

**REQUEST FOR APPLICATIONS (RFA)  
RFA # GD0-CB7-12**

**District of Columbia  
Office of the State Superintendent of Education**

**Office of Public Charter School Financing and Support**



**2012 City Build Incentive Grant**

**RFA Release Date**

April 20, 2012

**Pre-Application Conference (Mandatory)**

May 4, 2012

**Intent to Apply Deadline**

May 11, 2012

**Application Submission Deadline**

May 25, 2012

**CHECKLIST FOR APPLICATION  
2012 CITY BUILD INCENTIVE GRANT**

- The applicant is submitting one (1) original application (3-ring bound) and one (1) electronic copy emailed to [opcsfs.funding@dc.gov](mailto:opcsfs.funding@dc.gov) (PDF). If the applicant fails to submit one (1) original and one (1) electronic copy, the application will not be reviewed.
  - The applicant is submitting the application in PDF Format (one file or multiple files – being sure to name the files accordingly – [School Name CB12 APP 1.pdf](#) and so on). The applicant has responded to all sections of the Request for Applications (“RFA”) and the application contains all the information and attachments requested.
  - The Applicant is submitting:**
    - One (1) Three-Ring-Bound hard copy of the application, and
    - One (1) electronic copy provided emailed to [opcsfs.funding@dc.gov](mailto:opcsfs.funding@dc.gov) in the following manner:  
Each applicant is required to submit the completed:
      - **Section 7 of this 2012 City Build RFA.doc** (pages 16 through 23)
        - (Renamed: [School Name 2012 City Build RFA.doc](#))
      - **2012 City Build Application Worksheets.xlsx**
        - (Renamed: [School Name 2012 City Build Application Worksheets.xlsx](#))
- If the Applicant fails to submit the application as required above, the application will not be reviewed.***
- The Applicant has made certain that the application adheres to the directions, criteria and limitations of each section of this RFA. The **Application Sections** of this **RFA** have not been modified – the text is Times New Roman, 12 point and is single spaced. The word count limitations (*clearly displayed above each section*) should be adhered to (within reason). **Applications that do not conform to these requirements will not be reviewed.**
- The Three-Ring-Bound Hard Copy** must contain the following Tabs. For detail on each Tab, please refer to the Application Instructions Section beginning on Page 10 of this document.
  - **Tab One: Executive Summary**
  - **Tab Two: Table of Contents**
  - **Tab Three: Location Identification**
  - **Tab Four: Board Governance & Key Staff**
  - **Tab Five: Project Description & Feasibility Plan**
  - **Tab Six: Proven Educational Excellence**
  - **Tab Seven: Required Appendices (each section should be clearly marked and separated)**
  - **Tab Eight: Additional Appendices (as determined by applicant)**
- The applicant has responded to all sections of the Request for Applications (“RFA”) and the application contains all the information and Attachments requested

- ❑ **Evidence of Community Support** – The Applicant has submitted evidence of support from a community organization(s), such as letters, correspondence, news articles and/or press releases.
- ❑ Applications received at or after 5:01 p.m. EST, on May 25, 2012, will not be reviewed. Any additions or deletions to an application will not be accepted after the deadline of 5:00 p.m. Applicants will not be allowed to assemble application materials on the premises of the OSSE. Applications must be ready for receipt by the OSSE.

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## **SECTION 1: GENERAL INFORMATION**

### **1.1 Introduction**

The Office of Public Charter School Financing and Support (“OPCSFS”), within the DC Office of the State Superintendent of Education (“OSSE”) is soliciting grant applications from District of Columbia Public Charter Schools (“PCS”), and District of Columbia-based non-profit organizations representing or partnering with a PCS, for the 2012 City Build Incentive Grant (“City Build”).

### **1.2 Purpose of Funds**

City Build is a joint education and neighborhood development initiative that promotes community revitalization through the development of school facilities for public charter schools. The aim of City Build stretches beyond excellence in academics; it is a focus on encouraging community development, promoting strategic neighborhoods, attracting and retaining residents, and creating partnerships between public charter schools and community organizations.

***The OPCSFS supports PCS facility projects that create appropriate, safe, and economically efficient environments for the delivery of excellent public education. The OPCSFS also supports projects that contribute to efficient use of public resources and complement other community and economic development efforts.***

### **1.3 Source of Funds**

The United States Congress through the FY 2009 Appropriations Act (**Public Law 111-8**), awarded the District of Columbia Office of State Superintendent of Education the funds for the 2012 City Build Grant

### **1.4 Grant Award**

Each applicant must secure and/or expand a location as described in their application and in accordance with this RFA within two (2) years of the **grant award date**. The OPCSFS may extend the issuance of grant funds for a period of up to one (1) year from the Grant Award Date.

All recipients of grant awards are expected to be notified by June 18, 2012. The OPCSFS expects to issue award letters by no later than June 22, 2012

All 2012 City Build Grant Awards will be for a period of up to three (3) years from the Grant Award Date, provided that the Applicant successfully meets its performance objectives, which will be articulated to Awardees via a Performance Agreement that will be executed prior to the disbursements of any City Build Funds.

***The OPCSFS at its sole discretion may extend the terms of this grant. However, the total duration of this grant, including any continuations under this provision, shall in no instance exceed four years.***

### **1.5 Funds Available**

A total of up to \$ 2.75 million is available for awards through the 2012 City Build Grant. Eligible entities may apply for up to \$1 million.

