit a stakeholder engagement plan for consistently communicating with students, their families and educators about the flexible schedule and its impact on student achievement, educator well-being and educator retention;
7. Provide educator well-being, educator retention and student achievement data to OSSE on a cycle and in a manner prescribed by OSSE;
8. Submit flexible scheduling staffing and programmatic updates, changes, successes and challenges to OSSE on a cycle and in a manner prescribed by OSSE;
9. Participate in a formal evaluation of the pilot program by OSSE; and
10. Cooperate with any data collection and evaluation methods, information requests and monitoring activities outlined by OSSE.

**SCORING RUBRIC
FLEXIBLE SCHEDULING PILOT PROGRAM GRANT (FS)**

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

SECTION A – Executive Summary of Needs (Maximum 24 points):		
<i>Participating LEA Needs Overview</i>		
<p>Applicant describes the LEA, the ward in which it is located, the campus(es) under the LEA and the grade levels served. Applicant provides an aggregate overview of the LEA’s student and educator populations. Applicant summarizes student achievement and educator attrition in the LEA, as well as other relevant challenges, such as those related to infrastructure and resources.</p> <p>If a multi-campus LEA, applicant provides a landscape analysis of schools within the LEA that have already adopted flexible scheduling but will not participate in the grant (if applicable). Applicant names each school and describes each school’s flexible scheduling model.</p>		
<p>Fails to meet criterion. Response does not address all required elements outlined in this section. Applicant demonstrates a lack of understanding of its landscape, schools, student achievement and educator retention trends. There is not enough relevant description of challenges to illustrate the need for flexible scheduling.</p> <p>If a multi-campus LEA, applicant may name other schools that have adopted flexible scheduling and will not participate in this grant but does not describe those schedules.</p>	<p>Minimally meets criterion. Response only partially addresses the required elements outlined in this section. Applicant demonstrates only a superficial understanding of its landscape, schools, student achievement and educator retention trends. Description of challenges may be irrelevant or insufficient to fully illustrate the needs for flexible scheduling.</p> <p>If a multi-campus LEA, applicant does specifically name other schools that have adopted flexible scheduling and will not participate in this grant but does not describe those schedules.</p>	<p>Substantially meets criterion. Response thoroughly and successfully addresses every required element outlined in this section. Applicant demonstrates a thorough and clear understanding of its landscape, schools, student achievement and educator retention trends. Description of challenges is relevant in a way that fully illustrates the need for flexible scheduling.</p> <p>If a multi-campus LEA, applicant specifically names other schools that have adopted flexible scheduling and will not participate in this grant (if applicable) and describes those schedules.</p>
0	3	6
<i>Strengths:</i>		
<i>Weaknesses:</i>		
<i>Participating School(s) Needs Overview</i>		
<p>All participants identified in the application can participate and support the program’s implementation, as documented via signed Administrative Approval Forms.</p>		

Applicant clearly outlines each participating school’s infrastructure, resources, needs and challenges. Applicant specifies the wards in which each participating school is located and the grade levels served. Applicant describes each school’s existing schedule; any corresponding educator support or youth development activities currently in place; and any other relevant information that illustrates a need to implement flexible scheduling pilot programs at each participating campus.

NOTE: Applicant may submit additional documentation to support this information.

<p>Fails to meet criterion. Response does not address all required elements outlined in this section. Participation is not properly documented for every participating school and answer demonstrates a lack of understanding of each school’s needs and landscape. There is not enough relevant description of participating schools to illustrate their need for flexible scheduling.</p>	<p>Minimally meets criterion. Response only partially addresses the required elements outlined in this section. Participation is documented for each participating school but answer demonstrates only a superficial understanding of each school’s needs and landscape. Description of participating schools may be irrelevant or insufficient to fully illustrate their need for flexible scheduling.</p>	<p>Substantially meets criterion. Response thoroughly and successfully addresses every required element outlined in this section. Participation is properly documented for each participating school and answer demonstrates a thorough and clear understanding of each school’s needs and landscape. Description of participating schools is relevant in a way that fully illustrates their need for flexible scheduling.</p>
0	3	6

Strengths:

Weaknesses:

Student Needs Overview

Applicant demonstrates a clear understanding of each participating school’s student populations, their needs and their challenges. Applicant disaggregates students by race/ethnicity, English language learner status, at-risk status and special education status. Applicant also describes student achievement trends, relevant demographic characteristics and/or other information that illustrates a need to implement flexible scheduling pilot programs at each participating campus.

