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SUBMITTED THROUGH EGMS**

<https://osse.mtwgms.org/wdcossegsweb/logon.aspx>.

Request for Applications (RFA)

**Office of the State Superintendent of Education (OSSE)
Division of Postsecondary & Career Education**

College, Credential, and Career Ready Summer Initiative

Announcement Date: March 25, 2016

RFA Release Date: April 8, 2016

Pre-Application Conference: April 18, 2016 from 1-2:30 p.m.

Application Submission Deadline: May 9, 2016 by 4 p.m.

LATE OR INCOMPLETE APPLICATIONS WILL NOT BE REVIEWED.

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Section I: General Information

Background

The Office of the State Superintendent of Education (OSSE) envisions a city where every child leaves the K-12 education system ready to enter college, a career credential program, or a high-skill, high-wage, or high-growth career pathway.¹ The goal of the C3 Ready Summer Initiative is to ensure that more public middle and early high school students have access to college and career readiness programming and are prepared to enter high school. Further, OSSE seeks to build evidence of successful early exposure to college and career readiness programs operating in the District of Columbia.

Middle school (grades 6-8) and early high school (grade 9) are key stages in a student's pathway toward high school graduation and postsecondary readiness. Students who achieve a middle school grade point average (GPA) of 3.0 or above are more likely to access rigorous courses in high school and maintain high grades.² Middle school and grade 9 students with one or more failing grade, who have one or more suspension, or who miss more than 10 percent of school are twice as likely to drop out before graduating from high school.³ Students who are "C3 Ready" or ready to enter college, a credential program, or a career pathway have invested in school and begun to build their academic and non-academic skills from the early grades.

The C3 Ready Summer Initiative will fund programs that improve research-supported college and college readiness skills and competencies related to goal setting, time management and organization, and understanding of postsecondary pathways from middle school to college and careers.

The C3 Ready Summer Initiative is supported through local funds as part of a strategic citywide effort to have all public school students after high school graduation enroll in high-quality college and career education and/or be prepared for a career pathway ([D.C. Official Code §38-2611](#)).

OSSE Program Contact Information

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¹ See [Strengthening the pipeline to college & careers: A strategic plan for career and technical education in the District of Columbia](#) for definition of high-skill, high-wage, high-demand, and priority career fields.

² Allensworth, E. et al, [Looking forward to high school and college: Middle grade indicators of readiness in Chicago Public Schools](#). University of Chicago Consortium on Chicago School Research (November 2014).

³ Balfanz, R. et al, [On track for success: The use of early warning indicator and intervention systems to create a graduation nation](#). Everyone Graduates Center (November 2011).

Application Due Date

All applications are due to OSSE by 4 p.m. on May 9, 2016. **Applications must be submitted through the online [Enterprise Grants Management System \(EGMS\)](#). No paper applications are accepted.** Late applications will not be considered.

Section II: Initiative Goals & Program Requirements

C3 Ready Summer Goals

Through the C3 Ready Summer Initiative, OSSE will build partnerships between schools, community-based partners, and postsecondary institutions that improve key college and career readiness skills and competencies for middle and early high school youth. OSSE requests proposals for summer 2016 programming that addresses the following competencies and knowledge for middle school students (entering grades 6-8) and early high school students (entering grade 9):

1. Set long- and short-term academic and non-academic goals;
2. Effectively manage time and use strategies to organize academic work;
3. Understand high school systems and structures, including but not limited to GPA calculation and credit accrual, navigating support structures in the high school building (e.g., using the school counseling office); organization of the high school day (e.g., changing classes); and Washington, DC graduation requirements;
4. Understand and evaluate available high schools and college and career preparatory program options in Washington, DC; and
5. Understand how middle and high school academic performance connects to high-growth college and career pathways and priority career sectors, described below.

Focus on Priority Career Sectors

The December 2012 strategic plan by the District Career and Technical Education Taskforce identifies priority career sectors in the District of Columbia. These 12 career sectors were chosen by representatives of the Workforce Investment Council (WIC), Department of Employment Services (DOES), Public Charter School Board (PCSB), District of Columbia Public Schools (DCPS), the University of the District of Columbia, and OSSE based on both high-wage and high-demand criteria and the District’s economic development priorities. The priority career sectors are as follows:

Science, Technology, Engineering & Math	Information Technology	Business Management & Administration
Architecture & Construction	Law, Public Safety, Corrections & Human Services	Marketing
Transportation, Distribution & Logistics	Finance	Education & Training
Health Science	Arts, AV Technology & Communications	Hospitality & Tourism

All career-focused portions of programming supported by the C3 Ready Summer Initiative must align with these 12 priority career sectors.

Examples of Research-Supported High School, College & Career Readiness Services

While OSSE does not require specific interventions for programs receiving C3 Ready funding, the following selected strategies have been found to increase readiness for high school, college, and careers.

