School Year 2021-22 High-Impact Tutoring Request for Applications

RFA Release Date: June 18, 2021
Applications Due Date: July 19, 2021, by 5:00 pm EST

There are no mandatory meetings necessary to apply for this grant competition. All information is available on the Learn24 website. The Office of Out of School Time Grants and Youth Outcomes (OST Office) located in the Office of the Deputy Mayor for Education (DME), and the Office of the State Superintendent (OSSE) wants to support applicants and encourages all applicants to participate in the various opportunities for support.

Applications and attachments must be submitted through Seamless Docs at https://dcgov.seamlessdocs.com/f/SY202122_HIT_RFA. Successfully submitted applications will receive a confirmation upon receipt of submission. If a confirmation is not received, contact RFA.SY21-22@dc.gov **within 24 hours** from the time of submission. Applications that do not receive a confirmation will not be reviewed.

One application per organization will be accepted in response to this Request for Applications.

Late, incomplete, paper, or email applications will not be considered. All funding decisions are final and are not subject to review, appeal, or protest.

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SECTION A: STATEMENT OF WORK

A.1 Introduction

The Government of the District of Columbia (District) is committed to supporting students in preparing for a bright future. In service of that commitment, the District is seeking to support strong nonprofit organizations that provide students with high-quality programming.

The funds available through this Request for Applications (RFA) will be awarded through the Office of Out of School Time Grants and Youth Outcomes (OST Office), located in the Office of the Deputy Mayor for Education (DME). The grant funds are provided by the Office of the State Superintendent (OSSE) through the American Rescue Plan and grant awards are contingent upon the availability of funds.

Learn24 is the name for the network that supports equitable access to high-quality, OST programs for the District's students. Learn24 supports coordination among nonprofit organizations and District government agencies through targeted grant-making, data collection, evaluation, and through the provision of training, capacity building, and technical assistance to OST providers. The OST Office stewards the Learn24 brand to bring awareness of the OST Office, The Institute for Youth Development, Commission on Out of School Time Grants and Youth Outcomes, higher education partners, District agencies, philanthropic partners, and the hundreds of nonprofits and schools that offer programs to students outside the school day.

A.2 Scope

The School Year 2021-22 High-Impact Tutoring (HIT) RFA invites nonprofits with strong fiscal infrastructure and demonstrated success providing tutoring programs to apply. The RFA seeks to support existing successful evidence-based tutoring programs to scale and/or support experienced evidence-based tutoring programs that can demonstrate the ability to deliver a new tutoring program to serve students in grades pre-K-12. Grant funds may only be used to serve students attending a District public school (DCPS or charter school).

For the purposes of this RFA, OST programming is defined as a structured and supervised tutoring program offered to District students before school, during school, or after school for a minimum of at least two (2) times a week for a minimum of 90 minutes per week for at least 25 weeks during the 2021-22 school year.

A.2.1 Amount of Funding to be Awarded

Grant awards are contingent on the availability of funds transferred by OSSE to the OST Office. The grant awards are from a federal source. The OST Office anticipates awarding up to $4,750,000 in total awards and does not anticipate continuation of funds.

Applicants may request a minimum of $150,000 and a maximum of $750,000. In order to receive the maximum grant award, applicant must deliver or implement an evidence-based tutoring program for a minimum of 250 students. A provider can serve students across multiple school campuses. The OST Office maintains the right to adjust the grant award amount.

A.2.2 Outcomes

Eligible tutoring programs must focus on the critical need subject areas of literacy and math in grades pre-K-12. Applicant must be able to describe how outcomes are measured and the tools to measure progress.

A.2.3 Target Population

Grants will be awarded to organizations serving students in grades pre-K-12.

Preference will be given to tutoring programs that serve students who are in targeted high need grade and content bands (early elementary literacy and middle school math), students who are most in need (such as justice system involved youth including students who are under the custody of the Department of Youth Rehabilitative Services (DYRS), students under the supervision of Family Court Social Services Division (FCSSD) and students entitled to special education services while under the custody of the Department of Corrections (DOC), English Language Learners, those disengaged during the FY20-21 school year) or at-risk and would benefit from access to a high-impact tutoring program.

As defined by the Fair Student Funding and School – Based Budgeting Amendment Act of 2013, Section 4 (a) (2A) "at–risk" means a DCPS student or a public charter school student who is identified as one or more of the following:

(A) Homeless;
(B) In the District's foster care system;
(C) Qualifies for the Temporary Assistance for Needy Families program or the Supplemental Nutrition Assistance Program; or
(D) A high school student that is one year older, or more, than the expected age for the grade in which the student is enrolled.

The tutoring program must be available to any student who attends a District school partnering with the applicant organization and who is part of the program's target population.

In order to receive the full grant award, applicants should serve a minimum of 250 unduplicated students.

A.2.4 Grant Period

The grant period is from August 1, 2021 through July 31, 2022.

A.2.5 Program Design

Research on HIT[1] demonstrates that specific types of programs are more effective than others in accelerating student learning. Tutoring programs eligible for this grant funding will include the following program design features:

- **Program Length and Frequency:** Eligible tutoring programs must offer consistent tutoring for the same students for at least 90 minutes per week for at least 2 times per week for a minimum of 25 weeks, though preference will be given to longer programs.

  Individual students served by the program shall participate in tutoring for no fewer than 10 weeks, and in groups of no larger than 3 students per tutor. Preference will be given to programs with 1 or 2 students per tutor. The programming may occur at any time during the grant period.

  Tutoring programs eligible for this grant will deliver all programming in-person, except as needed in the case of a public health emergency as determined by Mayoral Orders, DC Department of Health, or any DC law. All eligible programs must adhere to safety and security measures required by Mayoral Orders, D.C. Department of Health, or any D.C. Law.

- **Program Schedule:** HIT programs conducted during or immediately before or after the school day are approximately twice as effective as those conducted outside the school day.[2] Preference will be given to programs conducted during or adjacent to the school day (i.e. in the morning immediately before school or in the afternoon immediately after school).

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[1] EdResearch for Recovery. Accelerating Student Learning with High-Dosage Tutoring. February 2021.
[2] EdResearch for Recovery. Accelerating Student Learning with High-Dosage Tutoring. February 2021.

- **Program Content and Materials:** High-quality HIT programs must serve as an intentional use of additional time at school, with a specific focus on building prerequisite knowledge and skills while simultaneously integrating new learning that is part of the grade-level curriculum. Eligible programs must use high-quality instructional materials that align with students' core classroom content and grade-level standards.

  Eligible programs must not focus on remediation or giving students simpler materials from a previous grade level. Programs should focus on providing students with concepts and skills that are most critical to accessing upcoming content in the core curriculum. While tutors may take on the role of helping struggling students "catch up," that should not be the program's primary focus, and eligible programs must ensure the tutors build foundational skills while making connections to the content students are learning in class. Preference will be given to programs that can demonstrate a strong connection between core curriculum at a student's school and tutoring program content, including but not limited to evidence of partnership and co-planning of programming with participating students' school staff.

- **Program Evidence Requirements:** Eligible tutoring programs must implement or propose to implement an evidence-based intervention to improve outcomes for students that has strong, moderate, or promising evidence, as defined by the Elementary and Secondary Education Act (ESEA), Section 8101(21)(A).[3]

  > EVIDENCE-BASED— (A) IN GENERAL—[…] the term ''evidence-based'', when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that—
  >
  > (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
  >
  > 1. (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
  > 2. (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
  > 3. (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or
  >
  > (ii) (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
  > (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

  Preference will be given to programs that can demonstrate evidence of effectiveness of the program's implementation by their own organization, and secondary preference will be given to applicants that can demonstrate evidence of effective implementation by another organization.

A.2.6 Program Locations

Organizations may apply to serve students at one or multiple schools across the District. This includes all pre-K-12 DCPS and public charter schools as well as campuses providing educational services to students in the care of D.C. (SCDC) attending Maya Angelou Academy at New Beginnings and the school at the Youth Services Center operated by the Department of Youth Rehabilitative Services (DYRS), and the Inspiring Youth Program (IYP) operated by the Department of Corrections (DOC). The OST Office has the right to ask for verification of partnership with the school(s).

Applicants should be able to list the specific school(s) with which they plan to partner, and preference will be given to applicants who submit proof of partnership with these school(s) (e.g. Letter of Intent (LOI) or Memorandum of Understanding (MOU)) as part of their applications.

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[3] U.S. Department of Education. Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments. September 2016.

A.3 Eligibility

A.3.1 Organizational Structure and Status Requirements

Organizations must have a 501(c)(3) nonprofit status as determined by the Internal Revenue Service (IRS) for a minimum of five (5) years at the time of submission. Applicant must submit 501(c)(3) designation letter from the Internal Revenue Service (IRS). (Appendix 6)

Applicant must be incorporated and registered to operate in the District of Columbia. Applicant must submit a District of Columbia, Department of Consumer Regulatory Affairs (DCRA) Certificate of Incorporation, or District of Columbia Registration as Foreign Entity. (Appendix 7)

All applicants must be in good standing with the:

a. IRS as evidenced by the most recent two (2) years of Form 990 filings.
b. District as evidenced by:
    i. DCRA Basic Business or Charitable Solicitation License (Appendix 8)
    ii. DCRA Certificate of Good Standing (Appendix 9)
    iii. Office of Tax and Revenue (OTR) Clean Hands Certificate (Appendix 10)

If the applicant is a prior Learn24 grantee, the applicant must be compliant with all prior grant agreements.

A.3.2 Organizational Programmatic Focus and Experience

Organizations' primary vision and program focus must be on serving District students with intentional opportunities that help students reach academic outcomes. Organizations must have at least five (5) years of proven success offering tutoring programming, as evidenced by the organization's own data or external study.