NOTE: Applicant may submit additional documentation to support this information.

<p>Fails to meet criterion. Response does not address all required elements outlined in this section. Answer demonstrates a lack of understanding of each school’s student populations and their needs. Description is not disaggregated as required and there is no</p>	<p>Minimally meets criterion. Response only partially addresses the required elements outlined in this section. Answer demonstrates only a superficial understanding of each school’s student populations and their needs. Description of students is disaggregated as required but may be irrelevant or insufficient to fully illustrate the need for flexible scheduling at the participating school(s).</p>	<p>Substantially meets criterion. Response thoroughly and successfully addresses every required element outlined in this section. Answer demonstrates a thorough and clear understanding of each school’s student populations and their needs. Description of students is disaggregated as required and is relevant in a way that fully illustrates the need for flexible</p>
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relevant information provided that illustrates the need for flexible scheduling at the participating school(s).		scheduling at the participating school(s).
0	3	6
<i>Strengths:</i>		
<i>Weaknesses:</i>		
Educator Needs Overview		
Applicant demonstrates a clear understanding of each participating school’s educator populations, their needs and their challenges. Applicant disaggregates the number and percentage of educators by type (i.e., administrators, teachers, counselors, psychologists and paraprofessionals) and by race/ethnicity. Applicant also summarizes 3-year educator retention trends at each school, with a specific focus on grades and content areas which are seeking to take part in the pilot. Applicant describes how these trends compare with the District’s 2022-23 school year rates (according to OSSE’s most recent District of Columbia Educator Retention data), relevant demographic characteristics and/or other information (such as gender identity, years of experience, subject area taught, etc.) that illustrates a need to implement flexible scheduling pilot programs at each participating campus.		
Fails to meet criterion. Response does not address all required elements outlined in this section. Answer demonstrates a lack of understanding of each school’s educator populations and their needs. Description is not disaggregated as required and there is no relevant information provided that illustrates the need for flexible scheduling at the participating school(s).	Minimally meets criterion. Response only partially addresses the required elements outlined in this section. Answer demonstrates only a superficial understanding of each school’s educator populations and their needs. Description of educators is disaggregated as required but may be irrelevant or insufficient to fully illustrate the need for flexible scheduling at the participating school(s).	Substantially meets criterion. Response thoroughly and successfully addresses every required element outlined in this section. Answer demonstrates a thorough and clear understanding of each school’s educator populations and their needs. Description of educators is disaggregated as required and is relevant in a way that fully illustrates the need for flexible scheduling at the participating school(s).
0	3	6
<i>Strengths:</i>		
<i>Weaknesses:</i>		
Total Points Section A: _____/24 points		

SECTION B – Program Features (Maximum 18 points)
Program Strategy and Goals
Applicant proposes a flexible scheduling program and activities that will ensure students continue receiving rigorous, high-quality academic instruction, while also allowing additional time on a daily or weekly basis for educators to engage in professional development, continuing education, course planning, collaboration, wellness or other similar activities.

Applicant clearly defines the program’s goals and intended outcomes for each participating school related to student social and academic gains and teacher retention and satisfaction. Applicant states how the needs of the schools’ students, families and educators inform those goals and how meeting those goals will improve student achievement by retaining educators. Applicant is sure to specify the data and/or trends that were considered in setting the program’s goals.