### **1.6 Eligibility**

***The OPCSFS may waive one or more of the following criteria if the PCS can demonstrate existing site control on or before the release date of this RFA.***

***An Applicant applying for the 2012 City Build Grant is subject to the following criteria to be eligible to apply under this RFA:***

- A District of Columbia Public Charter School;
- The LEA must have enrolled students for at least two (2) full school years (therefore, SY 2011 / 2012 would represent the 2<sup>nd</sup> full year for the purposes of this RFA);

- A District of Columbia-based non-profit representing a public charter school and benefiting that school may apply (please provide documentation of this relationship);
- Partnerships including a public charter school or District of Columbia based non-profit which are collaboratively undertaking a project eligible for City Build funds may apply.
- Applicants cannot have been sanctioned by the PCSB for reporting, compliance and/or ethical violations in the previous two (2) years and they must be in good standing with the District of Columbia.

***The following organizations/entities are NOT eligible to apply under this RFA:***

- LEA(s) and/or Sites previously awarded a City Build Grant; and
- Schools that have been sanctioned by the Authorizer for: 1) regulatory or reporting compliance and/or, 2) ethical conduct in the previous two (2) years.

**NOTE:**

- ***Individuals are not eligible to apply.***
- ***All applications submitted by non-profits representing public charter schools will be scrutinized in order to ensure that the non-profit is truly representing the best interest of the public charter. Applications submitted by non-profits will be required to submit [Tab D – Collaboration Form 2012 City Build Application Worksheets.xlsx] with original signatures of the Head of School or the Executive Director of the public charter school partner.***

**1.7 Permissible Use of Grant Funds**

Only those schools determined to meet the eligibility requirements are eligible to apply. Preference will be allocated in the following manner:

1. Projects will be prioritized in order of completion and occupancy date, with priority beginning with SY12-13, and
2. Schools that have not previously received an OPCSFS facility grant.

Each LEA or related entity may submit an application for only one site. A site that has previously received any facility grant from OPCSFS is not eligible to receive funds under the 2012 City Build Grant.

***Applications that demonstrate existing site control will be given the utmost priority.***

Grantees may only use grant funds for allowable grant project expenditures during the grant award period. The 2012 City Build Grant is strictly limited to assisting District of Columbia Public Charter Schools in the development of their educational facilities. Specifically, the OPCSFS seeks to assist financing and development of new student seating capacity. ***It is required that 100% of granted City Build Funds be used for the following eligible uses:***

- **Land Acquisition** (where a new facility will be constructed);
- **Pre-Development Costs** such as architectural fees, environment assessment, legal fees, etc. Pre-Development funding may be demonstrated post site control (the 2012 City Build Grant requires that all be used for facilities);
- **New Construction Funding** (both hard and soft costs)
- **Facility Expansion Projects and Renovations** (specifically, where the underlying project created new student seating capacity for the applicant school.)
- **Renovation of Leased Facilities** (former DCPS and/or private development) – These projects will be ranked according to the Tenor of the Lease Agreement. Projects with lease terms of 25 years will be given priority. Commercial leases that include Purchase Options will be given higher priority than those without such language.

**Renovation projects of existing facilities will be given much lower priority compared to facility projects that create new, excellent student seating. However, the OPCSFS does not discourage renovation projects in the 2012 City Build Grant that can demonstrate compelling rationale and/or improve the delivery of excellent education.**

## **SECTION 2: SCHEDULE**

### **2.1 RFA Release**

The release date of the RFA is **April 20, 2012**. The RFA is available both on-line at [www.osse.dc.gov](http://www.osse.dc.gov).

### **2.2 Pre-Application Conference**

The MANDATORY Pre-Application Conference will be held on **May 4, 2012**, from 12:00 to 2:00 p.m. at the following location:

810 First Street, NE Room 9014 Washington, DC 20002
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### **2.3 Intent to Apply**

All eligible entities seeking to receive funding under this grant shall submit the Intent to Apply Form **Tab A – Intent to Apply in the 2012 City Build Application Worksheets.xlsx**, signed by an authorized signer, to the OPCSFS **by 5:00 pm on May 11, 2012**. This form may be either mailed, hand delivered or emailed (scanned with original signatures) to Al DeSabato, at the contact information provided directly below in Section 2.4.

***Failure to submit the aforementioned Intent to Apply may result in a disqualification of the Applicant prior to review.***

### **2.4 Contact Person**

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

Al DeSabato, Interim Director Office of Public Charter School Financing and Support Office of State Superintendent of Education 810 First Street, NE, 5 <sup>th</sup> Floor Washington, DC 20002 (202) 741-5943 or <a href="mailto:alfred.desabato@dc.gov">alfred.desabato@dc.gov</a>
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Applicants are encouraged to email questions to the contact person listed above.

### **2.5 Applications Due**

Applications are due on **May 25, 2012** by 5:00 pm and must be delivered to Al DeSabato, at the contact information provided directly above.

### **2.6 Updates**

Information and updates regarding this RFA will be made available on-line at [www.osse.dc.gov](http://www.osse.dc.gov)

## **SECTION 3: SCOPE OF PROGRAM**

### **3.1 Program Scope & Impact on Neighborhood**

One objective of the City Build Grant Program is to contribute to neighborhood revitalization efforts that extend beyond the school itself. An example of such an effort is a HOPE VI or similarly large-scale affordable housing development within a target neighborhood. Another example is a new or improved school site, which serves as

an anchor facility and/or a part of vibrant, mixed-use neighborhood center. The PCS may serve as a beacon and anchor in the community, strengthening the District of Columbia's goals of attracting and retaining families.