- Building sustained “near-peer” mentorship between middle and high school students and/or high school and college students;
- Ability for students to pursue longer-term independent projects, either individually or in a group;
- Development of career readiness skills, such as appropriate email and telephone communication and work-appropriate dress and behaviors;
- In-person exposure to the structure of high school, including changing classes, enhanced behavioral expectations, and rigorous academic exposure;
- Ability to form connections early with teachers, administrators, and other educators in their future high school;
- In-person exposure to college life through a daytime or overnight college visit; and
- Shadowing, internship, apprenticeship or other in-person exposure to career fields.

Linking School Year & Summer Programs: Optional School Year Component

Research on after school and out-of-school-time (OST) programs suggests greater success for programs that intentionally link school day, after school, and summer.⁴ Students who participate in linked school year and summer programs are more likely to maintain steady attendance and more likely to show positive long and short-term outcomes related to academic achievement, engagement, and personal development. In order to encourage student enrollment and attendance, during the 2016 grant cycle programs may use C3 Ready Summer funds to support activities that occur during the 2015-16 school year. The school year component must directly relate to the C3 Ready Goals and activities of the proposed summer program, and must target the same group of students. School year activities may occur after school, on weekends, or during school breaks (e.g., spring break). Proposed programs that include a local education agency (LEA) partner may choose to incorporate C3 Ready activities into an enrichment block or advisory period if it is already offered by the school(s) where the program is located. All other school year activities must occur outside of instructional hours.

This is an optional component of the initiative. Programs may not use more than 15 percent of their total grant award to fund school year activities.

Focus on Serving Students with Disabilities

OSSE is committed to supporting all students as they prepare for high school and explore college and career options. In summer 2016, OSSE will prioritize sub-grantees who commit to enrolling at least 25 percent of their program with students who have individualized education programs (IEPs). Applicants applying for this priority area will be asked to provide prior experience serving students with disabilities in OST or college and career readiness programming. Further, applicants will be asked to detail their plan for recruiting, enrolling, and serving students with disabilities. Of the total of \$200,000 available for this grant initiative, OSSE has earmarked \$50,000 for the priority of supporting students with disabilities.

⁴ Deschenes, S. and Malone, H.J., *Year-round learning: Linking school, afterschool, and summer learning to support student success*, Harvard Family Research Project (June 2011); McLaughlin, B. and Pitcock, S., *Building quality in summer learning programs: Approaches and recommendations*. National Summer Learning Association (September 2009).

Professional Development Opportunity: Universal Design for Learning Training

C3 Ready providers have the opportunity this year to attend Universal Design for Learning (UDL) training. UDL is a set of principles about curriculum development that gives individuals equal opportunities to learn. UDL provides guidance for creating instructional materials and programming that works for a broad variety of learners and can be customized for individual need. Learn more about UDL [here](#).

UDL trainings will be available for all individuals working on C3 Ready-supported summer programs. **Sub-grantees meeting the priority area serving students with disabilities (see below) must attend the UDL training.** For others, training is optional but strongly encouraged. All trainings will take place at OSSE's main building, 810 First St. NE, Washington, DC 20002.

Summer 2016 Priority Areas

OSSE will award additional priority points to applicants who propose to:

1. Enroll 70 percent or more of their program with students who qualify for Free or Reduced-Price Meals (FARMs), Temporary Assistance for Needy Families (TANF), or Supplemental Nutrition Assistance Program (SNAP) benefits.
2. Enroll 70 percent or more of their program with students who attend schools that receive funding under Title I Part A of the Elementary and Secondary Education Act. LEAs submitting applications for school sites that receive Title I Part A funding also meet this requirement.
3. Enroll more than 25 percent of their program with students who have individualized education programs (IEPs). Students must be qualified to receive specialized education services under the Individuals with Disabilities Education Act (IDEA).
4. Serve students in selected neighborhoods, as defined by focus Police Service Areas (PSAs). For summer of 2016, the focus PSAs are PSAs 507, 602, 604, 70 and 705/Congress Park. For a map of Police Service Areas, please visit the [Metropolitan Police Department](#) page.

C3 Ready Summer Initiative Program Requirements

Proposed summer programs must further meet the following requirements in order to be considered eligible for funding:

- Summer program will occur between June and August 2016. The only exception is limited activities funded through the school year component, as described above (*See Linking School Year & Summer Programs: Optional School Year Component*).
- Summer program will occur during daytime hours for at least six hours per day (e.g., 9 a.m. to 4 p.m.).
- Program must last between four and six weeks. The only exception is limited activities funded through the school year component, as described above.
- Program will target students in middle school, however, may enroll rising grade 9 students if middle school students will also be served. Programs proposing to serve only grade 9 students will not be funded.
- Program will spend at least 85 percent of time focusing on high school readiness, college and career exposure, awareness, and readiness. This can include academic and/or non-academic preparation for high school, college and careers.