<p>Fails to meet criterion. Response does not address all required elements outlined in this section. The proposed program does not meet the foundational criteria for flexible scheduling listed in this section. Program goals are not clearly stated and it is unclear how the program will help retain educators.</p>	<p>Minimally meets criterion. Response only partially addresses the required elements outlined in this section. The proposed program meets the foundational criteria for flexible scheduling listed in this section but it is not thoroughly clear how the program will ensure rigorous academic instruction for students by improving educator retention. Program goals are named but it is not entirely clear how those goals are informed by key populations’ needs and relevant data and/or trends.</p>	<p>Substantially meets criterion. Response thoroughly and successfully addresses every required element outlined in this section. The proposed program meets the foundational criteria for flexible scheduling listed in this section and is clearly designed to ensure rigorous academic instruction for students by improving educator retention. Program goals are precisely stated and it is clear how those goals are informed by key populations’ needs and relevant data and/or trends.</p>
0	3	6

Strengths:

Weaknesses:

Program Design

Applicant describes the daily or weekly flexible schedule’s components in detail, including time blocks, student and educator activities taking place during those times and benefits of the schedule to both educators and students. Applicant outlines how those components will prioritize opportunities for educators to engage in professional development, continuing education, course planning, collaboration, wellness or other similar activities.

Applicant explains how the proposed flexible schedule design will be fitted to the structure and capabilities of each participating school.

Applicant describes how each participating school will ensure students receive no less than 1,080 instructional contact hours over the course of the year and will engage in high-quality learning opportunities that map to clearly defined social and academic goals.

<p>Fails to meet criterion. Response does not address all required elements outlined in this section. It is unclear how the flexible schedule will function logistically and how instructional requirements will be met.</p>	<p>Minimally meets criterion. Response only partially addresses the required elements outlined in this section. The flexible schedule’s logistical components are partially described and it is only partially clear how instructional requirements will be met.</p>	<p>Substantially meets criterion. Response thoroughly and successfully addresses every required element outlined in this section. The flexible schedule’s logistical components at each school are described in detail and it is clear how instructional requirements will be met.</p>
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0	3	6
<i>Strengths:</i>		
<i>Weaknesses:</i>		
Partner Selection (If applicable)		
<p>If applicant identifies any potential youth development program providers and/or other partners and vendors, applicant explains how the partners were selected, including what data and trends on educator retention/attrition and student achievement were considered. Applicant describes and justifies the services or supports each partner will provide and the intended benefits for the program.</p> <p>Applicant includes proof of commitment to the partnership from each identified partner, in the form of a memorandum of understanding (MOU) that describes specific components required of the partnership and confirms the partner’s ability to meet the scope and scale of the submitted agreement.</p>		
<p>Fails to meet criterion. Response does not address all required elements outlined in this section. There is not a MOU for every partnership and the partners’ roles are unclear.</p>	<p>Minimally meets criterion. Response only partially addresses the required elements outlined in this section. There is a MOU for each partnership but each partner’s role is not thoroughly justified or described.</p>	<p>Substantially meets criterion. Response thoroughly and successfully addresses every required element outlined in this section. Each partner’s role in the program is fully justified and documented with a MOU.</p> <p>OR</p> <p>Program proposal does not require partnerships (section not applicable).</p>
0	3	6
<i>Strengths:</i>		
<i>Weaknesses:</i>		
Total Points Section B: ____/18 points		

SECTION C – Program Implementation and Monitoring (Maximum 30 points)		
Program Implementation		
<p>Applicant describes a detailed strategy for implementing the flexible scheduling pilot program at each participating school in a way that will ensure programming can be sustained throughout the duration of the grant period.</p> <p>NOTE: All or part of this information may be submitted as an attached program implementation plan.</p>		
<p>Fails to meet criterion. Response does not address all required elements outlined in this section. The proposed implementation strategy is not described in a way that suggests it can be sustained at the</p>	<p>Minimally meets criterion. Response only partially addresses the required elements outlined in this section. The proposed implementation strategy is described in a way that suggests</p>	<p>Substantially meets criterion. Response thoroughly and successfully addresses every element outlined in this section. The proposed implementation strategy is detailed and will clearly ensure that the flexible</p>

participating school(s) throughout the program's duration.	it may be sustained at the participating school(s) but it is not clear. AND/OR The proposed implementation strategy will clearly ensure the program can achieve either one outcome or another but not both.	scheduling program can be sustained at all participating schools throughout the program's duration.
0	3	6

Strengths:

Weaknesses:

Educator Engagement and Outcomes

Applicant describes a detailed plan for consistently communicating with educators at each participating school about the flexible scheduling program, their satisfaction with the programs and the program's impact on their well-being and intention to stay in their roles at their schools.