A listing of targeted neighborhoods is provided in [\[Tab C – Target Ward & Cluster in the 2012 City Build Application Worksheets.xlsx\]](#) accompanying this RFA. Applications are encouraged for these and other District of Columbia designated development areas such as New Communities, Great Streets, District of Columbia Housing Authority redevelopment efforts, Neighborhood Investment Fund or other District neighborhood development initiatives. However, public charter schools in other neighborhoods are also welcome to apply if they are complementing redevelopment initiatives in close proximity to these target areas and enroll a majority student population from those locations. In all cases, applicants should demonstrate how the proposed project contributes to a larger neighborhood redevelopment or revitalization effort.

In recent years, as part of its neighborhood redevelopment/revitalization efforts, the District of Columbia has turned its attention toward strategic incentives. These incentives usually include one or more of the following initiatives:

- Building strong public-private partnerships in neighborhoods, with the leadership of an anchor institution, such as a large not-for-profit, government agency or a concentration of commercial activities that are major employers in the neighborhood.
- Improving neighborhood schools.
- Ensuring an increased supply of housing for a mix of income levels.
- Engaging the District's families and residents, both in improving services and in revitalizing communities in which they live.

Regardless of geographic boundary, this neighborhood-centered approach to residential areas of the city is needed to achieve goals of attracting more residents to the District and strengthening a sustainable city. It is in this spirit that the City Build Grant competition was developed. City Build aims to position public charter schools as anchor institutions within city neighborhoods. Specific needs within the community will vary by location; however, the OPCSFS encourages public charter schools to define the neighborhood they are targeting by considering the impact they will have on the community in which they are located or seeking to locate.

### 3.2 Project Priorities

OPCSFS seeks qualified applicants interested in moving or expanding excellent educational opportunities into target neighborhoods<sup>1</sup>.

**OPCSFS will generally prioritize projects that:**

- Create **new seats in high performing or promising schools**,
- Invest in priority geographic areas,
- Utilize former public school buildings or buildings leased from the District of Columbia (*with lease terms greater than 15 years*),
- Utilize buildings owned by the applicant PCS or buildings leased from not-for-profit landlords/developers (*with lease terms greater than 15 years*),
- Leverage significant private financing, other governmental and/or philanthropic funds,
- Demonstrate long-term strategic planning and vision,
- Support the school's long term growth goals,
- Demonstrate the ability to produce stellar academic outcomes,
- Serve the areas of greatest need for excellent public education choices, and
- Utilize environmentally-friendly building techniques.

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<sup>1</sup>A list of targeted neighborhoods may be found in [\[Tab C – Target Ward & Cluster in the 2012 City Build Application Worksheets.xlsx\]](#).

Lease terms greater than 15 years are not an absolute requirement; especially, when leasing former DCPS sites from the District. If City Build funds are being utilized to renovate a leased site that is not a former DCPS site, longer term lease arrangements represent a better and more efficient use of the funds. Therefore, commercial and non-profit projects with longer lease terms will be given higher priority.

**Applicants should consider the following Key Points while completing this Application:**

- Does the proposed project serve a target geographic area in greatest need of excellent public education choices and how do the “new seats” serve the demographics of the target community?
- Does the proposed project meet the school’s long term growth goals?
- Each Applicant should attempt to identify how the City Build project will aid in the retention of residents in the target community.
- The Applicant should actively seek (or have already sought out) community approval in its target neighborhood. Community Support should be exhibited via letters of Community Support as requested in the Required Appendices Section (Tab 7) of this Application.
- If the Applicant is applying with a collaborative City Build project, the Applicant should demonstrate how the collaboration will address needs in the target community.

**3.3 Collaboration Requirements**

Applicants applying as collaborations shall describe each collaborator's relationship to the proposed program/services and shall discuss each partner's capabilities, roles and responsibilities. An Applicant, if awarded the City Build Grant, shall be required to manage and to monitor any sub-grantee relationships. Each applicant shall submit a Collaboration Commitment Form found in [Tab D – Collaboration Form in the 2012 City Build Application Worksheets.xlsx].

**SECTION 4: APPLICATION CONTENT**

**4.1 Description of Application Content**

**Three-Ring-Bound Hard Copy** – The Applicant has responded to all sections of the RFA and the Three-Ring-Bound hard copy contains all the information, Templates and Attachments requested.

The cover of the Three-Ring-Bound Hard Copy must clearly display the following: 1) **Application in Response to City Build Incentive Grant RFA #GD0-CB7-12** and 2) the **Applicant’s Name**. The Three-Ring-Bound Hard Copy must contain all of the following tabs with the requested information.

- **Tab One: Executive Summary**
- **Tab Two: Table of Contents**
- **Tab Three: Location Identification**
- **Tab Four: Board Governance & Key Staff**
- **Tab Five: Project Description & Feasibility Plan**
- **Tab Six: Proven Educational Excellence**
- **Tab Seven: Required Appendices (each section should be clearly marked and separated)**
- **Tab Eight: Additional Appendices (as determined by applicant)**

**4.2 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.

#### 4.2.1 Tab One – Executive Summary

The Applicant may use this section to: 1) provide a brief background and history of the school, 2) describe the school's academic program(s) and any associated unique characteristics and 3) any distinct characteristics of the school's leadership team. This section requires the applicant to complete **[TAB B – Applicant Profile in the 2012 City Build Application Worksheets.xlsx]**. This completed worksheet should be printed and serve as the cover page to the Executive Summary (in the required Three-Ring-Bound-Copy).

