

REQUEST FOR APPLICATIONS RFA #GD0-CSPD-13

Office of the State Superintendent of Education

**Office of Public Charter School Financing and Support
FY 2013 Charter Schools Program Dissemination Grant**



RFA Release Date: August 30, 2013

Application Submission Deadline: September 20, 2013

LATE APPLICATIONS WILL NOT BE CONSIDERED FOR AN AWARD

Checklist for Application
FY 2013 Charter Schools Program Dissemination Grant

- The applicant has submitted one (1) electronic copy in Excel and one signature page in PDF, to opcsfs.funding@dc.gov. If the applicant fails to submit by 5:00pm on September 20, 2013, the application will not be reviewed. Please place the name of the LEA and name of the grant competition in the subject line. (Example: GD0-CSPD-13__LEA_Application)
- The applicant has responded to all sections of the Request for Applications (“RFA”) and the application contains all the information requested.
- The Application Content section is complete. **Be sure to review the Application Format and Narrative Criteria requirements under Sections 3.1., and 3.2.** The review panel will not review applications that do not conform to the word count requirement.
- Attachments
 - 4.1. Attachment D Official Intent to Apply Notification
 - 4.2. Attachment Eligible Public Charter Schools
 - 4.3. Sample Dissemination Grant Application Scoring Rubric
- The applicant has emailed a PDF version of the Official Intent to Apply Notification form by **Tuesday, September 10, 2013** (*Attachment 4.1.*).
- The application is submitted to the OSSE no later than 5:00 p.m. on the deadline date of **Friday, September 20, 2013.**
- Applications received at or after 5:01 p.m. EST, on Friday, September 20, 2013, will not be forwarded to the Review Panel. Any additions or deletions to an application will not be accepted after the deadline of 5:00 p.m.**

FY 2013 Charter School Program Dissemination Grant

REQUEST FOR APPLICATIONS

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Section 1. General Information

1.1 Introduction

This Request for Application (“RFA”) addresses Title V, Part B under the No Child Left Behind Act of 2001 (P.L 107-110) – Charter Schools Program (CSP). The District of Columbia was successful in receiving a grant under this program from the U.S. Department of Education (“ED”) to support charter school developers in the planning and initial implementation of charter schools, and the dissemination of information on charter schools. The Office of the State Superintendent of Education (the “OSSE”) is administering the FY 2013 competitive grant to applicants seeking funding under the CSP. The OSSE has set-aside no more than ten (10) percent of the total grant award for public charter schools to disseminate best practices. District of Columbia public charter schools that are currently operating, have been in operation for three or more years, have not received a dissemination grant in the past, and have demonstrated overall success are encouraged to apply for a dissemination grant. The applications are due on **Friday, September 20, 2013**.

1.2 Purpose of Grant Funds

Dissemination funds shall be used by public charter schools to assist other schools in adapting the public charter school's program (or certain aspects of the public charter school's program), or to disseminate information about the public charter school, through such activities as:

1. Assisting other individuals with the planning and start-up of one or more new public schools, including public charter schools, that are independent of the lead charter school and the lead charter school's developers, and that agree to be held to at least as high a level of accountability as the lead charter school;
2. Developing partnerships with other public schools, including public charter schools, designed to improve student academic achievement in each of the schools participating in the partnership;
3. Developing curriculum materials, assessments, and other materials that promote increased student achievement, and are based on successful practices within the lead charter school; and
4. Conducting evaluations and developing materials that document the successful practices of the lead public charter school and that are designed to improve student performance in other schools.

The grantee shall ensure that any publication that contains project materials also contains the following statements:

The contents of this (insert type of publication; e.g., book, report, film) were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.” EDGAR 75.620(b)

1.3 Grant Award

The Charter Schools Program Dissemination Grant is competitive. A panel of individuals with knowledge of school reform, public charter schools, education quality, and governance will review all eligible applications. Grant award payments will be made in accordance with the approved grant application, performance objectives, and accompanying budget for the program or service. A final accounting for the entire project shall be submitted to the Office of the State Superintendent of Education no later than ninety (90) days after either the final expenditure of grant funds or by the end of the grant period, whichever comes first.