"Tutoring programming" must include structured and supervised programs that make intentional use of time and employ high-quality instructional materials. Applicants' proven success with tutoring programming must include academic support that extends beyond "homework help" or supervised study halls. Organizations must also have at least five (5) years of experience serving students in the target program population described in section A.2.3. A one-page logic model or theory of change is required and does not count toward the narrative page limitation.

A.3.3 Organizational Finance

The District supports fiscally responsible organizations. As part of the District's efforts to support fiscally responsible organizations indirect costs, should not exceed 30% of the total budget.

The applicant must include copies of:

1. Current fiscal year Income Statement and Profit/Loss Statement
2. IRS Form 990 & all schedules, if required for filing: Two (2) years of the most recently filed and signed Form 990 or 990EZ, inclusive of any schedules filed.
3. Board approved organization budget (Local Education Agency (LEA) are exempt).
4. Recent audit conducted by an independent CPA completed within the last 24 months.

A.3.4 Grant Fund Limitations

Grant funds may not be used for any of the following activities:

> Serving students from other jurisdictions; any program other than the one described in the application; serving students outside of the definition provided by the Out of School Time Grants and Youth Outcomes Act § 2–1555.01; alcohol of any kind; bad debts; contingencies; indemnity insurance; self-insurance; retirement or pension plans; post-retirement benefits; legal expenses or professional service costs; land or building purchases or capital improvements; purchase of vehicles; entertainment or social activities; food or beverages associated with entertainment; food or beverages for staff, board, or volunteers; interest on loans; fines and

penalties; fines and penalties of any grant awards; fundraising or grant-writing; investment management costs or fees; membership to lobbying organizations or activities; direct gifts to lobbying campaigns; public relations of the organization (e.g., displays, ads, exhibits, conventions, travel); faith-based activities; staff or board bonuses, and/or staff, volunteer, or board incentives; any payments to members of the Board of Directors; participant cash incentives, stipends, or gift cards (other than nominal amounts); tuition, awards, and scholarships; re-granting (also known as sub-granting); subcontracting; and payment, taxes, or fees to any government agencies except as may be needed to comply with the District of Columbia's Criminal Background Check policy or Payroll Taxes.

Grant funds may not be used with other District of Columbia government grants to serve the same students in the same program at the same locations.

A.3.5 Grant Expenses

Grant funds awarded must be applied to direct program costs such as program staff salary and benefits, program supplies and materials, curricula, program evaluation, staff time and expenses related to procuring background checks, staff time related to data entry, reporting, accounting costs when related to program expenses, cleaning supplies, and Personal Protection Equipment (PPE).

The Nonprofit Fair Compensation Act of 2020, D.C. Law 23-185, Subchapter XI-A, allows any grantee to apply a federal Negotiated Indirect Cost Rate Agreement (NICRA) to the grant funds and approved budget. If a grantee does not have a NICRA, the de minimus indirect rate is 10%.

SECTION B: APPLICATION

B.1 Submission Requirements

Applications and attachments must be submitted by Monday, July 19, 2021, at 5:00 pm, submit here. Successfully submitted applications will receive a confirmation notice via the browser upon completion. Applicants should print the confirmation as evidence of completion. Applications without a confirmation or without evidence of completion, late, or incomplete applications will not be reviewed.

Submissions with any missing application components are considered incomplete and will not be reviewed.

The application will not be reviewed if applicant fails submit all required documents. Additional documents not requested will not be reviewed and will be removed from the application materials. Documents that exceed the page limitations will not be reviewed.

B.2 Narrative (14 pages maximum)

Responses should be written according to the sections below in the following order to receive maximum point allocation. Organizing the narrative by sections with the corresponding header is suggested. The narrative includes the budget narrative, but the actual budget calculations may be separate documents and will not count toward the maximum number of pages.

B.2.1 Narrative Format

The narrative must be formatted as follows:

- Margins: Use 1-inch margins.
- Font: Use 11-point Times New Roman font. Figures and captions can be in font size 8.
- Page Numbering: Number each page of the document consecutively.
- Spacing: Use single spacing.
- The use of tables, graphs, or charts are permitted and count towards the narrative page limit.

B.2.2 Organization History and Staff Experience

- Describe the organization's history, mission, and leadership. Describe the organization's approach and philosophy towards students' academic development.
- Name the key personnel that will manage and deliver the program, and personnel that will manage the grant.
- Describe the strategies, resources, training opportunities, or other supports the organization has in place to support and retain staff, teachers, and/or volunteers. Describe the training opportunities that staff, and volunteers have received or that the organization will plan to provide.
- Describe how the organization identifies structural racism and works to dismantle those systems.

B.2.3 Need, Description, and Justification of Program(s)

If the organization offers more than one tutoring program (e.g., elementary, middle or high school, or literacy or math), that will be funded through this grant, ensure the description is clear on the individual program(s) and provides adequate information on the following core components of all programs:

- Describe the target population served. Describe if the population served is "at-risk" as defined in the RFA (A.2.3). Describe why the program serves the target population identified.
- Describe a history of success and any measures of achievement for serving the target population.
- Describe how the organization will work with partner schools to identify individual students to participate in the tutoring program, including whether the prioritization of students is needs-driven, curriculum-driven, or universal, as described by EdResearch for Recovery, and provide the rationale for this method of selecting students.
- Describe the tutoring program model and activities to be funded through this grant, if awarded. Describe how the program is intentionally designed to meet the needs of the student. Describe the academic content that will be provided.
- Describe how the tutoring program will complement the core instruction of the academic day, specifically the curriculum used and content to be addressed.
- Describe the duration of the program (number of weeks, days, and hours of service) and the daily student experience. Describe the group size and when the program will take place.
- If applicable, describe how the program can be delivered in the event that virtual programming is needed. Describe how the program will deliver a high-quality virtual tutoring experience.

B.2.4 Program Measures

One-page logic model or theory of change (per program) is required for eligible tutoring program(s) and will be used in scoring this section of the application.

- Define how many students will be served by the grant funds. Describe the ability and how the program will serve the number of students proposed to serve.
- Describe the formative and summative assessments used to measure student progress, including pre- and post-intervention assessments.
- Describe how the program will use assessment data to tailor the program to students' needs and to provide individualized instruction.
- Describe the types of outputs and outcomes tracked, why the information is tracked, and how the information is used. Describe data collection methods and tools. Include any measurable objectives the program tracks.
- Describe the achievement of the programs for the past five years.
- Describe any changes or improvements made to the program based on data collected in previous years.
- Describe how data from the tutoring program will be relayed back to the student's school. Describe how student progress will be relayed to family members.
- Describe the base of evidence supporting the program's effectiveness, including whether it has strong, moderate, or promising evidence in support of its effectiveness.

B.2.5 School and Family Partnership

- Describe how the organization will solicit school partners or why solicitation is not needed. What criteria are used to determine a strong partnership between the two entities?

- Describe how communication between the school staff and tutors are shared. Describes communication with families.
- Define the number of students retained throughout the grant period and a history of retaining students in the program, or, if not applicable, explain why retention is not a goal.
- Describe strategies the program uses to retain students. If these techniques have been used previously, describe both the successes and challenges. If the strategies are new, describe the rationale that suggests success.
- Describe how the program supports caring relationships with between the staff and adults and the students If applicable, describe the types of training or work to support students outside of the tutoring program.

B.2.6 Budget

- Describe how the funds will scale new services and/or serve new participants. Describes how grant funds will be used.
- Describe the financial controls in place to manage federal grants. Describe a history of success managing federal grants.
- Describe in detail how the organization plans to raise revenue for the proposed program (e.g., fundraising events, private donations, government initiatives, etc.). Include details on other funding sources the organization is applying for or has secured for the program.
- Describe the applicant's plans to sustain the program beyond this grant.

SECTION C: APPLICATION DATES AND SCORING

C.1 Important Dates

- Friday, June 18, 2021: RFA Release
- Monday, June 21, 2021: Logic Model Workshop
- Wednesday, June 23, 2021: Logic Model Workshop
- Friday July 2, 2021: Grant Information Session
- Monday, July 12, 2021: Last day that questions may be submitted
- Thursday, July 15, 2021: Last day that answers will be published
- Monday, July 19, 2021: Completed applications due electronically by 5:00 p.m.
- July 2021: If needed, questions to applicants to clarify applications
- August 31, 2021: Awards announced via email

C.1.1 Grant Technical Assistance

- Grant Information Sessions: OST Office will host an information session to provide an overview and answer questions related to the RFA. Applicants are strongly encouraged to participate.
    - Friday, July 2, 2021 from 10:00 am – 11:00 am click here or at https://bit.ly/3pXcY3m to participate.

- Logic Model Training: Learn24 will host a workshop on how to create a program logic model
    - Monday, June 21, 2021 from 1:30 pm – 3:30 pm, register here or at https://www.eventbrite.com/e/logic-model-workshop-tickets-157738138017
    - Wednesday, June 23, 2021 from 10:30 am –12:30 pm register here or at https://www.eventbrite.com/e/logic-model-workshop-tickets-157738888261

C.1.2 Questions

Questions regarding the RFA must be submitted via email to RFA.SY21-22@dc.gov with subject line: High-Impact Tutoring. Questions and answers will be published beginning July 06, 2021. Once published, the questions and answers will be updated regularly as questions are received. Responses to questions will be provided through the document within 36 hours of receipt, except on weekends. Questions and answers can be found at https://bit.ly/3czI2R9.