#### 4.2.2 Tab Two – Table of Contents

The Table of Contents should list major sections of the application with a quick reference page index. Pages should be numbered in the following format: 1.1 for Tab number 1 - Page number 1. When a Tab requires multiple submissions, the Applicant should take care to clearly differentiate and/or mark each section being submitted.

#### 4.2.3 Tab Three – Location Identification

**This section is concerned with the applicant's impact on the proposed neighborhood, the surrounding neighborhoods and the Ward and Cluster being served.** The applicant should be submitting an extensive needs assessment that: 1) identifies the number and quality of public education options available in the targeted and surrounding neighborhoods, 2) demonstrates a firm grasp of the demographics of the targeted and surrounding neighborhoods and 3) extrapolates (using #1 and #2 of the needs assessment) the projected enrollment and the school's projected growth.

#### 4.2.4 Tab Four – Board Governance & Key Staff

In addition to the following sections that need to be completed in this document, the applicant must complete **[Tabs H – Board & Management in the 2012 City Build Application Worksheets.xlsx file]** accompanying this application. This completed Tab should be printed and serve as the cover sheet of this section (in the required Three-Ring-Binder). The Applicant must also submit: a) Biographies of all Board Members and b) Resumes of Key Staff in the Required Appendices Section.

The governance structure must be clearly defined, to include expectations of board members, skill sets of Directors and Trustees and delineation of roles and responsibilities. The applicant should detail all decisions and/or policies requiring board approval.

#### 4.2.5 Tab Five – Project Description and Feasibility Plan

In addition to the following sections that need to be completed in this document, the applicant must complete **[Tabs E – Project Overview, F – Sources & Uses and Tab H - Projections in the 2012 City Build Application Worksheets.xlsx file]** accompanying this RFA. These completed Tabs should be printed and serve as the cover sheets of this section (in the required Three-Ring-Binder).

Applicants must describe the current status and form of site control of the proposed project (lease, own, option to purchase, etc.). The OPCSFS may request evidence of ownership or site control for the facility where funds are being requested. Leases are sufficient for site control. Leases with Right to Purchase language are preferred. Applicants will be required to provide site control evidence prior to any disbursements from this grant.

This section requires the Applicant to provide a detailed and clear budget, which includes line item detail in **[Tabs F – Sources & Uses in the 2012 City Build Application Worksheets.xlsx file]** and ***by the submission of a Formal Construction Budget.*** Furthermore, the applicant should use the Text Boxes provided below to include a narrative that justifies key line items (***the OPCSFS will utilize these sections for project accountability purposes.***)

The Applicant should utilize this section to ***demonstrate the financial need for the requested City Build Grant*** to fund a new facility project. The budget section should clearly identify the source of continued funding for programming beyond the City Build Grant. These criteria are primarily conveyed through **[Tab H - Projections in the 2012 City Build Application Worksheets.xlsx file]**. However, the Applicant is encouraged to accompany this worksheet with a narrative in the Text Boxes provided below.

**NOTE: It is important that the Applicant's proposed project comply with zoning, land use and other applicable District of Columbia and Federal regulations.**

#### **4.2.6 Tab Six – Proven Educational Excellence**

In addition to the following sections that need to be completed in this RFA, the applicant must complete **[Tab G – Grades Served in the 2012 City Build Application Worksheets.xlsx file]** accompanying this application. This completed Tab should be printed and serve as the cover sheet (in the required Three-Ring-Binder) of Tab 6.

#### **4.2.7 Tab Seven – Required Appendices**

- Appendix 1 – Executed Purchase Agreements
- Appendix 2 – Executed Leases
- Appendix 3 – Architectural Plans / Surveys / Appraisals
- Appendix 4 – Senior Lender and/or Subordinated Lender Commitment Letter or Term Sheet
- Appendix 5 – General Contractor's Detailed Construction Budget
- Appendix 6 – General Contractor's background / Bios / History
- Appendix 7 – Project Manager's background / Bios / History
- Appendix 8 – Articles of Incorporation / Certificate of Good Standing
- Appendix 9 – Audited Financial Statements (most current fiscal year)
- Appendix 10 – Charter Agreement
- Appendix 11 – Certificate of Good Standing (from the DC Dept. of Consumer Affairs)
- Appendix 12 – Letters of Endorsement
- Appendix 13 – Bank Statements Evidencing Cash Equity (3 months of statements)
- Appendix 14 – Any Other Significant Information Deemed Necessary
- Appendix 15 – Board Bios and Key Management Bios\*
- Appendix 16 – Copy of Strategic/Business Plan

\* **NOTE:** This section is not intended to solicit resumes. This section is designed to solicit professional Bios of all of the professionals associated with the proposed project – Board Members & Key Management (programmatic and professional management). Further, clear concise Bios are required for all professionals that will be directly responsible for the project design, construction, engineering, legal, finance, etc. Bios should be of professional quality and provide enough detail (one or two paragraphs) for the OPCSFS to ascertain the project team's ability to complete a high quality project within the time specified. NOTE: If a related entity provides management support, Bios on key individuals are also required.