1.4 Funds Available and Funding Period

A total of \$348,235 is available for awards through this RFA. The duration of this grant is for a period from October 1, 2013 through September 30, 2015, and will not exceed two years.

1.5 Eligibility*

The definition of elementary and secondary education now includes Pre-K, and the Department of Education recognizing the revision of DC Code, LEAs providing Pre-K only programming are eligible for CSP funding. In addition, an eligible applicant as referenced in P.L.07-110, Sec. 5204 (f)(6)(A), is a public charter school that:

- Has been in operation for at least three years and demonstrated overall success, including:
 - Substantial progress in improving student academic achievement;
 - High levels of parent participation and satisfaction; and
 - The management and leadership necessary to overcome initial start-up problems and establish a thriving, financially viable charter school.
- Grant applicants must also conform to the definition of a public charter school in the No Child Left Behind Act (P.L. 107-110, section 5210 (1)) in order to be eligible for Charter Schools Program grant funds

1.6 Updates

Information and updates regarding the competition will be emailed to those who are listed on the Contact Page of the application. A list of questions can be emailed to john.savage@dc.gov. FAQ's and responses will be posted to the OSSE website every Friday until the submission deadline.

*** NOTE – The Disseminating LEA/Campus must meet these eligibility requirements**

1.7 Permissible Use of Funds

A public charter school may **not** use dissemination grant funds for the following:

1. Directly or through a contractor, for marketing or recruitment activities designed to promote itself for programs, to parents or the community;
2. For regular operating expenses; or
3. For implementing activities, programs, etc., to be disseminated at a later date.

However, grant funds **may be used** to:

1. Develop materials documenting successful practices of the public charter school for the educational purpose of assisting other schools in improving student academic achievement.
2. Any public charter school receiving a dissemination grant must provide thorough and high-quality information that meets the needs of other schools trying to learn from the public charter school's experience.
3. Examples of dissemination activities include the following:
 - Activities that have been proven successful for at least a minimum of one year
 - Activities that help improve existing public charter schools or regular public schools
 - Activities that help to open new schools (including public charter schools)
 - Activities that share the lessons learned by public charter schools; and
 - Activities that create and/or disseminate materials that will assist in the operation of public charter and/or traditional public schools.

1.8 Grant Monitoring

The OSSE will utilize several methods to monitor the CSP grant such as; collection of reports, audit reviews, desktop and on-site monitoring. For example, this may be accomplished by reviewing and approving quarterly performance and financial reports. All information in these reports is subject to verification, and the OSSE may require additional information from the grantee, verify information with the authorizing entity, require the submission of invoices and receipts, or use any other appropriate and legal means to obtain such verification.

The OSSE will also conduct on-site monitoring visits to grantees during the grant project period. The grantee will be monitored against the following indicators:

- compliance to sub-grant application;
- CSP quality and performance assessment; and
- administrative and fiscal responsibilities.

Prior to these monitoring visits, the grantee will be required to submit pre-monitoring documentation that will allow the OSSE to conduct a useful, efficient, and effective visit. The specific schedules for site visits and submission of reports will be provided in advance to the grantee.

SECTION 2. SUBMISSION OF APPLICATION

2.1 Schedule

- RFA Release
The RFA and will be posted on-line on August 30, 2013 at:
<http://osse.dc.gov/service/charter-schools-program-dissemination-grant-title-v-part-b-fy-2013>.
- Pre-Application Conference
A mandatory Pre-Application Conference for this **RFA will be held on Thursday, September 5, 2013, from 10:30 a.m. to 12:30p.m., at 810 First Street, NE, 8th Floor, Washington, D.C. 20002, Conference Room 806A. Participants should confirm their attendance by emailing the LEA and participant's names to john.savage@dc.gov by COB Wednesday, September 4, 2013, with Pre-application Conference Confirmation in the subject line. (Example: GD0-CSPD-13_LEA_Pre-Application Conference Confirmation)**
- Intent to Apply
All eligible applicants seeking to receive funding under this grant must submit the Intent to Apply form (Attachment 4.1) to the OSSE by 5:00 pm on **Tuesday, September 10, 2013**. The Intent to Apply form should be submitted via email to john.savage@dc.gov or opcsfs.funding@dc.gov with the title, Intent to Apply in the subject line of the email. (Example: GD0-CSPD-13_LEA_Intent to Apply)

2.2 Review Panel

The review panel for this RFA will be composed of neutral, qualified professional subject matter experts who have been selected for their unique related experiences. The review panel will review, and score, each applicant's proposal. When the review panel has completed its review, the panel shall make recommendations for awards based on the scoring process. The Office of the State Superintendent of Education will make the final decisions.