C.2 Review Process

C.2.1 Scoring

Each proposal will be reviewed by three (3) reviewers using the scoring rubric. (Appendix 13)

Applicants may receive up to 108 points as follows:

- Organization History and Staff Experience (16 points)
- Need, Description, and Justification of Program(s) (32 points)
- Program Measures (20 points)
- School and Family Partnership (16 points)
- Budget (24 points)

In the event that three (3) reviewer scores differ by ten (10) points (+/-) or more from the average score, a fourth review will be completed, and the outlier will be discarded.

The reviewer scores will be used to calculate a final score that is then used to rank applications. The scores and ranks are used by the OST Office to make final award determinations. The District may provide additional points for priorities to ensure equity across the District. Additional points will be awarded consistently and objectively based on information supplied in the proposal.

C.2.2 Reviewers

OST Office will recruit and accept reviewers who have a background and knowledge of student development and academic programming. All reviewers are screened for conflicts of interest. Each reviewer will receive training on how to score using a scoring rubric.

C.2.3 Notification Process

All applicants will be notified via email about the status of the award in by August 31, 2021. Applicants will receive reviewer scores sheets in September 2021. Applicants should ensure RFA.SY21-22@dc.gov is on the list of acceptable email address to ensure receipt of emails related to the grant competition.

C.2.4 Awards

All funding decisions are final and are not subject to review, appeal, or protest.

SECTION D: SUCCESSFUL GRANT APPLICANTS

D.1 Requirements If Awarded

D.1.1 Grant Agreements

Grantees will complete grant agreements with Learn24 and submit all required documents by September 2021.

D.1.2 Grantee Meetings and Activities

The grantee must complete the activities as described in the application for which the grantee was funded. Any deviations should be raised with Learn24 in writing for review and approval, prior to being implemented.

A minimum of one (1) mandatory grantee meeting will be held during the grant period to discuss grant compliance, data use, forms, reporting requirements, and other relevant details.

D.1.3 Training and Certification

Grantees must have at least one (1) local, certified mandated reporter. The certificate of completion of the mandated reporter training must be provided during monitoring visits and uploaded into Cityspan. Mandated reporters are professionals obligated by law to report known or suspected incidents of child abuse and/or neglect. In addition, grantees should have a policy on how staff, volunteers, or contractors are informed or trained for suspicion of abuse and neglect and how to contact the organization's mandated reporter. Access the training here or at https://dc.mandatedreporter.org. The mandated reporter must have all current background clearances uploaded into Cityspan.

The grantee must provide the organization's Bullying Prevention Policy in accordance with the requirements of the Youth Bullying Prevention Act of 2012, D.C. Official Code §§ 2-1535.01 et seq., that is enforced on its property, sponsored functions, during transportation, and in electronic communications to students. The Youth Bullying Prevention Act provides information with respect to bullying prevention policies, codes of conduct, bullying investigations and appeals, the role of the Office of Human Rights (OHR), the OHR compliance procedure, and related matters. Grantee may contact the OHR for template language and assistance drafting a Bullying Prevention Policy.

At least one (1) person per physical site must have Cardio-Pulmonary Resuscitation (CPR) and First Aid training. Certification of completion will be verified during site visits and must be uploaded in the Cityspan database. All staff must be aware of the location of the trained CPR personnel on-site. This will be confirmed during monitoring visits.

D.1.4 Operations

Grantees will be required to provide to the District all certificates of insurance required by the Office of Risk Management described in Appendix 11.

Grantees must be compliant with the specific insurance requirements of the school(s) in which programming occurs.

Organizations shall maintain and be able to provide documentation related to the grant for five (5) years after receipt of the final payment. At any time before final payment and five (5) years thereafter, the District may request the organization's invoices, vouchers, receipts, statements, payroll register, program information and/or audits. If a grantee fails to comply with the grant agreement or significantly alters the intent of programming from the original application, this may result in a delayed or non-payment. Any payment may be reduced by amounts found to be unallowable costs as adjusted for prior overpayment or underpayment. In the event that all payments have been made to the organization and an overpayment or an unallowable cost has been identified the organization shall return funds within 30 days of receipt of written notification.

Organizations shall establish and maintain books, records, and documents (including electronic storage media) in accordance with Generally Accepted Accounting Principles and Practices (GAAP) and which include sufficiently supported documentation and properly reflect all revenues and expenditures of grant funds awarded. Supporting documentation includes canceled checks, proof of payment or electronic transfer, account statements, credit card receipts, invoices, petty cash slips, or other form of documentation that substantiates the expenditure listed.

If needed at any time during programming, at the request of the District, grantees may be required to accept and enroll as many as three students experiencing housing uncertainty. Grantees will have the opportunity to discuss this requirement with Grantor at the time of referral.

D.1.5 Data

Grantees are required to collect consent forms and participate in research and evaluation activities commissioned by the District. Grantees will submit data directly to the Grantor using Cityspan. These activities include but are not limited to enrollment and demographics of participants, attendance, collection of students/family consent forms, and distribution and entry of student surveys.

D.2 Monitoring and Compliance

Specific monitoring and progress report schedules will be established and included in the grant agreement. Grantor staff (with appropriate identification) may make a minimum of one scheduled and one unscheduled monitoring visit. During such visits, the organization is required to provide access to facilities, records, virtual programming modules and live sessions, as well as participants and staff, as deemed necessary. (Appendix 12)

Monitoring may involve interviews and random reviews of reports, documents, clearances, background checks, policies, procedures, and data to determine the organization's level of compliance with grant requirements and to identify specifically whether the organization's operational, financial, and management systems and practices are adequate to account for grant funds.

D.2.1 Staff and Volunteer Clearance Requirements

Grantees will be required to have the following background checks uploaded into Cityspan on all of the organization's staff, volunteers, and contractors who have regular (at least once weekly) and unsupervised access to students, including those conducting virtual programming:

- DC Child and Family Services Agency (CFSA) Child Protection Registry (CPR) and signed affidavit one-year after the initial CFSA CPR Check is completed.
- Federal Bureau of Investigation (FBI) criminal background Check and signed affidavit one-year after the initial FBI Check
- Metropolitan Police Department (MPD) criminal background check and signed affidavit one-year after the initial MPD Check, and
- National Sex Offender Registry (NSO) and signed affidavit one-year after the initial NSO check.

One-day visitors, guests, and volunteers that shall always be under the direct supervision of a staff member with appropriate clearances are exempt.

All clearances must be valid for the duration of the grant period or renewed prior to expiration, and align with the program site requirements (DCPS, DCPCS, etc.), and uploaded into Cityspan. Employees, volunteers, or contractors who are newly hired or under contract by the organization and have unsupervised contact with youth, must have background checks and clearances submitted to the appropriate agencies within the first week of employment and the organization must maintain proof of submission within the personnel file.

In the event that any staff, volunteer, or contractor has a background check returned with an issue or indication of past criminal history, the said result must be communicated to the Grantor within two (2) business days. Said staff, volunteers, or contractors involved may not have unsupervised interactions with youth until Grantor has made a determination.

D.2.2 Attendance

Grantees will be required to provide access to daily attendance or sign-in sheets as requested. Grantees will be required to submit daily attendance via a template provided by the OST Office or directly into the Learn24 database. Attendance must be entered at least monthly into the Learn24 database. In the case of virtual programming, grantee will be required to maintain and enter attendance of students and enter enrollment data into the Learn24 database.

D.2.3 Adult to Students Ratio

High impact tutoring programs must maintain an adult to participant ratio of at least 1:3 for students ages 5 – 17.

D.2.4 Safety

If awarded, District may request access to the following. (Appendix 12 for a full list)

- Emergency Preparedness Plan that deals with threats of terrorism, Code Red Days when extreme heat causes program interruption, etc. and includes a communication plan for key stakeholders

- CPR/First Aid, one certified person at each program site (does not need to be organizational staff)
- Procedural plan in the case of health emergency
- Mandated reporter policy
- Sign-in or attendance sheets
- Signed consent forms with the Family Educational Rights and Privacy Act (FERPA), if applicable
- Incident reports,
- Safety and security virtual protocols,
- Process for contacting parents to ensure students access to technology,
- Process for tracking technical equipment that is loaned to students, and
- Social distancing policies, if applicable.

D.2.5 Program Reporting

At the program start, grantees must enter the following information into the Learn24 database (Cityspan):

- Confirmed list of all program site(s)
- Hours of programming per site
- General program schedule

No later than the second week of programming, the grantee must provide the following information:

- Number of students enrolled in the program
- Number of students attending the program
- Student information
  - Full legal name
  - Home address
  - Date of birth
  - Gender
  - School grade
  - School name

Grantees will be required to complete program reports. Reports must be completed for the following time periods: August 1 – October 31; November 1 – January 31; February 1 – April 30; and May 1 – July 31. Reports include but not limited to the following:

- Total number of youth served throughout the program
- Number of youth who attended at least one day of the program
- Written report, including relevant information and successes, challenges, and changes.
- Data analysis and summary of students achievement

Grantee must be able to provide program reports related to the grant at the request of the District, OSSE of the U.S. Department of Education for at least five (5) years after receipt of the grant closeout letter.

D.2.6 Financial Reporting

Grantees will invoice the District via the DC Vendor Portal for reimbursement of the grant.

Grantees shall maintain records that contain information identifying any grant awards received, any authorizations, any obligations, any unobligated balances, all assets, all outlays, and all income. The records shall compare actual expenditures to the budget as well as cumulative grant award installments/payments.

Upon request, accounting records shall be supported by source documentation, including but not limited to, receipts, agreements, contracts, canceled checks, invoices, vouchers, paid bills, financial statements, approved time and attendance reports, bank statements, and payroll records. All of which shall be clearly identified, legible, and readily accessible to Grantor.

Grantee must provide an organizational audit for the grant funds within twelve (12) months at the completion of the grant.

Grantee must be able to provide financial reports related to the grant at the request of the District, OSSE of the U.S. Department of Education for at least five (5) years after receipt of the closeout letter.