Applicant explains how the engagement plan's design is informed by educators' needs.

Applicant explains how it and each participating school will define, measure and submit educator well-being and retention data required by OSSE, including educator attendance and tardiness, as well as any other data relevant to measuring the relationship between educators' well-being, retention and flexible scheduling. Applicant explains how it and each participating school will facilitate educators' participation in OSSE's post-pilot survey and other qualitative data collection methods (such as focus groups). For all data, applicant specifies when, how often and through what mechanism(s) it will be gathered.

NOTE: All or part of this information may be submitted as an attached stakeholder engagement plan and/or data collection plan.

Fails to meet criterion. Response does not address all required elements outlined in this section. The proposed plan is not informed by educators' characteristics and needs and does not describe how the applicant will maintain engagement with this stakeholder group at each participating school throughout the duration of the pilot program.	Minimally meets criterion. Response only partially addresses the required elements outlined in this section. The proposed plan seems to be somewhat informed by educators' characteristics and needs but it does not fully outline how the applicant will maintain consistent engagement with these stakeholders at each participating school throughout the duration of the pilot program; the proposed plan either does not fully describe how this stakeholder group at each school will be engaged or it does not explain how this	Substantially meets criterion. Response thoroughly and successfully addresses every required element outlined in this section. The proposed plan is clearly informed by educators' characteristics and needs, as it outlines how the applicant will maintain consistent engagement with these stakeholders at each participating school throughout the duration of the pilot program. It is clear what information the applicant will be searching for among these groups, as well the
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It is unclear what information the applicant will be searching for among educators or what tools the applicant will use to gather that information.	engagement will last throughout the entire program. AND/OR It is only partially clear what information the applicant will be searching for among educators or what tools the applicant will use to gather that information.	tools the applicant will use to gather that information.
0	3	6

Strengths:

Weaknesses:

Student and Family Engagement and Outcomes

Applicant describes a detailed plan for consistently communicating with students and families at each participating school about the flexible scheduling program and its requirements, their satisfaction with the program and the program’s impact on student achievement.

Applicant explains how the engagement plan’s design is informed by students’ and their families’ needs.

Applicant explains how the LEA and the participating school(s) will measure and submit student achievement data required by OSSE, including student attendance, discipline and tardiness; formative assessment data from the 2022-23, 2023-24 and 2024-25 school years; and any other pre- and post-assessment data relevant to measuring the relationship between flexible scheduling and a measurable increase in student academic outcomes. Applicant explains how it and each participating school will facilitate students’ and families’ participation in OSSE’s post-pilot survey and other qualitative data collection methods (such as focus groups). For all data, applicant specifies when, how often and through what mechanism(s) it will be gathered.

NOTE: All or part of this information may be submitted as an attached stakeholder engagement plan and/or data collection plan.

Fails to meet criterion. Response does not address all required elements outlined in this section. The proposed plan is not informed by students’ or families’ characteristics and needs and does not describe how the applicant will maintain engagement with either stakeholder group at each participating school throughout the duration of the pilot program.	Minimally meets criterion. Response only partially addresses the required elements outlined in this section. The proposed plan seems to be somewhat informed by students’ and/or families’ characteristics and needs but it does not fully outline how the applicant will maintain consistent engagement with both stakeholder groups at each participating school throughout the duration of the pilot	Substantially meets criterion. Response thoroughly and successfully addresses every required element outlined in this section. The proposed plan is clearly informed by students’ and families’ characteristics and needs, as it outlines how the applicant will maintain consistent engagement with both stakeholder groups at each participating school throughout the duration of the pilot program.
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It is unclear what information the applicant will be searching for among these stakeholder groups or what tools the applicant will use to gather that information.	<p>program; the proposed plan either does not fully describe how both stakeholder groups at each school will be engaged or it does not explain how this engagement will last throughout the entire program.</p> <p>AND/OR</p> <p>It is only partially clear what information the applicant will be searching for among these stakeholder groups or what tools the applicant will use to gather that information.</p>	It is clear what information the applicant will be searching for among these groups, as well the tools the applicant will use to gather that information.
0	3	6

Strengths:

Weaknesses:

Data Collection and Program Evaluation

Applicant describes how data required by OSSE will be collected, as well as the evaluation plan to regularly monitor and assess the goals and intended outcomes of the flexible scheduling program. Applicant describes the tools that will be used to measure program improvements and educator retention outcomes at each participating school.