- Program will spend at least 85 percent of time on hands-on activities for students, such as field trips, interactive guest speakers, or inquiry and project-based learning.
- Applicants must demonstrate prior experience working with middle school students (students in grades 6 through 8) or early high school students.

Recruiting & Enrolling Students

Applicants may propose to enroll a targeted group of students (i.e., from a certain public school or public school students from a certain neighborhood) in the proposed program, or they may propose a site open to all Washington, DC public middle schools and rising grade 9 students. For applicants proposing to target a certain group of students, programs must be at least 80 percent enrolled three weeks before the beginning date of the program. If the program is not 80 percent enrolled three weeks before the beginning date, the applicant(s) are required to reach out to other middle and high school students and families to meet full enrollment.

In order to ensure efficient use of funds, OSSE staff will conduct enrollment verification visits to each site that receives funding through this grant initiative midway through the program duration as specified by the applicant (for example, if the program is four weeks long, OSSE will visit the site during the second week of the program). For programs meeting the priority area serving students with disabilities, OSSE will further verify that at least 25 percent of the enrolled students meet this qualification.

If the program enrollment does not meet expectations, OSSE retains the right to adjust the amount of funding to reflect the students being served. OSSE and the applicant organizations will agree upon a date for the enrollment verification visit. OSSE agrees not to conduct enrollment verification without advance notice of the recipient organization(s).

Section III: Applicant Eligibility Information

Partnership Applications

OSSE accepts applications from consortia of local education agencies (LEAs) (i.e., the District of Columbia Public Schools (DCPS) and District of Columbia public charter schools providing elementary and secondary education), qualified community-based organizations (CBOs) with 501(c)(3) status, and qualified institutions of higher education (IHEs). LEA members of the consortia must serve middle school students and/or grade 9 students. OSSE believes that OST programs are strengthened when multiple partners invest their resources toward a common goal; therefore, OSSE requires partnership applications for this grant initiative. A partnership is defined as the following:

- A single LEA lead applicant with one or more qualified CBO or IHE partners; **OR**
- A single CBO or IHE lead applicant with multiple LEA partners.

All partners must submit signed letters of partnership that describe their programmatic and fiscal responsibilities and confirms their shared commitment to the project.

When writing a letter of partnership, ensure that the document formalizes a working relationship between the applicant and partnering organization(s). The document will describe how the two (or more) organizations will work together when opportunities to do so occur. This document is needed to demonstrate:

- Which partner will act as the fiscal agent and applicant for grant purposes;
- Trusts exists between the partner and the community organization;
- The partner and the community organization can identify specific beneficial ways to work together;
- The exchange of assistance is equitable and balanced;
- Expectations can be stated in simple, straightforward terms;
- An exchange of money may or may not be part of the understanding;
- There is no formal benchmark for measuring performance of the consortia members or penalty for failure of consortia members to perform; and
- The arrangement is for a specified period of time.

These additional documents should be submitted through EGMS along with the application for grant funding. Applications without attached letters of partnership signed by all partner organizations will not be accepted. An optional template for the letter of partnership will be provided by OSSE.

Pre-Matching of Interested Applicants

LEAs, CBOs, or IHEs that are interested in applying for funding but are lacking partners should attend the C3 Ready Summer Initiative Pre-Match Workshop. At the workshop, LEAs or organizations will have the opportunity to meet each other and develop partnerships for the purpose of this grant initiative.

C3 Ready Summer Initiative Info Session & Pre-Match Workshop:

Monday, April 18, 2016, 1-2:30 p.m.

Office of the State Superintendent of Education

Grand Hall, Third Floor

810 First St. NE, Washington, DC

[Click here to RSVP](#)

Additional Qualifications for Applicant Organizations

Local Education Agency Partners

Qualified LEAs are located in the District of Columbia and will serve middle school students (grades 6-8) and/or grade 9 students in the 2016-17 school year. **Individual schools in an LEA are not eligible to apply directly for funds or participate in partnerships.** All applications must be submitted by the LEA on behalf of the school.

Community-Based Organization Partners

CBOs must be nonprofit organizations located in the District of Columbia and have 501(c)(3) tax-exempt status under the Internal Revenue Code. **No grants will be made to organizations that do not have current 501(c)(3) status.** CBOs must demonstrate experience working with middle or early high school students and/or college and career preparation and access.

Institutions of Higher Education Partners

IHEs must be member organizations of the Consortium of Universities of the Washington Metropolitan Area; and/or IHEs must have prior experience running successful dual enrollment or dual credit programs for high school students.