D.2.7 Disbursements of Funds

Pending the availability of funds and upon receipt of a purchase order number, grantee will invoice the District up to 10% of the total grant award. Once the initial disbursement of funds has been expended and supporting documents have been approved by the Grant Manager, the grantee may be reimbursed for expenses related to the grant by invoicing the OST Office at least once per month. The final invoice of at least 5% of the total award may submitted upon receipt of the closeout letter from the Grant Manager.

D.2.8 Accountability Risk Profile

At the completion of a grant period, the OST Office shall provide the grantee an accountability risk profile ("ARP"), which shall designate the grantee as "low-risk", "medium-risk", or "high-risk".

As part of the process of making an ARP risk profile, the OST Office shall review whether the grantee met all grant agreement requirements, including program reporting and financial reporting.

The ARP risk classification will determine the amount of monitoring required for future grants and the eligibility of the grantee to apply to future RFAs or receive future grants from the OST Office.

An organization designated as "high-risk" shall not be eligible to apply for a grant from the OST Office until both: one (1) year has elapsed since the date of the designation; and two (2) appropriate documentation has been provided to the OST Office that documents the organization's performance has improved. Performance improvement can be documented either in the form of an audit or an independent program assessment.

SECTION E: APPENDICES

Appendix 1: Application Cover Sheet and Program Locations

Appendix 2: Certifications and Assurances

Appendix 3: Logic Model, optional template (one page per program)

Appendix 4: Sample Organization Annual Budget, Program Budget, and Sample Budget Template

Appendix 5: Glossary

Appendix 6: Sample IRS Determination Letter 501(c)3 Status: Tax Exempt Form

Appendix 7: Sample DCRA Certificate of Incorporation

Appendix 8: Sample DCRA Basic Business License or Charitable Solicitation License

Appendix 9: Sample DCRA Certificate of Good Standing

Appendix 10: Sample OTR Clean Hands

Appendix 11: Insurance Requirements

Appendix 12: Sample Monitoring Visit Checklist

Appendix 13: Scoring Rubric

Appendix 1: Submission Information

The following information will be collected electronically via the application submission. The template below is for informational purposes only.

Applicant Information

Organization legal name		
Employer Identification Number (EIN)		
Street address		
Has your organization had a contract with any DC Government agency that was terminated within the past 5 years?		☐ Yes ☐ No ☐ Unsure
If yes, please explain:		

Application Point of Contact Information

Name:			
Email:		Phone:	

Staff Information

Number of full-time employees:		Number of part-time employees:	

Budget Information

Grant Amount Requested:		Total Program Budget:		Organization Budget:	

Program Information

Check all grades the program will serve:	☐ Pre-k3 ☐ Pre-k4 ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12				
Start Date:		End Date:			
Is the program specifically targeting any special populations?	☐ English Learner ☐ Students with Disabilities ☐ All Boys ☐ All Girls ☐ LGBTQ+ ☐ Justice System Involved Students ☐ Homeless ☐ Foster Care ☐ Other: ____________________ ☐ At-Risk ☐ Previously Disengaged Students		Number of unduplicated students served by this grant:		

The template below is for informational purposes only.

Required school information for each school:

<table>
<tr><td>School name</td><td colspan="6"></td></tr>
<tr><td>Street address</td><td colspan="6"></td></tr>
<tr><td>City</td><td colspan="2"></td><td>State</td><td></td><td>Zip code</td><td></td></tr>
<tr><td>Is this a DCPS Facility?</td><td>☐ Yes
☐ No</td><td>Status of partnership</td><td colspan="4">☐ Proposed and will contact the school
☐ Proposed w/ principal support
☐ Proposed w/ central administration support
☐ Under negotiation w/ principal
☐ Under negotiation w/ central administration
☐ Agreement signed w/ principal
☐ Agreement signed w/ central administration
☐ Other: ________________________________</td></tr>
</table>

In the electronic application a maximum of 6 schools can be submitted. The above information on all additional schools served will have to be submitted as an excel document attachment.

Attachments

All attachments required, unless stated below, must be submitted as PDF, Microsoft Word, or Microsoft Excel files and be uploaded.

- ☐ Application narrative (not to exceed 14 pages)
- ☐ Program budget
- ☐ Board approved organization annual budget
- ☐ NICRA documentation (optional)
- ☐ Certifications and Assurances
- ☐ School MOU or LOI (optional)
- ☐ Program Logic Model and/or Theory of Change, any format is acceptable, but template provided for convenience (not to exceed one page per program)
- ☐ IRS determination letter of 501(c)(3) non-profit organization dated July 19, 2019 or earlier
- ☐ DC Department of Consumer and Regulatory Affairs (DCRA) Certificate of Incorporation or DC Registration as a Foreign Entity dated July 19, 2019 or earlier
- ☐ DCRA Basic Business License, currently valid through September 30, 2022 or if it will expire before September 30, 2022, organization will need to renew to be valid through September 30, 2022 when it expires
- ☐ DCRA Certificate of Good Standing dated within the past year or no later than July 19, 2020
- ☐ OTR Clean Hands Certificate dated within the past year or no later than July 19, 2020
- ☐ Current fiscal year Income Statement and Profit Loss Statement
- ☐ Two years of the most recent audit
- ☐ Two (2) years of the most recently completed signed Form 990 or 990EZ

Appendix 2: Certifications and Assurances

The authorized signatory must sign and date after each statement.

Terrorist Exclusion

I certify that the organization named in this application is in compliance with all statutes, executive orders, and regulations restricting or prohibiting U.S. persons from engaging in transactions and dealings with countries and entities, or individuals subject to economic sanctions administered by the U. S. Department of the Treasury's Office of Foreign Assets Control. The organization named in this application is aware that a list of countries subject to such sanctions, a list of Specially Designated Nationals and Blocked Persons subject to such sanctions, and overviews and guidelines for each such sanctions program can be found at http://www.treas.gov/ofac. Should any changes in circumstances pertaining to this certification occur at any time, the organization will immediately notify both Grantor and Office of Personnel Management's Combined Federal Campaign Operations.

____

Signature/Date

Non-Discrimination Policy and Delivery of Services

I certify that the organization named in this application has a policy and demonstrates a practice of non-discrimination as it relates to the operation of the organization, including service delivery on the basis of race, creed, color, religion, gender, age, national origin, physical or mental health, sexual orientation or any characteristic protected by law. In accordance with Title VI of the Civil Rights Act of 1964, as amended, and the District of Columbia Human Rights Act of 1977, as amended, no person shall, on the grounds of race, color, religion, national origin, sex, age, disability, marital status, personal appearance, sexual orientation, gender identity or expression, family responsibilities, genetic information, matriculation, or political affiliation, be denied the benefits of or be subjected to discrimination under any program activity receiving government funds.

____

Signature/Date

Staff Clearances and Requirements

I certify that all adults, paid and unpaid, who have regular (more than one interaction per week) contact with youth will have the FBI Background Check, DC Criminal Background Check, DC Child Protection Register Check, and verified results from the National Sex Offender Registry on file. I grant the District access to these records at their request, during monitoring visits, and will ensure to upload them into the database, redacting all Personally Identifiable Information. I further certify that one-day visitors, guests, and volunteers who do not have the required clearances, shall always be under the direct supervision of a staff member with appropriate clearances.

____

Signature/Date

Personal Assurance

I certify that I have read the certifications and assurance listed above, that I have the signing authority on behalf of the organization, and I certify that all information contained in this application is true and accurate to the best of my knowledge and belief and that any misinformation may result in a termination of the grant. I understand and agree that this certification will carry through to the end of the grant period.

____

Signature/Date

Appendix 3: Logic Model

[Organization's Name] Logic Model for [Program Name]

Program and Mission statement (note the target population, audience served and what you hope to impact)

Type the mission statement here.

Challenge to be Addressed

What is the problem that your organization is trying to address through the program?

Assumptions

Assumptions the organization makes about the program, the people involved, and how change will occur. The assumptions might include the theory behind the program, underlying beliefs about how and why it will work, or the conditions for success.

Inputs/Resources (Needed to operate program)	**Activities** (Program Opportunities for Kids)	**Outputs** (Result of Program Activities)
<u>Inputs</u> or resources that go into a program including human, financial, organizational, and community resources available for carrying out a program's activities. Examples include funding, program staff, curricula, volunteers, and research.	**<u>Activities</u>** (program activities) are the actions or events provided to generate desired outcomes. You should also include the **<u>dosage</u>**<u>—the amount of time or number of activities.</u> For example, Workshops (4 @ 2 hours), Guest Speakers (6 per year), or Training Programs (2 hours/week for 10 weeks). The dosage is an important determining factor for whether your program can achieve its outcomes. A program that does 90 minutes of tutoring per semester should not claim to improve grades. However, a program that does 90 minutes of tutoring per week for a semester could make that claim.	**<u>Outputs</u>** are the direct products of a program's activities and may include types, levels and targets of services to be delivered by the program. Examples include # of individuals who will complete training, # of individuals who expressed satisfaction with the program, or # of individuals receiving referrals.

External Factors (Realities)

Factors that are outside of organization's control that might affect the planned work or achieve the desired change. Examples include funding, political changes, or participants relocating.

Short Term Outcomes
(Awareness, Knowledge, Attitude)

<u>Outcomes</u> are the measurable, meaningful, and expected ***changes*** in the population served that result from a program's activities.

Short-term outcomes generally focus on changes in attitude, awareness, or knowledge. These are the outcomes the program wants to achieve by the program mid-point.

Intermediate Outcomes
(Skills, Action, Behavior)

Intermediate or mid-term outcomes generally focus on changes in skills, behaviors, and actions. These are the outcomes the program achieves by the end of the program. Think about 0-3 months after the program ends when identifying these outcomes.