**The requested appendices are: 1) intended to show evidence of site control and 2) to demonstrate that the applicant has the expertise, experience, resources and management procedures sufficient to implement the proposed project and can provide project accountability.**

**THE OPCSFS REALIZES THAT EVERY APPLICANT WILL NOT HAVE ALL OF THE APPENDICES LISTED ABOVE. For example, a project that is a leasehold transaction will not have a purchase agreement. However, the remainder of the appendices should be intact, as they are not project specific.**

**★★★★ Copy of Strategic/Business Plan ★★★★★**

The school must have a business plan that contains growth or expansion expectations, short and long-term financial projections, academic performance targets, fundraising strategies and other strategies intended to insure organizational solvency and debt repayment (assuming the facilities project requires debt financing).

**4.2.8 Tab Eight – Additional Appendices**

To be provided as deemed necessary by the applicant.

***If the Applicant fails to submit the application as required above, the application will not be reviewed.***

**SECTION 5: REVIEW PANEL AND APPLICATION SCORING**

**5.1 Review Panel**

The City Build Grant is competitive. A Review Panel for the 2012 City Build Grant will be convened to review, score, and rank each applicant's proposal. The Review Panel for this RFA will be composed of neutral, qualified professional individuals who have been selected for their unique experiences in education, project finance, neighborhood planning, community development, and/or facilities management.

**5.2 Scoring Rubric**

For details on 2012 City Build RFA scoring please refer to the "Scoring Rubric" attached at the end of this document.

**SECTION 6: GENERAL PROVISIONS**

**6.1 Monitoring & Reporting**

At any time or times before final payment and three (3) years thereafter, the District may have the Grantee's expenditure statements and source documentation reviewed. The OPCSFS will monitor grant recipients through site visits and reviews of project reports. The specific schedules for site visits and submission of reports will be included in the Grant Performance Agreements. The Grant Performance Agreement will also provide descriptions of the required program and financial reports.

**6.2 Nondiscrimination in the Delivery of Services**

In accordance with Title VI of the Civil Rights Act of 1964 (Public Law 88-352), as amended, no person shall, on the grounds of race, color, religion, nationality, sex, or political opinion, be denied the benefits of, or be subjected to discrimination under, any program activity receiving City Build Grant funds.

**6.3 Additional Information**

The OPCSFS reserves the right to request and be provided with additional information, such as financial statements, academic progress data, etc., during the review process and after the award determination has been made.

**6.4 Certificate of Good Standing**

Each applicant must submit a Certificate of Good Standing from the DC Department of Consumer and Regulatory Affairs. The Certificate shall be current to within 60 days of the application submission.

**6.5 D.C. Obligations**

Each applicant must submit a notarized statement verifying that it is current on all obligations outstanding to any DC agency or entity.

## **6.6 Document Retention**

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

## **6.7 Audits**

At any time or times before final payment and three (3) years thereafter, the District and respective jurisdictional administrative agencies may have the applicant's expenditure statements and source documents audited.

# **RFA #GD0-CB7-12**

## **Office of Public Charter School Financing and Support**



**The following pages, 16 through 23, contain the Applicant Response Section of 2012 City Build Grant Application. Applicants are required to respond to all of the following questions in the Text-Box provided for each question. All of the following sections are mandatory. Therefore, applicants must fill out each section for the application to be reviewed. Furthermore, it is strongly suggested that the applicant adhere to word limitations, at the beginning of each Text-Box.**

**Note: Pages 16 through 23 do not represent the full application. Applicants should refer to Sections #3 and #4 of this RFA and the 2012 City Build Application Worksheets.xlsx file, while completing the 2012 City Build Grant Applications.**

**7.1 Application Cover Sheet**

LEA Name:

Contact Name:

Title:

Phone:

Address:

Fax:

City:

State:

ZIP Code:

Grant Coordinator *if other than contact*:

Title:

Email Address:

Phone:

Funding to cover:

- Land Acquisition
- Pre-Development
- New Construction
- Facility Expansion
- Renovation

Total Funds Requested:  
\$

**Certification/Signatures**

I certify to the best of my knowledge, the information contained in this application is correct and complete and that the LEA and its representatives will carry out all program or activity related to the 2012 City Build Grant.

Printed Name and Title of Authorized Person:

**Signature:**

**Date: (MM/DD/YYYY)**

## 7.2 Executive Summary

The Applicant may use this section to: 1) provide a brief background and history of the school; 2) describe the school's academic program(s) and any associated unique characteristics of the academic programs; and 3) any distinct characteristics of the school's leadership team. NOTE: The applicant does not need to utilize the full word count allotted for this or any of the following sections.

Response is Limited to 600 Words for this Section

## 7.3 Criterion A: Location Identification – 10%

Identify a location in or near a targeted neighborhood cluster, describe the neighborhood and discuss any current or future revitalization efforts.

Response is Limited to 500 Words for this Section

**Describe the current public education options available in the targeted and surrounding neighborhoods. Explain how the proposed facility either fills an education gap and/or bolsters the options available.**

Response is Limited to 300 Words for this Section

**Clearly explain the neighborhood’s demographics, its specific educational needs and how the facility benefits local families. The demographics section should address the needs assessment of the community and how it relates to the school’s growth plans.**

Response is Limited to 500 Words for this Section

**7.4 Criterion B: Board Governance & Key Staff – 10%**

Describe the overall composition of the Board (number of members, specific professional experience in areas such as program evaluation, performance measurement, strategic planning, finance, banking, legal, accounting, law etc.). Briefly describe 2 to 4 essential Committees (finance, real estate etc.), the Committee Chair's credentials, number of committee members and how often the Committee meets. Also, describe the authority and influence the committee has over management's decisions (e.g. binding resolutions).