Vendor Registration

All approved C3 Ready Summer Initiative CBO and IHE recipients must register to become a vendor in the District of Columbia prior to the commencement of their programs. Applying organizations must have a current Employer Identification Number (EIN). Information about applying for an EIN can be found [here](#).

In order to submit reimbursement requests through OSSE's online Enterprise Grants Management System (EGMS), lead applicant organizations will also have to register in the System for Award Management (SAM) prior to applying for funds from OSSE. Please see [here](#) for information on applying for a SAM account. Organizations will further be required to register for a Data Universal Number System (DUNS) number. Please see [here](#) for information on applying for a DUNS number. Only the lead CBO or IHE applicant for this grant initiative needs to register as a DC vendor. Partners not receiving funds directly from OSSE do not need to register.

Section IV: Program Evaluation

A primary goal of the 2016 C3 Ready Summer Initiative is to better learn what strategies and programs improve outcomes for students aligned to the C3 Ready Summer goals. The following are required components of the evaluation for C3 Ready Summer sub-grantees:

- All sub-grantees must submit information for students served, including Unique Student Identifier (USI) if applicable, student full name, date of birth, grade level in 2015-16, and 2015-16 school of attendance. This list will be required three weeks before the program start date to ensure 80 percent enrollment, after the first day of the program, and at the end of the program to reflect updated student attendance.
- All sub-grantees will be required weekly to submit student attendance logs.
- All sub-grantees will be asked to complete a final program report within 30 days of the closing date of program services.

Additionally, all students participating in programs supported by this grant will be required to take a pre- and post-program survey related to high school readiness and college and career expectations. This student survey will be provided by OSSE in both online and paper forms. For sub-grantees providing both school year and summer components, separate evaluations will be given for each section of the program.

Additional plans for assessment and evaluation by the organization or partnership should be described in the submitted proposal.

Section V: Funding Available

Grant Awards & Payments

A total of \$200,000 is available for the C3 Ready Summer Initiative. Of the total, \$50,000 is prioritized for serving students with disabilities and will be available for those programs meeting the 25 percent enrollment target. Based on prior experience and a survey of local summer program providers, OSSE anticipates that average cost per student will be approximately \$1,000 for this grant initiative including

both OSSE and applicant matching funds. Funds will be available in a staggered schedule over the length of the program.

Timing	Percentage of Funds Available
Pre-Summer (March-June)	20%
Mid-Summer (July)	30%
Post Program (August)	50%

Applicant 1:1 Funding Match

In order to receive funding for C3 Ready Summer Initiative, an applicant or partnership must provide a 1:1 match. For example, if an applicant requests \$10,000, they and their partner(s) must provide an additional \$10,000 from other funding sources for a total of \$20,000. Up to 50 percent of the applicant match may be in-kind funds.

Applicants should be aware that new funds must be used only to supplement, not supplant, any federal, state, or local dollars available to support summer college and career readiness activities for middle and high school students.

In order for a proposal for the C3 Ready Summer Initiative to be complete, applicants must complete the budgeting and applicant match worksheet in the Enterprise Grants Management System (EGMS). All matched funding sources must be documented and available for program use at the time of program implementation. Match funding sources may include federal, local, or private funds, and may include funding received through other OSSE grants. **In order to receive funding, applicants must document a 1:1 funding match.**

Section VI: Application Submission Logistics

Application Checklist

Complete applications will include the following:

- ✓ Contact information for organization Executive Director, Head of School, or other individual with the ability to make binding commitments on behalf of the LEA or organization;
- ✓ Summer Program Manager contact information;
- ✓ Budget or Business Manager contact information;
- ✓ Detailed project narrative clarifying how applicant and partners will target C3 Ready Summer Goals and evaluate success;
- ✓ Explanation of how applicant and partners will meet priority areas, if applicable;
- ✓ Letters of partnership for all partner organizations;
- ✓ Budget and budget narrative documenting 1:1 applicant match and sources;
- ✓ Up to date documentation of 501(c)(3) status and certificate of “Clean Hands” from the District of Columbia Government (as applicable); and
- ✓ Assurances

Submission in EGMS

The C3 Ready Summer Initiative application is available online through OSSE’s Enterprise Grants Management System (EGMS): <https://grants.osse.dc.gov> on April 18, 2016. All applications must be submitted through EGMS.

LEAs and organizations that have not done so will need to create a new user account in EGMS in order to apply for funding. The new user account will require an organization's EIN, SAM, and DUNS number and organizational contact information. Please note that applicants will need to complete and submit the "Central Data" application for the 2016 fiscal year in order to apply for funding.

Applicants will complete their proposals in EGMS and upload any supporting documentation. "Hard copy" paper and email submissions for the C3 Ready Summer Initiative will not be accepted. Only the lead applicant for this grant initiative needs to register in EGMS. Partners not receiving funds directly from OSSE do not need to register.