Long Term Outcomes
(Status or Condition)

Long-term outcomes generally focus on changes in status or condition. These are the outcomes for participants to achieve or exhibit 6 months or longer after the end of the program. The time period for achieving this outcome should take into consideration how long participants are tracked beyond the actual program.

Appendix 4: Example Organization Budget and Budget Template

Revenue Description			**Projected Income**
		Corporate Donations (Walmart, KPMG)	50,000
		Individual Contributions (United Way, CFC)	10,000
		Interest	136
		Cafritz Foundation Grant	15,000
		Meyer Foundation Grant	10,000
		Learn24 – School Year 21-22 Grant	25,000
		Other Grants (description provided in the narrative)	100,000
		Program Fees	5,000
		Events	5,000
		Total Revenue	**$220,136**
Expense Description			**Projected Expenses**
	Management and General		
		Salaries (Executive Director)	60,000
		Benefits	14,400
		Administrative Supplies	2,000
		Building Expenses Rent	12,000
		Insurance	1,200
		Utilities	2,400
		Equipment	3,000
		Legal Fees	2,000
		Professional Fees	7,000
		Phone and IT Services	1,200
		Subtotal Expenses	**105,200**
	Program		
		Salaries (Program Director) and other staff	56,800
		Benefits	12,000
		Clearances (Staff and Volunteers)	300
		Program Supplies	12,000
		Program Equipment	3,000
		Field Trip	1,500
		Food and Meals	1,000
		Subtotal Expenses	**86,600**
		Total Expenses	**191,800**

Indirect Rate is equal to [insert explanation], if applicable.

Learn24 Budget Template

Directions
- Only enter expenses that would be charged to the grant.
- Insert rows as needed.
- Leave rows blank or delete if the expenses is not charged to the grant.

Expense	Description and Explanation of calculation	Costs
Program Personnel		
Salaries - Employees only		
Title & Name (if possible)	Brief description of program role, calculation of wages	
Title & Name (if possible)	Brief description of program role, calculation of wages	
Payroll Taxes		
Expense Name	Explain calculations, prorated	
Benefits		
Expense Name	Explain calculations, prorated	
Program Implementation		
Contracted Services/Contractors (must provide a copy of agreement or contract)		
Name of Contractor	Brief description of contract/agreement and amount charged to grant	
Name of Contractor	Brief description of contract/agreement and amount charged to grant	
Supplies and Materials		
Learning materials (curricula, books, kits, etc.)	Brief description, calculations, describe how prorated	
Supplies (pencils, pens, paper, etc.)	Brief description, calculations, describe how prorated	
Expense Name	Brief description, calculations, describe how prorated	
Expense Name	Brief description, calculations, describe how prorated	
Equipment		
Expense Name	Brief description, calculations, describe how prorated	
Expense Name	Brief description, calculations, describe how prorated	
Travel		
Off site learning	Brief description, calculations, describe how prorated	
Transportation	Brief description, calculations, describe how prorated	
Staff Travel	Brief description, calculations, describe how prorated	
Expense Name	Brief description, calculations, describe how prorated	
Expense Name	Brief description, calculations, describe how prorated	
Marketing and Outreach		
Printing	Brief description, calculations, describe how prorated	
Website	Brief description, calculations, describe how prorated	
Expense Name	Brief description, calculations, describe how prorated	
Expense Name	Brief description, calculations, describe how prorated	
Other Direct Program Costs		
Expense Name	Brief description, calculations, describe how prorated	
Expense Name	Brief description, calculations, describe how prorated	
Program Operations		
Rent	Brief description, calculations, describe how prorated	
Utilities	Brief description, calculations, describe how prorated	
Telecommunication	Brief description, calculations, describe how prorated	
Equipment	Brief description, calculations, describe how prorated	
Insurance	Brief description, calculations, describe how prorated	
Postage and delivery	Brief description, calculations, describe how prorated	
Organization Expenses (these expenses are considered indirect)		
Salaries - Employees only (not program specific)		
Title & Name (if possible)	Brief description of program role, calculation of wages	
Title & Name (if possible)	Brief description of program role, calculation of wages	
Contracted Services/Contractors (must provide a copy of agreement or contract)		
Name of Contractor	Brief description of contract/agreement and support to program	
Name of Contractor	Brief description of contract/agreement and support to program	
Other Costs		
Expense Name	Brief description, calculations, describe how prorated	
Expense Name	Brief description, calculations, describe how prorated	
Indirect rate		
	TOTAL	$0.00

Appendix 5: Glossary

Activities: (program activities) are the actions or events provided to generate desired outcomes.

Applicant: an entity that submits an application to be considered for funding.

Asset Based: An approach that focuses on the strengths and competencies that children and youth have that values resilience over risk, assets over deficits, and strengths over weaknesses. An asset-based approach focuses on leveraging existing strengths as opposed to fixing what is "wrong".

At-Risk: Fair Student Funding and School, Based Budgeting Amendment Act of 2013 Section 4(a)(2A) states "At–risk" means a District of Columbia Public School (DCPS) student or a public charter school student who is identified as one or more of the following: (A) Homeless; (B) In the District's foster care system; (C) Qualifies for the Temporary Assistance for Needy Families program or the Supplemental Nutrition Assistance Program; or (D) A high school student that is one year older, or more, than the expected age for the grade in which the student is enrolled.

Computing Device: means machines used to acquire, store, analyze, process, and publish data and other information electronically, including accessories (or "peripherals") for printing, transmitting, and receiving, or storing electronic information.

Direct Program Costs: costs related to carrying out program activities and working directly with the students such as teachers, instructors, other education staff, aids, assistants, interns, supplies, curriculum, and management.

DME: Office of the Deputy Mayor for Education

DPR: Department of Parks and Recreation

Dosage: the amount of time or number of activities.

Evidence Based Practices: practices or programming that have been shown through research or data to improve outcomes, and meet the standards for evidence-based intervention as defined by the Elementary and Secondary Education Act (ESEA), Section 8101(21)(A)

Equipment: an item of non-expendable, tangible personal property, having a useful life of more than one year and an acquisition cost which equals or exceeds the lesser of the capitalization level established by the recipient organization for financial statement purposes, or $5,000.

Family Education Rights and Privacy Act (FERPA): The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Frontline Staff: staff that work directly with youth.

Goal: an indicator established to determine whether an objective has been achieved (e.g. all participating youth have improved their literacy scores).

Grantmaking Partner: a nonprofit organization that administers and monitors the OST Grant Program on behalf of the OST Office.

Indirect/Operating Costs: costs that cannot be tied directly to the program, but costs that are incurred to support the program, such as general operating costs or overhead costs (e.g. audits, audit fees, grant writing, management or finance salaries, or administrative rent).

Inputs: resources that go into a program including human, financial, organizational, and community resources available for carrying out a program's activities.

Local Education Agency: the DCPS system or any individual or group of public charter schools operating under a single charter.

Logic Model: is a graphic depiction (road map) that presents the shared relationships among the resources, activities, outputs, outcomes, and impact for your program. It depicts the relationship between your program's activities and its intended effects.

Opportunities: activities, roles, and responsibilities taken on and done by youth to explore, express, earn, belong, and influence.

OST Commission: The Commission on Out of School Time Grants and Youth Outcomes.

Out-of-School Time (OST) Program: a structured, supervised learning or youth development program offered to District youth before school, after school, on weekends, or during seasonal breaks.

Outcomes: knowledge, skills, attributes, abilities, and behaviors youth need to be healthy, caring, and responsible as they transition to adulthood

Outputs: tangible and measurable results of what a program does or provides that then lead participants to desired outcomes. (e.g. number enrolled, number retained, number and/or duration of workshops, homework sessions, college visits, special events, and guest speakers).

Personally Identifiable Information (PII): information that, alone or in combination, can be linked to a specific student including but not limited to child or family name, address, Unique Student Identifier, school name, date of birth (DOB), place of birth, or mother's maiden name. Aggregate data may sometimes include PII if the underlying data is so narrowly defined that the information can be used to identify the student. Furthermore, group level aggregated data where the group is less than 5 children could be identifiable as well.

Positive Youth Development (PYD): is a method that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances youths' strengths *so that youth are empowered to reach their full potential.* PYD differs from other approaches to youth in that it rejects an emphasis on trying to correct what is "wrong" with youth's behavior or development.

Request for Applications (RFA): is a solicitation for entities to apply in order to be considered for funding.

Reviewer: an individual that reads applications, reviews, and scores applications based on the scoring criteria.

School-Age Program Quality Assessment (SAPQA): is a validated instrument designed to measure the quality of school age programs (grades K-6) and identify staff training needs. The SAPQA is one of a number of tools available through Youth Program Quality Intervention (YPQI).

Services: provision of resources, knowledge, or goods to or for youth.

Small Nonprofit Organization: an organization with an operating budget of less than $250,000.

Students in the Care of DC (SCDC): DC youth who are under the care and custody of any of the following agencies Department of Youth Rehabilitation Services, Court Services and Offender Supervision Agency, Pretrial Services Agency for the District of Columbia, Family Court Social Services Division, Child and Family Services Agency, Department of Corrections or Federal Bureau of Prisons

Structural Racism: A system of policies and norms within an institution that have historically been used to create, perpetuate, and reinforce racial inequities.

Supplies: all tangible personal property other than those defined in the definition of "Equipment".

Supports: things done with youth; relationships addressed by expectations, guidance, and boundaries.

Survey of Academic and Youth Outcomes-Youth (SAYO-Y): a youth survey created by the National Institute on Out of School Time (NIOST) at Wellesley College that is comprised of multiple choice, Likert scale questions that are completed by youth participants to measure their program experiences, future expectations, sense of competence, and sense of how the OST program has helped them.