Response is Limited to 500 Words for this Section

How does the Board ensure proper controls and that all resolutions are followed and/or executed?

Response is Limited to 200 Words for this Section

**Describe the Depth and Breadth of knowledge of Key Staff. Identify the Staff's ability to handle the school's growth objectives. Identify "bench strength or succession potential" in Key managerial areas (Head of School, Finance, Accounting, Fund Raising, etc.)**

Response is Limited to 500 Words for this Section

**7.5 Criterion C: Project Plan and Financial Feasibility Plan – 30%**

**Applicant should only describe the Project: 1) Project Overview & Description, 2) Site Control – Whether or not there is site control and if there is not site control or when the Applicant anticipates site control, 3) Number of New Seats created, 4) Cost Per / square ft. and 5) Cost Per / Student. Further, this section should be used to substantiate the proposed project (describe any unique details of the project and how it will contribute to an excellent education option for the target community).**

Response is Limited to 800 Words for this Section

Assess the school's current facility by: 1) outlining the current financial obligation of the school (current location only), 2) provide a narrative on the suitability of the current location, including its ability to handle enrollment growth (square footage, specialty needs, children per classroom, unused space, etc.). This assessment should then be clearly tied to a brief needs-based statement for a new facility or expansion of an existing facility.

Response is Limited to 500 Words for this Section

Describe the suitability of the proposed site and project as an educational facility, in terms of quality, space utilization, amenities, and affordability. More importantly, indicate how this project fits with the school's growth plans and how long the facility can support the school's plans.

Response is Limited to 300 Words for this Section

**7.6 Criterion D: Proven Educational Excellence – 50%**

**Describe in detail all of the Data Points and key METRICS that the school uses to track student growth and achievement (DC CAS, internal metrics etc.) Explain how the Applicant uses student data to drive and customize instructional plans; especially, for students not achieving proficiency.**

Response is Limited to 600 Words for this Section

**How is the Applicant managing teacher quality? Describe in detail the individual METRICS the school uses to track teacher performance. In addition, describe how these metrics are utilized to customize a professional development plan for teachers.**

Response is Limited to 600 Words for this Section

**Describe how the proposed project/facility will offer unique and exciting academic opportunities for students that are not available in the current facility.**

Response is Limited to 500 Words for this Section

**List and describe any special awards, acknowledgments, accreditations, special designations and relationships with major philanthropic investors.**

Response is Limited to 500 Words for this Section

# **RFA #GD0-CB7-12**

**Office of Public Charter School Financing and Support**



**The following pages, 25 through 29, contain the Scoring Rubric for the 2012 City Build Grant Application.**

**SCORING RUBRIC**

<b>Location Identification</b>		<b>Score: 12 Total Points, 10% Weighting</b>			<b>Score</b>
<b>Neighborhood Revitalization</b>					
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
The Applicant does not appear to have an understanding of the neighborhood & community - past, present or future. Furthermore, no information regarding the potential impact of the proposed facility, as it relates to the revitalization of the community, was provided.	The Applicant has not adequately described the neighborhood, including revitalization of the neighborhood & community - past, present and future. The Applicant has also not adequately described the potential impact of the proposed facility, as it relates to the revitalization of the community.	The Applicant adequately described the neighborhood, including revitalization of the neighborhood & community - past, present and future. The Applicant has also adequately described the potential impact of the proposed facility, as it relates to the revitalization of the community.	The Applicant soundly describes the neighborhood, including all past, present and planned revitalization projects. Furthermore, the Applicant has done a reasonable job of addressing the potential impact of the proposed facility, as it relates to the revitalization of the community.	The Applicant thoroughly described the neighborhood, including all past, present and planned revitalization projects. Furthermore, the Applicant has fully addressed the potential impact of the proposed facility, as it relates to the revitalization of the community.	
<b>Demographics and Needs</b>					
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
The Applicant does not outline the demographics of the community, strategic needs of local residents, and how the charter school can, as an anchor institution, assist in creating a sustainable neighborhood and foster community revitalization.	The Applicant inadequately outlines the demographics of the community, strategic needs of local residents, and how the charter school can, as an anchor institution, assist in creating a sustainable neighborhood and foster community revitalization.	The Applicant adequately outlines the demographics of the community, strategic needs of local residents, and how the charter school can, as an anchor institution, assist in creating a sustainable neighborhood and foster community revitalization.	The Applicant soundly outlines the demographics of the community, strategic needs of local residents, and how the charter school can, as an anchor institution, assist in creating a sustainable neighborhood and foster community revitalization.	The Applicant thoroughly outlines the demographics of the community, strategic needs of local residents, and how the charter school can, as an anchor institution, assist in creating a sustainable neighborhood and foster community revitalization.	
<b>Collaborative Strategic Planning</b>					
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
The Applicant does not demonstrate how the proposed project / PCS will contribute to the larger community development effort. Moreover, the Applicant does not demonstrate how its plans align with current and/or future neighborhood revitalization plans.	The Applicant inadequately demonstrates how the proposed project / PCS will contribute to the larger community development effort. Moreover, the Applicant inadequately demonstrates how its plans align with current and/or future neighborhood revitalization plans.	The Applicant adequately demonstrates how the proposed project / PCS will contribute to the larger community development effort. Moreover, the Applicant adequately demonstrates how its plans align with current and/or future neighborhood revitalization plans.	The Applicant soundly demonstrates how the proposed project / PCS will contribute to the larger community development effort. Moreover, the Applicant soundly demonstrates how its plans align with current and/or future neighborhood revitalization plans.	The Applicant thoroughly demonstrates how the proposed project / PCS will contribute to the larger community development effort. Moreover, the Applicant clearly demonstrates how its plans align with current and/or future neighborhood revitalization plans.	
<b>Location Identification Staff Total Score</b>					