Applications must be submitted to EGMS by 4 p.m. on May 9, 2016. Late applications will not be considered.

Application Information Sessions

Applicants are encouraged to participate in one of the information sessions below.

Info Session & Pre-Match Workshop:

Monday, April 18, 2016, 1-2:30 p.m.

Office of the State Superintendent of Education

Grand Hall, Third Floor

810 First St. NE, Washington, DC

[Click here to RSVP](#)

Webinar Info Session:

Thursday, April 21, 2016, 10-11 a.m.

[Click here to RSVP](#)

Section VII: Application Scoring & Review Process

Review Process

Applications will be screened initially by OSSE staff to determine whether all application and eligibility requirements have been met. Only applications that meet all eligibility and application requirements will be evaluated, scored, and rated by the review panel.

OSSE will use external peer reviewers to review and score the applications received. External peer reviewers may include employees of the District of Columbia government who are not employed by OSSE. The review panel for this grant shall be comprised of neutral qualified individuals with professional experience in college and career readiness program development and administration. Awards based on how well applicants address the goals and meet the requirements and/or priority areas of this Request for Applications as specified in **Appendix A: Scoring Rubric**.

Description of Scoring

The criteria will be scored using the following indicators:

- No Evidence. The category is not addressed.
- Minimal Evidence. The category is addressed, but the applicant is missing a very large portion of the category or fails to provide required information.

- Partial Evidence. The applicant is missing some of the category, provides inaccurate information, or provides information that is not discernible.
- Full Evidence. The applicant provides general but sufficient detail, adequately addresses the category; however, some areas are not fully explained and/or questions remain. The application has some minor inconsistencies and weaknesses.
- Full and Through Evidence. The applicant provides specific and comprehensive information, and provides complete, detailed, and clearly articulated responses. The program design and description is well-conceived, fully developed, and original.

Section VIII: Award Administration

Notification of Awards

Applicants will be notified of final award decisions by Friday, May 6, 2016. Awards are not final until the applicant has received a Grant Award Notification (GAN) from OSSE.

Monitoring

As noted above, OSSE will conduct one enrollment verification visit midway through the duration of the program as described by the applicant. OSSE retains the right to adjust the amount of funding to reflect the students being served. OSSE and the applicant organizations will agree upon a date for the enrollment verification visit. OSSE agrees not to conduct enrollment verification without advance notice to the recipient organization(s).

Reporting

Organizations or partnerships receiving funds must comply with the following reporting requirements:

1. **Weekly update on participant attendance.**
2. **Enrollment List.** All programs must provide enrollment list, including student name, grade, date of birth, and last school of enrollment in the 2015-16 academic year. Up-to-date enrollment information is required three weeks before the start of the summer program, after the first day of the summer program, and at the conclusion of the program.
3. **Pre-Summer Report (if applicable).** For those programs choosing to implement a school year component, OSSE requires a report after the close of the school year component and prior to the summer program.
4. **Final Evaluation Report.** A final evaluation report is due within 30 days of the program end date. At a minimum the final report should detail student enrollment, attendance, an overview of program activities, and student progress toward meeting the C3 Ready Goals and objectives of the program.

Timeline

Date	Activity
March 25, 2016	Release of Notice of Funding Availability (NOFA)
April 8, 2016	Release of Request for Applications (RFA)
April 18, 2016	Information Session & Pre-Match Workshop
April 18, 2016	Application Open in EGMS
April 21, 2016	Webinar Info Session

May 9, 2016	Application Closed – all submissions due in EGMS by 4 p.m.
May 13, 2016	Grant Award Notification (GAN)
May 16, 2016	Beginning of Optional School Year Component
June 2016	Summer Programs Begin
July-Aug., 2016	Summer Programs Conclude
Sept. 30, 2016	Final Report Due

Grant Award Payment

OSSE has implemented a reimbursement process for all sub-recipients. Grant award payments are reimbursable on a monthly basis. Program costs must be paid by the sub-recipient to the payee prior to requesting reimbursement; it is not sufficient for costs merely to be incurred. Sub-recipients may receive payment for allowable expenditures for which obligation was made during the grant period through the reimbursement request process. To receive reimbursement for grant program expenditures, OSSE sub-recipients must complete and submit the applicable reimbursement workbook(s) electronically.

Audits

At any time or times before final payment and for three years thereafter, the District and/or the federal government may audit the sub-recipient’s expenditure statements and source documentation. The sub-recipient cannot at any time prior to the application process nor during the award period be in violation of any previous grant obligations to the District of Columbia government or a United States federal agency.