Target: an indicator established to determine how successfully an organization is achieving an objective (e.g. x% of youth will improve their literacy scores by at least one grade level).

Theory of Change: describes the change that an initiative (organization, program, network, project, etc.) wishes to see in the world and its understanding of how it will contribute to that change.

Youth: an individual of 21 years of age or less who is eligible to enroll in a District primary or secondary school, or an individual of 22 years of age or less who is eligible to receive special education services from a local educational agency.

Youth Development: childhood and adolescence stages of human development that supports social, emotional, cognitive/intellectual, spiritual, and physical growth.

Youth Developmental Outcomes: the results of programs, services and supports that are designed to engage youth to meet their developmental needs and refer to changes in knowledge, attitude or behavior. These outcomes have been framed into two categories:

Identity: a sense of personal well-being and connection and commitment to others.

Ability: knowledge, skills, and attitudes that prepare youth for adulthood.

Youth Participation: youth having the power to make and implement decisions, together with a share of the responsibility for the outcomes.

Youth Development (Program): childhood and adolescence stages of human development that supports social, emotional, cognitive/intellectual, spiritual, and physical growth or a programmatic or service delivery approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances youths' strengths; and promotes positive outcomes for youth by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their strengths.

Youth Program Quality Assessment (YPQA) ®: is a validated instrument designed to measure the quality of grades 4-12 youth programs and identify staff training needs. The PQA is one of a number of tools available through Youth Program Quality Intervention (YPQI).

Youth Program Quality Intervention (YPQI): a data-driven continuous improvement model created by The David P. Weikart Center for Youth Program Quality (Weikart) that uses a rigorous, experimental design, which research finds produces a cascade of positive effects, resulting in improved program quality at the point of service.

Youth Worker or Youth Development Practitioner: an individual who works with youth to promote developmental outcomes. Youth Workers range from frontline staff to program managers who work with youth in structured, semi-structured, or unstructured settings.

Appendix 6: Sample IRS Determination Letter 501(c)3 Status: Tax Exempt Form

IRS Department of the Treasury
Internal Revenue Service
P.O. Box 2508
Cincinnati OH 45201

In reply refer to: [redacted]
Dec. 23, 2011 LTR 4168C E0
[redacted]
000000 00
00017549
BODC: TE

[redacted]
WASHINGTON DC 20003-2802

015320

Employer Identification Number: [redacted]
Person to Contact: [redacted]
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your Dec. 14, 2011, request for information regarding your tax-exempt status.

Our records indicate that you were recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in January 1977.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(vi).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Please refer to our website www.irs.gov/eo for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file. We will publish a list of organizations whose tax-exempt status was revoked under section 6033(j) of the Code on our website beginning in early 2011.

Appendix 7: Sample DCRA Certificate of Incorporation

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
CORPORATIONS DIVISION

CERTIFICATE

THIS IS TO CERTIFY that there were received and accepted for record in the Department of Consumer and Regulatory Affairs, Corporations Division, on 10/07/1974 Articles of Incorporation of:

[redacted]

The above named corporation is duly incorporated and existing pursuant to and by virtue of the Nonprofit Corporation Act of the District of Columbia and authorized to <u>conduct its affairs</u> in the District of Columbia as of the date mentioned above.

WE FURTHER CERTIFY that the above entitled corporation is at the time of issuance of this certificate in <u>Good Standing</u>, according to the records of the Corporations Division, having filed all reports as required by the District of Columbia Nonprofit Corporation Act.

IN TESTIMONY WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of **08/24/2011**

Business and Professional Licensing Administration

Patricia E. Grays

PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Vincent C. Gray
Mayor

Tracking #: Q90RCIINA1

Appendix 8: Sample DCRA: Basic Business License or Charitable Solicitation License

The application can be found at
https://dmped.dc.gov/sites/default/files/dc/sites/dcra/publication/attachments/BBL_app_instructions.pdf

GOVERNMENT
OF THE
DISTRICT OF
COLUMBIA
Vincent C. Gray,

Department of Consumer and Regulatory Affairs
Business License Division
1100 4th Street S.W.
Washington DC 20024

Date Issued: 7/20/2014
Category: 4002
License#: [redacted]
License Period: 9/1/2014 - 8/31/2016

BASIC BUSINESS LICENSE

Billing Name and Address:
[redacted]
Washington, DC 20003

Premise/Application's Name and Address:
[redacted]
WASHINGTON, DC 20003

Registered Agent's Name and Address
[redacted]
Washington DC20003

Owner's Name
Corp. Name [redacted]
Trade Name

CofO/HOP#: CO116788	SSL: 0904 0869	Zone: CHC/C-2-A	Ward: 6	ANC: 6B	PERM NO.

General Business - Charitable Solicitation

– THE LAW REQUIRES THIS LICENSE TO BE POSTED IN A CONSPICUOUS PLACE ON THE PREMISES –

*License Effective from the later of Issued or Start of License-Period Date

Director:
Rabbiah A. Sabbakhan

Appendix 9: DCRA Certificate of Good Standing

The application available at: https://dcra.dc.gov/corporate-registration-information

Initial File #: 742391

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
CORPORATIONS DIVISION

CERTIFICATE

THIS IS TO CERTIFY that all applicable provisions of the District of Columbia Business Organizations Code (Title 29) have been complied with and accordingly, this ***CERTIFICATE OF GOOD STANDING*** is hereby issued to

[redacted]

WE FURTHER CERTIFY that the domestic filing entity is formed under the law of the District on 10/7/1974; that all fees, and penalties owed to the District for entity filings collected through the Mayor have been paid and Payment is reflected in the records of the Mayor; The entity's most recent biennial report required by § 29-102.11 has been delivered for filing to the Mayor; and the entity has not been dissolved. This office does not have any information about the entity's business practices and financial standing and this certificate shall not be construed as the entity's endorsement.

IN TESTIMONY WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of 4/6/2015 11:41 AM

Business and Professional Licensing Administration

PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Muriel Bowser
Mayor

Tracking #: aOsAbujx

Appendix 10: DC OTR Certificate of Clean Hands

The application available at: https://otr.cfo.dc.gov/page/online-clean-hands-application

Government of the District of Columbia

CERTIFICATE OF CLEAN HANDS

[redacted]

WASHINGTON, DC 20002-5330

EIN : *****[redacted]

As reported in the Citywide Clean Hands system, the above referenced individual or entity has no outstanding liability with the District of Columbia. As of the date herein, you have complied with the following official DC code and therefore are issued this Certificate of Clean Hands.

TITLE 47. TAXATION, LICENSING, PERMITS, ASSESSMENTS AND FEES
CHAPTER 28. GENERAL LICENSE LAW
SUBCHAPTER II. CLEAN HANDS BEFORE RECEIVING A LICENSE OR PERMIT
D.C. Code § 47-2862 (2006)
§ 47-2862. Prohibition against issuance of license or permit.

Authorized By Bobby Tucker
Chief Collection Division

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Appendix 11: Insurance Requirements

The Grantee at its sole expense shall procure and maintain, during the entire period of performance under this Agreement, the types of insurance specified below. The Grantee shall have its insurance broker or insurance company submit a Certificate of Insurance to the Grant Manager giving evidence of the required coverage prior to commencing performance under this Agreement. In no event shall any work be performed until the required Certificates of Insurance signed by an authorized representative of the insurer(s) have been provided to, and accepted by, the Grant Manager. All insurance shall be written with financially responsible companies authorized to do business in the District of Columbia or in the jurisdiction where the work is to be performed and have an A.M. Best Company rating of A-/VII or higher.

All required policies shall contain a waiver of subrogation provision in favor of the Government of the District of Columbia.

The Government of the District of Columbia shall be included in all policies required hereunder to be maintained by the Grantee (except for workers' compensation and professional liability insurance) as an additional insureds for claims against The Government of the District of Columbia relating to this contract, with the understanding that any affirmative obligation imposed upon the insured Grantee (including without limitation the liability to pay premiums) shall be the sole obligation of the Grantee, and not the additional insured. The additional insured status under the Grantee's Commercial General Liability insurance policies shall be effected using the ISO Additional Insured Endorsement form CG 20 10 11 85 (or CG 20 10 07 04 and CG 20 37 07 04) or such other endorsement or combination of endorsements providing coverage at least as broad and approved by the Grant Manager in writing. All of the Grantee's liability policies (except for workers' compensation and professional liability insurance) shall be endorsed using ISO form CG 20 01 04 13 or its equivalent so as to indicate that such policies provide primary coverage (without any right of contribution by any other insurance, reinsurance or self-insurance, including any deductible or retention, maintained by an Additional Insured) for all claims against the additional insured arising out of the performance of this Agreement by the Grantee, or anyone for whom the Grantee may be liable. These policies shall include a separation of insured clause applicable to the additional insured.

If the Grantee maintain broader coverage and/or higher limits than the minimums shown below, the District requires and shall be entitled to the broader coverage and/or the higher limits maintained by the Grantee.

1. Commercial General Liability Insurance ("CGL") - The Grantee shall carry a CGL policy, written on an occurrence (not claims-made) basis, on Insurance Services Office, Inc. ("ISO") form CG 00 01 04 13 (or another occurrence-based form with coverage at least as broad and approved by the Grant Manager in writing), covering liability for all ongoing and completed operations of the Grantee, and covering claims for bodily injury, including without limitation sickness, disease or death of any persons, injury to or destruction of property, including loss of use resulting therefrom, personal and advertising injury, and including coverage for liability arising out of an Insured Contract (including the tort liability of another assumed in a contract) and acts of terrorism (whether caused by a foreign or domestic source). Such coverage shall have limits of liability of not less than $1,000,000 each occurrence, a $2,000,000 general aggregate (including a per location or per project aggregate limit endorsement, if applicable) limit, a $1,000,000 personal and advertising injury limit, and a $2,000,000 products-completed operations aggregate limit including explosion, collapse and underground hazards.