<b>Board Governance &amp; Key Staff</b>		<b>Score: 16 Total Points, 10% Weighting</b>			<b>Score</b>
<b>Overall Composition of Board</b>					
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
The Board consists of 4 or less members and it lacks a member with a significant professional background in business, real estate, accounting and/or law.	The Board consists of 4 or less members; however, it contains at least one member with a significant professional background in business, real estate, accounting and/or law.	The Board consists of 4 to 6 members and at least two members have significant professional experience in business, real estate, accounting and/or law.	The Board is relatively diverse, consists of 6 or more members and it contains at least 3 members with a significant professional background in business, real estate, accounting and/or law.	The Board is professionally diverse and consists of 6 or more members, most of which have a significant professional background in business, real estate, accounting and/or law.	
<b>Number of Board Meeting per Year</b>					
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
The Board Meetings are scheduled for less than 4 times per year.	The Board meets on a quarterly basis; however, there is no compelling evidence that it attempts to meet to resolve significant issues.	The Board meets on a quarterly basis and it meets as necessary to address issues as they arise.	The Board has separate committees that meet as necessary and the regular Board meets at least 8 times per year.	The Board has separate committees that meet as necessary and the regular Board Meetings occur on a monthly basis.	
<b>Board / Committee Authority &amp; Resolutions</b>					
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
The Board plays a passive role in the ongoing operations of the school. No significant policies or procedures are in place that would allow the Board to effectively govern the school.	The Board appears to have made some recommendation and/or has passed some minor resolutions. However, no significant policies or procedures are in place that would allow the Board to effectively govern the school.	When necessary, the Board has enacted resolutions and/or policies, which appear to have been monitored in some fashion. The Board is at best - reactive.	The Board clearly has the authority to influence management's decisions. However, better management tools need to be implemented to ensure that its resolutions and recommendations are implemented.	The Board clearly has the authority to significantly influence management's decisions. Moreover, the Board has appropriate monitoring tools in place to ensure management is executing Board resolutions and recommendations.	
<b>Bench Strength &amp; Management Team</b>					
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
Staffing is an issue at the management level. Several staff members in key positions lack significant professional experience; moreover, several key staff members perform several duties.	In addition to the head of school, there are one or two professional staff members, with modest professional experience. Everyone wears multiple hats. It is clear the a professional manager is needed in some capacity.	The management team has professional staff in key areas; however, team members perform multiple duties. Overall, management is sufficient to maintain the status quo.	There is a professional management team in place, with a few key members performing multiple duties. Significant growth would most likely require hiring one or more professional staff members.	The management team clearly has breadth and depth, with members from both education and business having significant professional experience. It is apparent that the team can handle the organization growth goals.	
<b>Board Governance &amp; Key Staff Total Score</b>					

Project Plan and Financial Feasibility Plan		Score: 16 points possible, 30% Weighting			Score
<b>Current Facility Assessment</b>					
0	1	2	3	4	
The Applicant did not describe why their current facility is inadequate nor did it adequately explain need and/or benefit of the expansion project/new facility.	The Applicant did not adequately describe why their current facility does not meet its current needs and it not fully explain the need for the new expansion project/facility.	Soundly provides a current facility assessment outlining the suitability of the facility and describing the need for a new facility or expansion of the current facility to accommodate the proposed programmatic objective.	The Applicant provided a compelling narrative outlining the deficiencies of their current facility. Moreover, the narrative concisely explained how the expansion project/new facility would improve the educational experience of its students.	The Applicant provided a convincing narrative outlining the deficiencies of their current facility. Moreover, the narrative concisely explained how the expansion project/new facility would improve the educational experience of its students.	
<b>Project Facility Assessment</b>					
0	1	2	3	4	
The Applicant did not assess its current facility nor did it describe the need for a new facility and/or expansion of the current facility to accommodate its programmatic objective.	The Applicant did not adequately assess its current facility and it did not adequately described the need for a new facility and/or expansion of the current facility to accommodate its programmatic objective.	The Applicant provided an adequate assessment of its current facility and it adequately described the need for a new facility and/or expansion of the current facility to accommodate its programmatic objective.	The Applicant provided a thorough assessment of its current facility. Moreover, it compellingly described the need for a new facility and/or expansion of the current facility to accommodate its programmatic objective.	The Applicant provided a thorough assessment of its current facility. Moreover, it convincingly described the need for a new facility and/or expansion of the current facility to accommodate its programmatic objective.	
<b>Capability Assessment</b>					
0	1	2	3	4	
The Applicant does not describe the project and development team and Applicants' capacity to carry out the project.	The Applicant insufficiently describes the project and development team and Applicants' capacity to carry out the project.	The Applicant clearly describes the project and development team and Applicants' capacity to carry out the project.	The soundly describes the project and development team and Applicants' capacity to carry out the project.	The Applicant convincingly describes the project and development team and Applicants' capacity to carry out the project.	
<b>Proposed Site / Project</b>					
0	1	2	3	4	
The Applicant does not describe the suitability of the proposed site and project as an educational facility, in terms of quality, space utilization, amenities, affordability and how the project fits with the school's growth plans.	The Applicant poorly describes suitability of the proposed site and project as an educational facility, in terms of quality, space utilization, amenities, affordability and how the project fits with the school's growth plans.	The Applicant adequately describes the suitability of the proposed site and project as an educational facility, in terms of quality, space utilization, amenities, affordability and how the project fits with the school's growth plans.	The Applicant soundly describes the suitability of the proposed site and project as an educational facility, in terms of quality, space utilization, amenities, affordability and how the project fits with the school's growth plans.	The Applicant convincingly describes the suitability of the proposed site and project as an educational facility, in terms of quality, space utilization, amenities, affordability and how the project fits with the school's growth plans.	
<b>Project Plan and Financial Feasibility Plan Total Score</b>					