2.3 Application Submission Date and Time

Applicants must submit the application electronically via email to opcsfs.funding@dc.gov by **Friday, September 20, 2013, no later than 5:00 pm**. The Office of the State Superintendent of Education shall not accept applications submitted at or after 5:00 p.m. Applications submitted after this date and time will not be reviewed.

The LEA will receive confirmation of their submission via email. If no confirmation has been received within an hour of submission, please call or email John Savage at john.savage@dc.gov or 202-654-6127. Please place the name of the LEA and name of the competition in the subject line. (Example: GD0-CSPD-13__LEA_Application)

2.6 Awards Announcement

Awards will be announced via email and on the OSSE website by **October 4, 2013**. ELSEC will disseminate award letters and grant award notifications within 7-14 days of the awards announcement.

SECTION 3. APPLICATION CONTENT

3.1 Format and Scoring

The application has character restrictions. The total narrative **cannot** exceed the word count listed within the respective section. **The review panel will not review applications that do not conform to these restrictions.** Submit your completed sections as they correlate to the tabs listed below:

- Tab 1—Table of Contents
- Tab 2—Information and Certification
- Tab 3—Assurances
- Tab 4—Eligibility
- Tab 5—Need and Initiative – Dissemination
- Tab 6---Narrative- Dissemination
- Tab 7---Logic Model-Dissemination
- Tab 8—Growth Index Summary – Dissemination
- Tab 9—Budget Narrative – Dissemination
- Tab 10—Itemized Expenditures – Dissemination
- Tab 11—Budget Summary – Dissemination

A sample scoring rubric has been provided in attachment 4.3.

3.2 Narrative Criteria

Part A – Eligibility (max. 10 Points) (1000 word maximum)

- Provide quantified details of parent participation and/or satisfaction and the methods used to obtain positive results.
- Provide a brief narrative reflecting the substantiated progress of student academic achievement at the lead LEA/campus that will produce the desired alignment of goals, objectives and activities at the partner LEA to document substantial progress in improved student academic achievement (i.e. Tier 1, Tier 2, PCSB Excellence Award, or evidence to corroborate substantial progress).

Part B – Project Need (max. 15 Points) (800 word maximum)

- Briefly describe with whom you are partnering, each schools educational program and a brief profile of school’s student population.
- Briefly provide a data baseline reflecting the current standing of the partner LEA and project a level of expected attainment in the area that has been selected for dissemination.
- **Priority Initiative (max. 25 points) (800 word maximum)**
 - An applicant may propose to choose one (1) priority initiative as a key part of the dissemination project. To ensure that the chosen Priority Initiative is in agreement with the Project Need, the applicant should provide narrative demonstrating how to:
 1. Disseminate best practices designed to improve student achievement through an explicit partnership with one or more non-charter public schools; or

2. Disseminate best practices on any of the following initiatives:
 - ✓ Fiscal management and governance
 - ✓ Parental involvement
 - ✓ School climate and safety
 - ✓ College awareness and success
 - ✓ Data driven instruction and benchmark assessments

Part C - Logic Model and Narrative (max. 30 points)