2. Automobile Liability Insurance - The Grantee shall provide evidence of commercial (business) automobile liability insurance written on ISO form CA 00 01 10 13 (or another form with coverage at least as broad and approved by the Grant Manager in writing) including coverage for all owned, hired,

borrowed, and non-owned vehicles and equipment used by the Grantee, with minimum per accident limits equal to the greater of (i) the limits set forth in the Grantee's commercial automobile liability policy or (ii) $1,000,000 per occurrence combined single limit for bodily injury and property damage. Form CA 99 48 03 06 Pollution Liability - Broadened Coverage for Covered Autos - Business Auto, Motor Carrier, and Truckers must be endorsed onto the policy

3. Workers' Compensation Insurance - The Grantee shall provide evidence of Workers' Compensation insurance in accordance with the statutory mandates of the District of Columbia or the jurisdiction in which the Agreement is performed.

4. Employer's Liability Insurance - The Grantee shall provide evidence of employer's liability insurance as follows: $500,000 per accident for injury; $500,000 per employee for disease; and $500,000 for policy disease limit.

5. Cyber Liability Insurance - The Grantee shall provide evidence of Cyber Liability Insurance, with limits not less than $2,000,000 per occurrence or claim, $2,000,000 aggregate. Coverage shall be sufficiently broad to respond to the duties and obligations as is undertaken by Grantee in this Agreement and shall include, but not limited to, claims involving infringement of intellectual property, including but not limited to infringement of copyright, trademark, trade dress, invasion of privacy violations, information theft, damage to or destruction of electronic information, release of private information, alteration of electronic information, extortion and network security. The policy shall provide coverage for breach response costs as well as regulatory fines and penalties as well as credit monitoring expenses with limits sufficient to respond to these obligations. Limits may not be shared with other lines of coverage. A copy of the cyber liability policy must be submitted to assure compliance.

6. Professional Liability Insurance (Errors & Omissions) - The Grantee shall maintain Professional Liability Insurance (Errors and Omissions) to cover liability resulting from any error or omission in the performance of professional services under this Agreement. The policy shall provide limits of $1,000,000 per claim or per occurrence for each wrongful act and $2,000,000 annual aggregate. The Grantee warrants that any applicable retroactive date precedes the date the Grantee first performed any professional services for the Government of the District of Columbia and that continuous coverage will be maintained or an extended reporting period will be exercised for a period of at least ten years after the completion of the professional services.

7. Sexual/Physical Abuse & Molestation - The Grantee shall carry $1,000,000 per occurrence limits; $2,000,000 aggregate of affirmative abuse and molestation liability coverage. Coverage should include physical abuse, such as sexual or other bodily harm and non-physical abuse, such as verbal, emotional or mental abuse; any actual, threatened or alleged act; errors, omission or misconduct. This insurance requirement will be considered met if the general liability insurance includes an affirmative sexual abuse and molestation endorsement for the required amounts. So called "silent" coverage under a commercial general liability or professional liability policy will not be acceptable. This insurance requirement will be considered met if the general liability insurance includes an affirmative sexual abuse and molestation endorsement for the required amounts. So called "silent" coverage or "shared limits" under a commercial general liability or professional liability policy will not be acceptable.

8. Commercial Umbrella or Excess Liability - The Grantee shall provide evidence of commercial umbrella or excess liability insurance with minimum limits equal to the greater of (i) the limits set forth in the Grantee's umbrella or excess liability policy or (ii) $5,000,000 per occurrence and $5,000,000 in the annual aggregate, following the form and in excess of all liability policies.

All liability coverages must be scheduled under the umbrella and/or excess policy. The insurance required under this paragraph shall be written in a form that annually reinstates all required limits. Coverage shall be primary to any insurance, self-insurance or reinsurance maintained by the District and the "other insurance" provision must be amended in accordance with this requirement and principles of vertical exhaustion.

A. PRIMARY AND NONCONTRIBUTORY INSURANCE. The insurance required herein shall be primary to and will not seek contribution from any other insurance, reinsurance, or self-insurance including any deductible or retention, maintained by the Government of the District of Columbia.

B. DURATION. The Grantee shall carry all required insurance for two (2) years after the Report is accepted by the District.

C. LIABILITY. Section XVII are the required minimum insurance requirements established by the District of Columbia. However, the required minimum insurance requirements provided above will not in any way limit the Grantee's liability under this Agreement.

D. GRANTEE'S PROPERTY. Grantee are solely responsible for any loss or damage to their personal property, including but not limited to tools and equipment, temporary structures, rented machinery, or owned and leased equipment. A waiver of subrogation shall apply in favor of the District of Columbia.

E. MEASURE OF PAYMENT. The District shall not make any separate measure or payment for the cost of insurance.

F. NOTIFICATION. The Grantee shall ensure that all policies provide that the Grant Manager shall be given thirty (30) days prior written notice in the event of coverage and/or limit changes or if the policy is canceled prior to the expiration date shown on the certificate. The Grantee shall provide the Grant Manager with ten (10) days prior written notice in the event of non-payment of premium. The Grantee will also provide the Grant Manager with an updated Certificate of Insurance should its insurance coverages renew under this Agreement.

G. CERTIFICATES OF INSURANCE. The Grantee shall submit certificates of insurance giving evidence of the required coverage as specified in this section prior to commencing work. Evidence of insurance shall be submitted to the Grant Manager.

   The Grant Manager may request, and the Grantee shall within three (3) business days provide updated certificates of insurance, endorsements indicating the required coverages, and/or certified copies of the insurance policies. If the insurance initially obtained by the Grantee expires prior to completion of this Agreement, renewal certificates of insurance, additional insured, and other endorsements shall be furnished to the Grant Manager prior to the date of expiration of all such initial insurance. For all coverage required to be maintained after completion, an additional certificate of insurance evidencing such coverage shall be submitted to the Grant Manager on an annual basis as the coverage is renewed (or replaced).

H. DISCLOSURE OF INFORMATION. The Grantee agrees that the District may disclose the name and contact information of its insurers to any third party which presents a claim against the District for any damages or claims resulting from or arising out of work performed by the Grantee, its agents, employees, contractors consultants, or servants in the performance of this Agreement.

Appendix 12: Sample Monitoring Visit Checklist

Grantees are subject to scheduled and unscheduled monitoring and quality site visits throughout the grant period. During a prearranged monitoring visit, Learn24 team member must have access to the following items:

- Signed enrollment forms with SAYO and FERPA consent
- Supporting documents on participant attendance
- Personnel files for time reporting, background checks, or certificates of completion for required training
- Invoices, receipts, general ledger, audits, financial reviews, balance sheets, payroll confirmation, and other financial documents for evidence of expenses
- Certificates of Insurance
- DC Department of Consumer and Regulatory Affairs (DCRA) Current Good Standing
- DC Office of Tax and Revenue (OTR) current Clean Hands
- DCRA current Charitable solicitation Basic Business License
- MOUs, contracts, or agreements used by grant funds

- Program Policies and Procedures
  - Program Staff Hiring Standards
  - Safety and Security Procedures
    - Participant code of conduct, behavior management plan, or conflict resolution plan
    - Program personnel access to participant safety information (emergency contacts, health information, etc.)
    - Fixed Asset Equipment distribution policy, loan agreement, and procedure for return of equipment
    - Cyber and web-based safety protocols including ability to block inappropriate content from being accessed
    - Field trip procedures
    - Incident reporting and resolution
    - Social distancing policies (when applicable)
    - Emergency Preparedness Plan that deals with threats of terrorism, Code Red Days when extreme heat causes program interruption, etc.
    - Exit and pick-up procedures
    - Process for handling health emergency
    - Process personnel follow if personnel or students test positive for COVID-19, emergency, program canceling, and other disruption to the program, if applicable
  - Accommodation
    - Virtual and web-based software for participants meets accessibility needs such as Braille, closed captioning, sign language, etc.
    - Facilities are ADA compliant (ramps, lighting, entry and exits, etc.)
- Access to equipment purchased with grant funds or documentation of the destruction/loss of the equipment

Appendix 13: Scoring Rubric

Section 1: Organization History & Staff Experience (16 points)

Unacceptable or Did Not Respond (1 point)	Acceptable (2 points)	Good (3 points)	Excellent (4 points)
□ Does not describe history, mission, and leadership of organization □ Does not describe organization's approach or philosophy towards students' development	□ Describes history, mission, or leadership of organization **OR** □ Describes organization's approach or philosophy towards students' development	□ Clearly describes history, mission, and leadership of organization **AND** □ Clearly describes organization's approach or philosophy towards students' development	□ Details history and mission of organization □ Details directors, senior staff, and board members with broad expertise and commitment to students □ Details organization's approach and philosophy in implementing a students' development approach
□ Does not describe key staff that will manage the program or manage grant funds	□ Describes key staff that will manage the program and/or manage grant funds	□ Describes key staff that will manage the program □ Describes key staff that will manage the grant funds	□ Details key staff that will manage the program and staff have experience managing the program □ Details key staff that will manage the grant funds and has experience managing federal grants
□ Does not describe the strategies, resources, training opportunities, or other supports the organization has in place to support and retain staff or volunteers	□ Describes some strategies, resources, training opportunities, or other supports the organization has in place to support and retain staff and volunteers	□ Describes several strategies, resources, training opportunities, or other supports the organization has in place to support and retain staff and volunteers □ Describes training opportunities that staff, and volunteers have received, or organization is planning to provide	□ Details strategies, resources, training opportunities, and supports the organization has in place to support and retain staff and volunteers □ Detail training opportunities that staff and volunteers have received, or organization is planning to provide
□ Does not describe how the organization identifies structural racism	□ Describes how the organization identifies structural racism	□ Describes how the organization identifies structural racism and include any examples of work done by the organization to dismantle those systems in the community	□ Describes opportunities provided to students to work toward dismantling structural racism.