Terms & Conditions

- Funding for this award is contingent on available 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 that it is in the best interest of OSSE to do so. OSSE shall notify the applicant if it rejects the applicant’s proposal. OSSE may suspend or terminate an outstanding RFA pursuant to its own grant making rules(s) or any applicable federal regulation or requirement.
- OSSE reserves the right to issue addenda and/or amendments subsequent to the issuance of the RFA, or to rescind the RFA.
- OSSE shall not be liable for any costs incurred in the preparation of applications in response to the RFA. Applicant agrees that all costs incurred in developing the application are the applicant’s sole responsibility.
- OSSE may conduct pre-award on-site visits to verify information submitted in the application and determine if the applicant’s facilities are appropriate for the services intended.
- OSSE may enter into negotiations with an applicant and adopt a firm funding amount or other revision of the applicant’s proposal that may result from negotiations.
- OSSE shall provide the citations to the statute and implementing regulations that authorize the grant or sub 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 thereof, then the provisions of

the applicable law or regulation shall control and it shall be the responsibility of the applicant to ensure compliance.

Nondiscrimination in the Delivery of Services

In accordance with the District of Columbia Human Rights Act of 1977, no educational institution shall deny, restrict, or abridge, or condition the use of, or access to, any of its facilities, services, programs, or benefits of any program or activity to any person otherwise qualified, wholly or partially, for a discriminatory reason, based upon the actual or perceived: race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, source of income, or disability of any individual. In addition, no educational institution shall make or use a written or oral inquiry, or form of application for admission, that elicits or attempts to elicit information, or to make or keep a record, concerning the race, color, religion, or national origin of an applicant for admission, except as permitted by District of Columbia regulations.

Confidentiality

Except as otherwise provided by local or federal law, no recipient of a DC PAY grant shall use or reveal any research, statistical information, or personally identifiable information furnished by OSSE for any person or for any purpose other than that for which such information was obtained in accordance with the OSSE program funded. Any identifiable personal information, and any copy of such information, shall be immune from legal process and shall not, without the written consent of the person identified in the information, be admitted as evidence or used for any purpose in any action, suit, or judicial, legislative, or administrative proceeding.

Appearance of a Conflict of Interest

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

Assurances

Program Specific Assurances

Applicants will be required to attest to the following program specific assurances, as applicable:

1. Our fiscal records are kept in accordance with Generally Accepted Accounting Principles (GAAP) and account for all funds, tangible assets, revenue, and expenditures whatsoever; that all fiscal records are accurate, complete and current at all times; and we give the sponsoring agency through any authorized representative, the right to audit and inspect all records, books, papers, or documents related to the grant;
2. We are current on payment on all federal and District taxes, including Unemployment Insurance taxes and Workers' Compensating premiums. (Except for public or charter schools, this statement of certification shall be accompanied by a Certificate of Good standing from the District of Columbia Office of Tax & Revenue [OTR] stating that the entity has complied with the filing requirements of District of Columbia tax laws and has paid taxes due to the District of Columbia, or is in compliance with any payment agreement with OTR.);

3. We have demonstrated administrative and financial capability to provide and manage the proposed services and ensure an adequate administrative performance and audit trail;
4. If required by the grant making agency, we are able to secure a matching amount not less than the total amount of the funds awarded, against losses of money and other property caused by fraudulent or dishonest acts committed by any employee, board member, officer, partner, shareholder, or trainee;
5. We are not proposed for debarment or presently debarred, suspended, or declared ineligible, as required by Executive Order 12549, "Debarment and Suspension," and implemented by 2 CFR 180, for prospective participants in primary covered transactions and are not proposed for debarment of presently debarred as a result of any actions by the District of Columbia Contract Appeals Board, the Office of Contracting and Procurement, or any other District contract regulating Agency;
6. We have the financial resources and technical expertise necessary to perform the grant or sub grant, or the ability to obtain them;
7. We will insure that the facilities under our school or organization's ownership, lease or supervision, which shall be utilized in the accomplishment of the project are compliant with all District statutes, codes, and regulations;
8. We know and understand that awarded funds shall be used to support activities to improve research-supported college and college readiness skills and competencies related to goal setting, time management and organization, and understanding of postsecondary pathways from middle school to college and careers; and
9. We will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly with whom they have family, business, or other ties.

Acknowledgement Assurances

Applicants will be required to acknowledge compliance with the following District and Federal statutes and regulations, as applicable:

1. The Americans with Disabilities Act of 1990, Pub. L. 101-336, July 26, 1990, 104 Stat. 327 (42 U.S.C. § 12101 et seq.)
2. Rehabilitation Act of 1973, Pub. L. 93-112, Sept. 26, 1973, 87 Stat. 355 (29 U.S.C. § 701 et seq.)
3. The Hatch Act, Chap. 314, 24 Stat. 440 (7 U.S.C. § 361a et seq.)
4. The Fair Labor Standards Act, Chap 676, 52 Stat, 1060 (29 U.S.C. § 201 et seq.)
5. The Clean Air Act (subgrants over 41000,000) pub. L. 108-201, February 24, 2004, (42 U.S.C. Chap 85 et seq.)
6. The Occupational Safety and Health Act of 1970, Pub. L. 91-596, Dec. 29, 1970, 84 Stat. 1590 (26 U.S.C. 651 et seq.)
7. The Hobbs Act (Anti-Corruption), Chap 537, 60 St. 420 (see 18 U.S.C. § 1951)
8. Equal Pay Act of 1963, Pub. L. 88-38, June 10, 1963, 77 Stat. 56 (29 U.S.C. § 201)
9. Age Discrimination Act of 1975, Pub. L. 94-135, Nov. 28, 1975, 89 Stat. 728 (42 U.S.C. § 6101 et seq.)
10. Age Discrimination in Employment Act, Pub. L. 90-202, Dec. 15, 1967, 81 Stat. 602 (29 U.S.C. § 621 et seq.)
11. Military Selective Service Act of 1973
12. Title IX of the Education Amendments of 1972, Pub. L. 92-318, June 23, 1972, 86 Stat. 235, (20 U.S.C. § 1001)

13. Immigration Reform and Control Act of 1986, Pub. L. 99-603, Nov 6, 1986, 100 Stat. 3359, (8 U.S.C. § 1101)
14. Executive Order 12459 (Debarment, Suspension and Exclusion)
15. Medical Leave Act of 1993, Pub. L. 103-3, Feb. 5, 1993, 107 Stat. 6 (5 U.S.C. § 6381 et seq.)
16. Drug Free Workplace Act of 1988, Pub. L. 100-690, 102 Stat. 4304 (41 U.S.C. § 701 et seq.)
17. Assurance of Nondiscrimination and Equal Opportunity as found in 29 CFR § 34.20
18. District of Columbia Human Rights Act of 1977, D.C. Official Code § 2-1401.01
19. Title VI of the Civil Rights Act of 1964
20. District of Columbia Language Access Act of 2004, DC Law 15 -414, (D.C. Official Code § 2-1931 et seq.)
21. Lobbying Disclosure Act of 1995, Pub. L. 104-65, Dec 19, 1995, 109 Stat. 693, (31 U.S.C. § 1352)
22. Individuals with Disabilities Education Act of 2004 (IDEA), (20 U.S.C. § 1400 et seq.)

APPENDIX A: SCORING RUBRIC

FY 2016 COLLEGE, CREDENTIAL, AND CAREER READY SUMMER INITIATIVE

Applications will be objectively reviewed by a neutral panel of content experts and scored against the criteria outlined below:

SECTION A: Goals and Objectives (Maximum 20 points)				
C3 Ready Goals				
<p>The applicant describes a compelling program design and curriculum that improves student mastery of the C3 Ready Summer Goals:</p> <ol style="list-style-type: none"> 1. Students effectively manage time and use organization strategies; 2. Students set long- and short-term academic and non-academic goals; 3. Students understand high school systems and structures, including but not limited to GPA calculation and credit accrual, navigating support systems in the high school building, organization of the high school day, and DC graduation requirements; 4. Students understand and can evaluate available high schools and college and career preparatory program options in Washington, DC; 5. Students understand how middle and high school academic performance connects to high-growth college and career pathways, and Priority Career Sectors. 				
No evidence – the category is not addressed	Minimal evidence – the category is addressed, but the applicant is missing a large portion of the required information	Partial evidence – the applicant is missing some of the category	Full evidence – the applicant provides general but sufficient detail, however some areas are not fully explained	Full and thorough evidence – the applicant provides specific and comprehensive information
0	5	10	15	20
<i>Strengths:</i>				
<i>Weaknesses:</i>				

SECTION B: Project Narrative (Maximum 20 points)
Partner Organizations
<p>The applicant describes all partner organizations and their programmatic and fiscal responsibilities. Signed letters of partnership are included with the application.</p>

No evidence – the category is not addressed	Minimal evidence – the category is addressed, but the applicant is missing a large portion of the required information	Partial evidence – the applicant is missing some of the category	Full evidence – the applicant provides general but sufficient detail, however some areas are not fully explained	Full and thorough evidence – the applicant provides specific and comprehensive information
0	1	2	3	4
<i>Strengths:</i>				
<i>Weaknesses:</i>				
Program Implementation				
The applicant documents how at least 85% of time incorporates hands-on activities for students, such as field trips, interactive guest speakers, or project-based learning. Applicant documents how at least 85% of time focused on high school readiness, college and career exposure, awareness, and readiness.				
No evidence – the category is not addressed	Minimal evidence – the category is addressed, but the applicant is missing a large portion of the required information	Partial evidence – the applicant is missing some of the category	Full evidence – the applicant provides general but sufficient detail, however some areas are not fully explained	Full and thorough evidence – the applicant provides specific and comprehensive information
0	2	4	6	8
<i>Strengths:</i>				
<i>Weaknesses:</i>				
Program Timing				
The applicant identifies the length of time per day and number of weeks for the program and site location(s).				
No evidence – the category is not addressed	Minimal evidence – the category is addressed, but the applicant is missing a large portion of the required information	Partial evidence – the applicant is missing some of the category	Full evidence – the applicant provides general but sufficient detail, however some areas are not fully explained	Full and thorough evidence – the applicant provides specific and comprehensive information
0	1	2	3	4
<i>Strengths:</i>				