<b>Proven Education Excellence</b>		<b>Score: 16 points possible, 50% Weighting</b>			<b>Score</b>
<b>Student Growth &amp; Achievement</b>					
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
The Applicant did not articulate any of its Key Data Points and Key Metrics it uses to track student growth and achievement. As a result of not articulating its Key Data Points and Key Metrics, the Applicant was unable to explain how it tracks result and/or customizes instruction plans.	The Applicant did a poor job of articulating its Key Data Points and Key Metrics it uses to track student growth and achievement. Furthermore, the Applicant poorly demonstrated how these Key Data Points and Key Metrics are utilized to customize instruction plans.	The Applicant did an adequate job of articulating its Key Data Points and Key Metrics it uses to track student growth and achievement. Furthermore, the Applicant adequately demonstrated how these Key Data Points and Key Metrics are utilized to customize instruction plans.	The Applicant did a sound job of articulating its Key Data Points and Key Metrics it uses to track student growth and achievement. Furthermore, the Applicant more than adequately demonstrated how these Key Data Points and Key Metrics are utilized to customize instruction plans.	The Applicant did an excellent job of articulating its Key Data Points and Key Metrics it uses to track student growth and achievement. Furthermore, the Applicant clearly demonstrated how these Key Metrics are utilized to customize instruction plans.	
<b>Teacher Performance &amp; Development Plans</b>					
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
The Applicant did not articulate any of the Key Metrics it uses to track teacher performance. As a result of articulating its Key Metrics to track teacher performance, the Applicant was unable to describe how it customizes professional development plans.	The Applicant did a poor job of articulating the Key Metrics it uses to track teacher performance. Furthermore, the Applicant poorly demonstrated how these Key Data Points and Key Metrics are utilized to customize professional development plans.	The Applicant did an adequate job of articulating the Key Metrics it uses to track teacher performance. Furthermore, the Applicant adequately demonstrated how these Key Data Points and Key Metrics are utilized to customize professional development plans.	The Applicant did a sound job of articulating the Key Metrics it uses to track teacher performance. Furthermore, the Applicant soundly demonstrated how these Key Data Points and Key Metrics are utilized to customize professional development plans.	The Applicant did an excellent job of articulating the Key Metrics it uses to track teacher performance. Furthermore, the Applicant clearly demonstrated how these Key Data Points and Key Metrics are utilized to customize professional development plans.	
<b>Additional Academic Opportunities</b>					
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
The Applicant failed to describe how the proposed facility will provide additional academic opportunities compared to its existing facility	The Applicant poorly described how the proposed facility will provide additional academic opportunities compared to its existing facility	The Applicant adequately described how the proposed facility will provide additional academic opportunities compared to its existing facility	The Applicant soundly described how the proposed facility will provide additional academic opportunities compared to its existing facility	The Applicant clearly described how the proposed facility will provide additional academic opportunities compared to its existing facility	
<b>Awards &amp; Accreditations</b>					
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
The Applicant failed to list and describe any awards, acknowledgments, accreditations, special designations and relationships with major philanthropic investors	The Applicant poorly listed and describe several awards, acknowledgments, accreditations, special designations and relationships with major philanthropic investors	The Applicant adequately listed and describe several awards, acknowledgments, accreditations, special designations and relationships with major philanthropic investors	The Applicant soundly listed and describe several awards, acknowledgments, accreditations, special designations and relationships with major philanthropic investors	The Applicant clearly listed and described several awards, acknowledgments, accreditations, special designations and relationships with major philanthropic investors	
<b>Proven Education Excellence Total Score</b>					

<b>Location Identification</b>	<b>Score: 12 Total Points, 10% Weighting</b>	
<b>Board Governance &amp; Key Staff</b>	<b>Score: 16 Total Points, 10% Weighting</b>	
<b>Project Plan and Financial Feasibility Plan</b>	<b>Score: 16 points possible, 30% Weighting</b>	
<b>Proven Education Excellence</b>	<b>Score: 16 points possible, 50% Weighting</b>	

<b>Aggregate Score</b>	
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<b>Possible Score</b>	<b>60</b>
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<b>Percentage Score</b>	
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