Section 2: Need, Description, and Justification of Program(s) (32 points)

Unacceptable or Did Not Respond (1 point)	Acceptable (2 points)	Good (3 points)	Excellent (4 points)
□ Does not describe the target population served □ Does not describe if the population served is "at-risk"	□ Describes the target population served □ Describes "at-risk" population to serve	□ Describes the target population served □ Describes "at-risk" population to serve which aligns to the definition in A.2.3	□ Describes the target population □ Details "at-risk" population to serve which aligns to the definition in A.2.3 and is a priority population to serve
□ Does not describe a history of success □ Does not describe measures of achievement for serving the target population	□ Describes a history of success OR □ Describes measures of achievement for serving the target population	□ Describes a history of success □ Describes measures of achievement for serving the target population	□ Details a history of success □ Details measures of achievement for serving the target population
□ Does not describe the program or program activities, program structure, or duration, or a history of programming for the target population	□ Describes the program or program activities, program structure, or duration **OR** □ Describes a history of programming for the target population	□ Clearly describes the program, program activities, program structure, AND duration **AND** □ Clearly describes a history of programming for the target population	□ Details the program, program activities, and how the students experience the program **AND** □ Details how the program structure and the duration meet the needs of the target population □ Details a history (more than five years) of serving the target population
□ Proposed tutoring model serves 4 or more students at a time	□ Proposed tutoring model will serve only 3 students at a time	□ Proposed tutoring model serves 3 or fewer students at a time	□ Proposed tutoring model serves 1 or 2 students at a time
□ Proposed tutoring model will serve students only in the evenings, on weekends, or during school breaks/holidays	□ Proposed tutoring model will serve students in the evenings, on weekends, or during school breaks/holidays and immediately adjacent to the school day (e.g. morning or after school)	□ Proposed tutoring model will serve students immediately adjacent to the school day (e.g. morning or after school)	□ Proposed tutoring model will serve students during the school day
□ Proposed tutoring model does not provide a length of time it will serve students during the grant period	□ Proposed tutoring model will serve students for will serve students for less than 25 weeks	□ Proposed tutoring model will serve students for 25 weeks	□ Proposed tutoring model will serve students for more than 25 weeks
□ No connection between core curriculum at a student's school and tutoring program content, including no evidence of partnership and co- planning of programming with school staff	□ Limited connection between core curriculum at a student's school and tutoring program content, including limited evidence of partnership and co-planning of programming with school staff	□ Clearly describes connection between core curriculum at a student's school and tutoring program content, including clear evidence of partnership and co-planning of programming with school staff	□ Details connection between core curriculum at a student's school and tutoring program content, including detailed evidence of partnership and co-planning of programming with school staff
□ Provides no evidence of the existing tutoring program's effective implementation	□ Provides limited evidence of the existing tutoring program's effective	□ Provides evidence of the existing tutoring program's effective implementation **OR** clear evidence and rationale for likelihood of	□ Provides evidence of the tutoring program's effective implementation serving the targeted population(s) and supports description with quantitative data from similar

OR likelihood for new program effectiveness	implementation **OR** limited rationale for likelihood of new program effectiveness	new program effectiveness including clear description of connection to existing research on similar programs	programmatic projects that the organization has completed in the last five years

Section 3: Program Measures (20 points)

Unacceptable or Did Not Respond (1 point)	Acceptable (2 points)	Good (3 points)	Excellent (4 points)
□ Logic Model or Theory of Change is unclear	□ Logic Model or Theory of Change is clear	□ Logic Model or Theory of Change is clear □ Details of program provided	□ Logic Model or Theory of Change is clear and detailed □ Details of program provided □ Outcomes seem attainable based on description
□ Does not describe how the program promotes students development □ Does not describe program activities □ Does not describe or list outputs	□ Describes how the program promotes students development based upon the definition provided in the RFA □ Describes program activities □ Describes or lists outputs	□ Clearly describes how the program promotes students development based upon the definition provided in the RFA □ Clearly describes program activities as evidenced in the program logic model or theory of change □ Clearly describes or list achievable outputs as evidenced in the program logic model or theory of change	□ Details how the program promotes students development based upon the definition provided in the RFA □ Details program activities as evidenced in the program logic model or theory of change □ Details or lists achievable outputs as evidenced in the program logic model or theory of change □ Details how the outputs are being tracked and used, using appropriate data collection methods/tools or validated sources
□ Does not describe students' developmental outcomes that program will achieve	□ Describes students' developmental outcomes that program will achieve	□ Clearly describes achievable students' developmental outcomes as evidenced in the program logic model or theory of change □ Clearly describes tools and/or practices to evaluate program outcomes	□ Details achievable students' development short-, intermediate-, and long-term outcomes that the program will achieve as evidenced in the program logic model or theory of change □ Details tools and/or practices to evaluate program outcomes □ Describes how the program knows when the outcomes have been achieved
□ Does not describe how the program defines equitable outcomes for students	□ Describes how the program defines equitable outcomes for students □ Describes how the organization identifies structural racism	□ Details how the program defines equitable outcomes for students □ Describes how the organization identifies structural racism and include any examples of work done by the organization to dismantle those systems in the community	□ Details how the program defines equitable outcomes for students □ Details how the organization identifies structural racism and include any examples of work done by the organization to dismantle those systems in the community □ Describes opportunities provided to students to work toward dismantling structural racism.
□ Does not describe program improvement or how the program measures quality □ Does not describe any changes made to the program based on data collected in previous years	□ Describes some program improvement and how the program measures quality **OR** □ Describes some changes made to the program based on data collected in previous years	□ Describes organization's commitment to continuous program improvement and how the program measures quality **AND** □ Clearly describes changes made to the program based on data collected in previous years with examples	□ Details a history of organization's commitment to continuous cycle of improvement through measurements such self-assessment or external assessment or other methods □ Details changes made to the program based on data collected in previous years with examples of how those changes affect the students

			□ Describes how students are involved in the process of continuous improvement

Section 4: School and Family Partnership (16 points)

Unacceptable or Did Not Respond (1 point)	Acceptable (2 points)	Good (3 points)	Excellent (4 points)
□ Does not describe solicitation of school partners □ Does not describe criteria to ensure strong partnership	□ Describes solicitation of school partners or describes criteria to ensure strong partnership	□ Describes solicitation of school partners or why solicitation is not needed □ Describes criteria to ensure strong partnership	□ Details solicitation of school partners □ Provided MOU or LOI of partnerships □ Details criteria to ensure strong partnership
□ Does not describe communication with school or families	□ Describes communication with school staff or families	□ Describes effective communication with school staff □ Describes communication with families	□ Details effective communication with school staff □ Details communication with tutors □ Details communication with families
□ Does not define the number of students to be retained by the program throughout the grant period □ Does not describe strategies used to retain students in the program	□ Defines the number of students to be retained by the program throughout the grant period □ Describes strategies used to retain students in the program **OR** □ Explains why retention strategies are not used	□ Defines a realistic number of students to be retained by the program throughout the grant period □ Clearly describes strategies used to retain students in the program □ Clearly describes successes or challenges encountered with retention strategies **OR** □ Clearly explains why retention strategies are not used	□ Defines a realistic number of students to be retained by the program throughout the grant period □ Details strategies used to retain students in the program that are aligned to students development □ Details successes and challenges encountered with retention strategies and describes actions to correct challenges □ Details how being retained in the program benefits the students OR □ Details why retention strategies are not used
□ Does not describe how the program supports caring relationships	□ Describe how the program supports caring relationships	□ Describe how the program supports caring relationships □ Describe the types of training or work to support student outside of the program	□ Details how the program supports caring relationships □ Details the types of training or work to support student outside of the program

Section 5: Budget and Budget Narrative (24 points)

Unacceptable or Did Not Respond (1 point)	Acceptable (2 points)	Good (3 points)	Excellent (4 points)
□ Does not describe how the grant funds will be used	□ Describe how the grant funds will be used	□ Describes how the grant funds will be used	□ Details how the grant funds will be used and expenses are aligned with the program design
□ Does not describe how the funds will scale new services or serve new participants	□ Does not describe how the funds will scale new services or serve new participants	□ Describes how the funds will scale new services or serve new participants	□ Details how the funds will scale new services or serve new participants. Details how grant funds will not supplant existing funds.
□ Does not describe financial controls	□ Describes financial controls	□ Describes financial controls	□ Details financial controls
□ Does not describe history of managing federal grants	□ Does not have history of managing federal grants	□ Describes a history of managing federal grants	□ Details a history of managing federal grants
□ Does not provide a program budget	□ Provides a program and organizational budget	□ Provides a program budget, and expenses aligned to described program and activities □ Provides and organizational budget	□ Provides a program budget and expenses align to described program and activities □ All budget calculations are mathematically correct and accurate
□ Does not describe other sources of funding □ Does not describe how the program will be sustained beyond the grant	□ Describes other sources of funding □ Describes how the program will be sustained beyond the grant	□ Describes other sources of funding and status of funding □ Describes how the program will be sustained beyond the grant □ Describes plan to sustain the program after the grant	□ Details other sources and status of funding □ Expenses listed do not exceed revenue □ Details how the program will be sustained beyond the grant. □ Details how the program will be sustained beyond the grant. □ Details a plan that is realistic and achievable to sustain the program after the grant