NOTE: All or part of this information may be submitted as an attached evaluation plan.

<p>Fails to meet criterion. Response does not address all required elements outlined in this section. Applicant does not name the program goals and intended outcomes for each participating school and/or there is strong misalignment with goals and intended outcomes named in Section B of the application. Applicant does not address how it will collect data required by OSSE.</p>	<p>Minimally meets criterion. Response only partially addresses the required elements outlined in this section. Applicant names the program goals and intended outcomes for each participating school but there is some misalignment with the goals and intended outcomes named in Section B of the application.</p> <p>OR</p> <p>Applicant does not address how it will collect data required by OSSE.</p>	<p>Substantially meets criterion. Response thoroughly and successfully addresses every required element outlined in this section. Applicant specifies the program goals and intended outcomes for each participating school and they align with the goals and intended outcomes named in Section B of the application. Applicant also thoroughly describes how it will collect data required by OSSE.</p>
0	3	6

Strengths:

Weaknesses:

Continuous Improvement		
Applicant describes how they and each participating school will engage in a cycle of continuous improvement during the grant period—specifically, how they will incorporate stakeholder feedback and lessons learned from the initial implementation year to future years to ensure overall sustained success of the program.		
Fails to meet criterion. Response does not address all required elements outlined in this section. Applicant does not describe how they will gather or incorporate stakeholder feedback.	Minimally meets criterion. Response only partially addresses the required elements outlined in this section. Applicant partially describes how and when they will gather and incorporate feedback.	Substantially meets criterion. Response thoroughly and successfully addresses every required element outlined in this section. Applicant thoroughly and comprehensively describes how and when they will strategically gather and incorporate stakeholder feedback.
0	3	6
<i>Strengths:</i>		
<i>Weaknesses:</i>		
Total Points Section C: ____/30 points		

SECTION D – Financial Management (Maximum 10 points)		
Financial Management and Accounting		
Applicant describes 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 agrees to maintain its financial records in accordance with generally accepted accounting principles (as defined by the American Institute of Certified Public Accountants).		
Fails to meet criterion. Response does not address all required elements outlined in this section.	Minimally meets criterion. Response only partially addresses the required elements outlined in this section.	Substantially meets criterion. Response thoroughly and successfully addresses every required element outlined in this section.
0	2	5
<i>Strengths:</i>		
<i>Weaknesses:</i>		
Proposed Budget		
Applicant provides a proposed budget and narrative description of the proposed use of grant funds. The narrative description includes the cost of: personnel and staffing, educator development activities and materials, technological or other supplies, training or other preparation, safety and transportation and youth development activities and materials (if applicable).		
Fails to meet criterion. Response does not address all required elements outlined in this section. No proposed budget was included.	Minimally meets criterion. Response only partially addresses the required elements outlined in this section. Proposed budget is not clearly aligned to the purpose	Substantially meets criterion. Response thoroughly and successfully addresses every required element outlined in this section. Proposed budget is clearly aligned to the purpose of the grant,

	of the grant or the core concept of educator retention.	including the core concept of educator retention.
0	2	5
<i>Strengths:</i>		
<i>Weaknesses:</i>		
Total Points Section D: _____/10 points		

SECTION E – Enabling Conditions (Maximum 18 points)

Infrastructure

Applicant describes existing resources at each participating school, including but not limited to physical space and technology, that will support the effective implementation of the flexible scheduling program in a way that elevates educator retention.

If applicable, applicant provides evidence of prior successful experience in implementing similar support and development systems for educators, flexible or otherwise, in a school or comparable environment.