- Logic Model
 - Complete a logic model located in tab seven for each stated goal. The maximum number of goals should not exceed three (3).
- Narrative
 - Discuss the rationale for the proposed project including any evidence and/or research which suggests that the proposed strategy will work
 - Describe the logic model goals and how they align with the expressed need.
 - Inputs
 - ✓ What “best practice” or scientific method will you use as the basis for attained success?
 - ✓ What resources will you use to successfully attain the goal(s) of the logic model?
 - ✓ Does the partnering school provide useful human capital and play an active role to reach goal attainment? Explain.
 - ✓ How are stakeholders engaged in the planning and responsible for some aspect of attained success?
 - ✓ What timeline will the schools use to determine progress in meeting goal attainment?
 - Outputs
 - ✓ Describe the logic model activities addressing the needs of the partnering school.
 - ✓ As a result of the resources used and accomplished activities, what are the expected quantified outputs?
 - ✓ Is there a quality of service delivery and goal attainment with each activity?
 - Outcomes
 - ✓ Describe the expected short term outcomes of the logic model.
 - ✓ How will the short term outcomes impact the partnering school?
 - ✓ Describe the expected long term outcomes of the logic model.
 - ✓ Are there indicators identified that can monitor long term outcomes?

Part D – Growth Index Summary (max. 25 points) (500 word maximum)

- Describe the continuous level and sustained length of growth/proficiency your school has experienced in the last three years related to the proposed logic model.
- Using the District of Columbia Comprehensive Assessment System (**DC CAS**) or other standardized and Public Charter School Board (**PCSB**) approved assessments, describe the percentage of academic achievement gained and the impact on student performance, environmental culture, and/or teaching quality.

Part E - Budget and Narrative (max. 20 Points) (500 word maximum)

- Complete the budget tabs provided in Tabs 9-11. The budget for this application should provide detailed, itemized cost information that reflects personnel and other direct costs.
- Provide a detailed narrative explanation of the proposed project that shall contain a justification for each category listed in the budget. The narrative should clearly state how the applicant arrived at the budget figures. Provide a burn rate percentage for the grant expenditures in part D of the budget narrative section (tab 9).

LATE APPLICATIONS WILL NOT BE FORWARDED TO THE REVIEW PANEL

Attachment 4.1

Official Intent to Apply Notification

(To Be Received By OSSE No Later than September 10, 2013 by 5:00 pm)

TO: Office of the State Superintendent of Education
810 First Street NE
8th Floor
Washington, DC 20002
Attention: John Savage, Elementary and Secondary and Support
john.savage@dc.gov
Telephone: (202) 654-6127

RE: Please accept this notification that the following *eligible* organization intends to apply for consideration of funding under the Federal Charter Schools Program Dissemination Grant RFA. (PDF Version Preferred)

Public Charter School Name: _____

Public Charter School Address: _____

Partner LEA/Collaborators (if any): _____

Contact Person: _____

Telephone: _____

Fax: _____

Email: _____

Signature: _____ Date: _____

I **attended** the Pre-Application Conference:

September 5, 2013, at 810 First Street, NE, 8th Floor Conference Room 806A, Washington, DC 20002, from 10:30am to 12:30pm.

Names of Attendees: _____

Attachment 4.2

Preliminary Eligible Public Charter Schools

The following public charter schools are eligible to apply. These schools have been in operation for at least three (3) full academic years prior to this announcement and have not received a Title V, Part B dissemination grant in the past. Only those that have demonstrated overall success may apply. (Please note that this list is subject to additional review and may change at the behest of certifying OSSE officials.)

Achievement Preparatory Academy PCS
Arts & Technology Academy PCS
Booker T. Washington PCS
Bridges PCS
Briya (Formerly Education Strengthens Families)
Cedar Tree PCS (Formerly Howard Road Academy PCS)
Center City PCS
Cesar Chavez PCS
Community Academy PCS
D.C. Preparatory Academy PCS
Eagle Academy PCS
Excel Academy PCS
Friendship PCS
Hope Community PCS
Hospitality PCS
Howard University Middle School (MS) ² PCS
Imagine SE PCS
KIPP DC PCS
Mary McLeod Bethune PCS
Meridian PCS
National Collegiate Prep
Paul PCS
Perry Street Preparatory PCS
Potomac Lighthouse PCS
Roots PCS
SEED PCS
St. Coletta PCS
Two Rivers PCS
Washington Latin PCS
Washington Math, Science & Technology PCS
William E. Doar, Jr. PCS



2013

Sample Dissemination Grant Application Scoring Rubric

Applicant:	Total Score:
	Reviewer Initials:

Rating Guidelines: Please circle the appropriate numeric value and total the scores for each sub criteria area. Provide a detailed **Strengths/Weaknesses** comment to justify the score for each sub criteria area and give the total score and general comments at the end of the rubric.