<i>Weaknesses:</i>				
Outreach & Recruitment				
The applicant provides a detailed plan of how they will target and enroll students and ensure attendance in the program.				
No evidence – the category is not addressed	Minimal evidence – the category is addressed, but the applicant is missing a large portion of the required information	Partial evidence – the applicant is missing some of the category	Full evidence – the applicant provides general but sufficient detail, however some areas are not fully explained	Full and thorough evidence – the applicant provides specific and comprehensive information
0	1	2	3	4
<i>Strengths:</i>				
<i>Weaknesses:</i>				

SECTION C: Evaluation and Budget (Maximum 10 points)				
Evaluation Plan				
The applicant describes how they will measure student-level program outcomes over the course of the proposed program.				
No evidence – the category is not addressed	Minimal evidence – the category is addressed, but the applicant is missing a large portion of the required information	Partial evidence – the applicant is missing some of the category	Full evidence – the applicant provides general but sufficient detail, however some areas are not fully explained	Full and thorough evidence – the applicant provides specific and comprehensive information
0	2	3	4	5
<i>Strengths:</i>				
<i>Weaknesses:</i>				
Budget				
The applicant documents the required 1:1 match and provides a clear explanation of source(s) of match funds and value of in-kind funds. The budget is clear and appropriate for the program proposed.				
No evidence – the category is	Minimal evidence – the	Partial evidence – the	Full evidence – the	Full and thorough

not addressed	category is addressed, but the applicant is missing a large portion of the required information	applicant is missing some of the category	applicant provides general but sufficient detail, however some areas are not fully explained	evidence – the applicant provides specific and comprehensive information
0	2	3	4	5
<i>Strengths:</i>				
<i>Weaknesses:</i>				

SECTION D: Priority Points (Maximum 12 points)

Serving Low-Income Students

The applicant has a strong plan to recruit and serve students who qualify for Free or Reduced Meals (FARMS), Temporary Assistance for Needy Families (TANF), or Supplemental Nutrition Assistance Program (SNAP) benefits, or students who attend schools that receive Title 1 funding.

No evidence – the category is not addressed	Minimal evidence – the category is addressed, but the applicant is missing a large portion of the required information	Partial evidence – the applicant is missing some of the category	Full evidence – the applicant provides general but sufficient detail, however some areas are not fully explained	Full and thorough evidence – the applicant provides specific and comprehensive information
0	1	2	3	4

Strengths:

Weaknesses:

Serving Students with Disabilities

The applicant’s proposed program enrolls at least 25% of students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA). The applicant includes a convincing plan for recruiting, enrolling, and serving students with disabilities.

No evidence – the category is not addressed	Minimal evidence – the category is addressed, but the applicant is missing a large portion of the required information	Partial evidence – the applicant is missing some of the category	Full evidence – the applicant provides general but sufficient detail, however some areas are not fully explained	Full and thorough evidence – the applicant provides specific and comprehensive information
0	1	2	3	4

<i>Strengths:</i>				
<i>Weaknesses:</i>				
Target Police Service Areas (PSAs)				
The applicant's proposed program serves students from one or more Strong Summer DC focus Police Service Areas (PSAs): 507, 602, 604, and 702.				
No evidence – the category is not addressed	Minimal evidence – the category is addressed, but the applicant is missing a large portion of the required information	Partial evidence – the applicant is missing some of the category	Full evidence – the applicant provides general but sufficient detail, however some areas are not fully explained	Full and thorough evidence – the applicant provides specific and comprehensive information
0	1	2	3	4
<i>Strengths:</i>				
<i>Weaknesses:</i>				

Description of Scoring

The criteria will be scored using the following indicators:

- No Evidence. The category is not addressed.
- Minimal Evidence. The category is addressed, but the applicant is missing a very large portion of the category or fails to provide required information.
- Partial Evidence. The applicant is missing some of the category, provides inaccurate information, or provides information that is not discernible.
- Full Evidence. The applicant provides general but sufficient detail, adequately addresses the category, however some areas are not fully explained and/or questions remain. The application has some minor inconsistencies and weaknesses.
- Full and Through Evidence. The applicant provides specific and comprehensive information, and provides complete, detailed, and clearly articulated responses. The program design and description is well-conceived, fully developed, and original.