Fails to meet criterion. Response does not address all required elements outlined in this section. It is not clear that there is a commitment to dedicating and organizing existing resources to fully support the effective implementation of the flexible schedule in a way that supports educator retention specifically.	Minimally meets criterion. Response only partially addresses the required elements outlined in this section. It is not entirely clear that every participating school is committed to dedicating and organizing the necessary resources to fully support the effective implementation of the flexible schedule in a way that supports educator retention specifically. OR, IF APPLICABLE Applicant may provide evidence of prior experience with implementing similar programming but it may not be relevant or clearly demonstrate a strong ability to successfully implement a flexible schedule that supports educators.	Substantially meets criterion. Response thoroughly and successfully addresses every required element outlined in this section. It is clear there is a commitment to utilizing various resources at each participating school to fully support the effective implementation of the flexible schedule in a way that supports educator retention. AND, IF APPLICABLE Applicant provides relevant evidence of prior experience with implementing similar programming that clearly demonstrates a strong ability to successfully implement a flexible schedule that supports educators.
0	3	6

Strengths:

Weaknesses:

Staffing Capacity

Applicant describes a plan for ensuring adequate staffing capacity at each participating school to safely and effectively implement the flexible scheduling programming on a day-to-day basis, partly evidenced by program administrator signatures in the Administrative Approval Form. In particular, the

applicant notes how the plan will ensure the safe transport, transition, monitoring and supervision of students.

NOTE: All or part of this information may be submitted as an attached staffing plan.

<p>Fails to meet criterion. Response does not address all required elements outlined in this section. Administrative Approval Forms are missing for one or more of the participating schools in Section A of the application. It is unclear whether there is adequate program staff on each campus with the capacity to safely or effectively implement the schedule for any of the staff/faculty or students.</p>	<p>Minimally meets criterion. Response only partially addresses the required elements outlined in this section. An Administrative Approval Form is submitted for each participating school in Section A of the application. Response describes the available program staff at each participating campus but only confirms their capacity to implement the schedule safely and effectively for either staff/faculty or students, not both.</p>	<p>Substantially meets criterion. Response thoroughly and successfully addresses every required element outlined in this section. An Administrative Approval Form is submitted for each participating school in Section A of the application. Response also clearly outlines how available program staff at each participating school has sufficient capacity to implement the schedule every single day in a safe and effective manner for both staff/faculty and students.</p>
0	3	6

Strengths:

Weaknesses:

Human Resources Management

Applicant confirms that for educators, the proposed flexible schedule is aligned with existing human resources and staff policies and procedures, in a way that allows educators to experience the intended flexibility of the proposed schedule without infraction.

Applicant confirms that for students, the proposed flexible schedule is aligned with student policies and procedures to mitigate disciplinary issues related to time and space, such as tardiness or absenteeism.

<p>Fails to meet criterion. Response does not address all required elements outlined in this section.</p>	<p>Minimally meets criterion. Response only partially addresses the required elements outlined in this section and/or does not confirm policy alignment for both educators and students. Response does suggest some level of alignment between the pilot program and staff and student policies at each participating school. However, there is still possible misalignment. It may be evident that</p>	<p>Substantially meets criterion. Response thoroughly and successfully addresses every required element outlined in this section for both educators and students. Answer shows clear and complete alignment between the pilot program and staff and student policies at each participating school. It is evident that the applicant will ensure there are policies in place at</p>
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	the applicant will ensure there are policies in place at each school to either 1) maximize benefits of flexible scheduling for educators and students or 2) mitigate the risk of infraction and disciplinary challenges for them but not both.	each school to 1) maximize benefits of flexible scheduling for both educators and students and 2) mitigate the risk of infraction and disciplinary challenges for both groups.
0	3	6
<i>Strengths:</i>		
<i>Weaknesses:</i>		
Total Points Section E: ____/18 points		

Total Points for Section A-Executive Summary of Needs (out of 24 points)	
Total Points for Section B-Program Features (out of 18 points)	
Total Points for Section C-Program Implementation and Monitoring (out of 30 points)	
Total Points for Section D-Financial Management (out of 10 points)	
Total Points for Section E-Enabling Conditions (out of 18 points)	
GRAND Total (out of 100 points)	