- A – Strong:** Project is specific, and comprehensive. It is complete, detailed, and clearly articulated information as to how the criteria are met. Well-conceived and thoroughly developed ideas.
- B – Limited:** General but sufficient detail. Adequate information as to how the criteria are met, but some areas are not fully explained and/or questions remain. Some minor project inconsistencies and weaknesses.
- C – Deficient :** Inadequate organization and/or development. Provided limited illustration of the key project ideas. Criteria appear to be minimally met, but limited information is provided about approach, activities and strategies. Lacks focus and detail.

Part A	Strong	Limited	Deficient
Eligibility (10 points) Describes parent participation and substantiated progress of student achievement.			
a. Clearly described and provided methods used to achieve substantial parent participation.	5	3	1
b. Provided narrative reflecting the substantiated progress of student achievement.	5	3	1
Strengths/Weaknesses:			
Part B	Strong	Limited	Deficient
Project Need (15 points) . Describes the overall need for the project by addressing the following criteria:			
a. Provided specific narrative of the partnering school(s) needs to be addressed by the project, their magnitude or severity, and the approach used to assess the needs.	5	3	1
b. The project reflected the qualitative information and quantitative data to support the needs for the project.	5	3	1
c. Provided a profile of the partnering school, detailed each school’s educational programs, and offered a narrative profile of each school’s student population.	5	3	1
Strengths/Weaknesses:			

Priority Initiative (25 Points). Provides a comprehensive narrative demonstrating how to meet the partnering schools needs using the priority initiative.			
a. Clearly described the use of best practices to improve student achievement or another priority initiative through a partnership with a public school or public charter school.	10	5	3
b. The priority initiative aligns with the project goal(s) and the activities and outcomes of the logic model.	10	5	3
c. Provided a clear level of accountability for both schools involved in the project.	5	5	3
Strengths/Weaknesses:			

	Strong	Limited	Deficient
3. Logic Model and Narrative (30 points). Describes the goals of the project and aligns with the project needs including the following:			
a. Provided a logic model with measurable outcomes and alignment with inputs, outputs that linked to measurable project objectives.	5	3	1
b. Clearly described the expected short term outcomes and how they would impact the partnering schools performance.	5	3	1
c. Provided a rationale for the proposed project including evidence and/or research supporting the chosen methods, activities, inputs, and outputs in the logic model.	5	3	1
d. Are the “best practices” of the LEA/campus clearly described and aligned with the needs of the partnering LEA? Was it clearly described how the chosen methods would prove to be successful over a continuous period?	5	3	1
e. Discussed how the project is expected to evaluate and disseminate the finished product and/or services.	5	3	1
f. The logic model reflects parent engagement in its design.	5	3	1
Strengths/Weaknesses:			

Part C			
	Strong	Limited	Deficient
Growth Index Summary (25 points). Provides a comprehensive description of the sustained growth, and proficiency including the following:			
a. The lead LEA/campus has achieved Tier 1 or 2 level or received Excellence Award from PCSB.	10	5	3
b. Described how continuous sustained growth/proficiency relates to the proposed logic model.	5	3	1
c. Using the DC CAS or another standardized assessment approved by the PCSB the lead LEA/campus described gained achievement and its impact on student performance, environmental culture, and or teaching quality.	10	5	3
Strengths/Weaknesses:			

Part D			
	Strong	Limited	Deficient
Budget and Narrative (20 points). The Budget and Narrative provide the following:			
a. An itemized budget along with a brief narrative of how the requested funds will be used.	10	3	1
b. A description of how the proposed expenditures are appropriate, reasonable, and necessary to support the project activities and goals.	5	4	2
c. Provided narrative for grant burn rate expenditures.	5	3	1
Strengths/Weaknesses:			

Total Score: () out of **125**

General Comments