Charter School Teacher Pipelines Grant

Request for Applications

DCGD0-2011-A-0002

District of Columbia

Office of the State Superintendent of Education

RFA Release Date: February 11, 2011

Application Submission Deadline: March 18, 2011

Late Applications Will Not Be Considered For An Award

FY 2011 Charter School Teacher Pipelines Grant
REQUEST FOR APPLICATIONS

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Checklist for FY 2011 Charter School Teacher Pipelines Grant Application

- ❑ The applicant is submitting one (1) three-ring-bound hard copy original application, two (2) three-ring-bound hard copies, and one (1) electronic version emailed to osse.rttt@dc.gov. If the applicant fails to submit one (1) original application, the application will not be reviewed.

- ❑ All applications are blindly scored. The applicant's name, organization's name, project's name, or any other identifier that will reveal the identity of the applicant may not appear anywhere in the application except on the cover page.

- ❑ The applicant organization/entity has responded to all sections of the Request for Applications and the application contains all the information and Attachments requested:

  - ❑ The Application Content section is followed.
  - ❑ **Attachment A** Application Cover Sheet is attached and complete.
  - ❑ **Attachment B** Original Receipt is attached and complete.
  - ❑ **Attachment C** Budget is attached and complete.
  - ❑ **Attachment H** Assurances Certification is attached and complete.
  - ❑ **Attachment I** OTR Certification is attached and complete (if applicable).
  - ❑ **Attachment J** Tax Certification Affidavit is attached and complete (if applicable).
  - ❑ The Budget Narrative section is complete.
  - ❑ A W-9 is complete, signed and attached.

- ❑ The appropriate appendices, including evidence to show that the applicant has the expertise, experience, resources, and management procedures sufficient to implement the proposed project, can provide project accountability, and other supporting documentation are enclosed.

- ❑ The application is submitted in a three-ring-binder. The Application Cover Sheet must be attached to the outside cover of the three-ring-binder.

- ❑ The application is not more than thirty (**30**) pages in length (excluding identified attachments and appendices) and printed on 8.5 by 11-inch paper, double-spaced, on one side, using 12-point type with a minimum of one inch margins. Applications that do not conform to this requirement **will not** be reviewed.

- ❑ The Application Cover Sheet, found in **Attachment A**, contains all the information requested and is attached to the outside cover of the three-ring-binder.

- ❑ The application format conforms to the guidelines in "Application Content" listed in **Section 4**. The review panel **will not** review applications that do not conform to the application format.

- ❑ The appropriate appendices are enclosed, including program descriptions, staff qualifications, individual resumes, licenses (if applicable), and other supporting documentation.

- ❑ The application is submitted to the OSSE no later than 5:00 p.m. on the deadline date of **March 18, 2011**.

Applications received at or after 5:01 p.m. EST, on March 18, 2011 will not be forwarded to the review panel. Any additions or deletions to an application will not be accepted after the deadline of 5:00 p.m. Applicants will not be allowed to assemble application materials on the premises of the OSSE. Applications must be ready for receipt by the OSSE.

Office of the State Superintendent of Education
Request for Applications RFA # DCGD0-2011-A-0002
FY 2011 Charter School Teacher Pipelines Grant

1 GENERAL INFORMATION

1.1 Introduction

On August 24, 2010, the District of Columbia was awarded a Federal Race to the Top grant to enhance citywide comprehensive education reform across four key areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success and inform teachers and principals on how to improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Turning around the lowest performing schools.

As part of the grant, public charter school local education agencies (LEAs) who signed on to participate in Race to the Top (participating LEAs) are eligible to compete for the Charter School Teacher Pipelines grant (CSTP). The CSTP is designed for participating LEAs to submit proposals demonstrating the ability to recruit, train, evaluate, and retain new, effective, and highly effective teachers to increase the number and quality of teachers available to public charter and public schools throughout the District of Columbia. The successful applicant(s) will be able to demonstrate how this will assist in closing and eliminating the achievement gap in the District of Columbia.

Preference will be to given applications that demonstrate the ability to benefit more than one LEA in the District of Columbia.

Applications are due on **Friday, March 18, 2011 at 5:00 p.m.**

1.2 Definitions

The following terms have been defined in order to help applicants better prepare their responses to the CSTP RFA.

Residency Program: As defined by Urban Teacher Residency United, "[b]uilding on the medical residency model, Teacher Residencies are based on the best of what we know works in teacher preparation, providing teaching candidates with both the underlying theory of effective teaching and a yearlong, in-school "residency" in which they practice and hone what they have learned alongside an effective veteran teacher in an urban classroom."

Resident/Fellow: Teacher candidates who participate in a Residency or Fellowship Program.

Mentor: A mentor is typically a highly-effective teacher who has been selected by the LEA and who is willing to share their practices with teacher candidates and new teachers and support them as needed in order for teacher candidates and new teachers to become effective and highly-effective teachers.

Logic Model: As defined by the Center for Evaluation and Education Policy, "[a] simplified picture of a program that shows logical relationships among the resources that are invested, the activities that take place, and the benefits or changes that occur."

Performance Measures: As defined by the Center for Evaluation and Education Policy, "a measurable indicator used to determine how well objectives are being met."

1.3 Purpose

Creating a pipeline of effective and highly effective teachers for public schools throughout the District of Columbia is essential to increase student achievement and eliminate the achievement gap. Often the rigors of teaching in urban public schools are overwhelming for new teachers. This pressure tends to expedite the departure of beginning teachers after five years in the urban classroom.[1] Student performance must be an essential metric by which to measure teacher performance. Thus, the strategic management of human capital by LEAs must be aligned with improving student achievement. In order to ensure that teacher performance is resulting in substantive, measurable growth in student performance, teacher candidates must be recruited, trained, and evaluated rigorously prior to becoming teachers of record. Second-stage teachers, or experienced teachers who are still relatively new to the profession, often seek additional avenues for professional growth.[2] To retain these teachers and limit attrition of effective and highly effective teachers, public schools can create pathways to keep these teachers in the classroom, school, and/or organization.[3] Both effective and highly effective new and second-stage teachers need to be supported in order to be retained and in order to improve student academic outcomes.

Once successful teacher candidates have become teachers of record, it is imperative that the ongoing professional support provided is carefully designed and implemented to support the needs of beginning teachers. This support should be tailored to the needs of schools and teachers and be based in sound evidence. The New Teacher Center found that students of teachers mentored through the comprehensive induction model demonstrated statistically significant in-class engagement compared to a decrease of in-class engagement of students taught by teachers mentored through the add-on induction model.[4]
Not only is the type of mentoring and professional development critical to beginning teacher success, the quality of the mentor also must be high caliber. Mentors must be carefully selected, trained, and placed in order to benefit resident and beginning teachers. Strategically identifying mentors may also allow schools to retain effective and highly effective second-stage teachers who are seeking professional growth.

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[1] Ingersoll, Richard. (2003). "Is There Really a Teacher Shortage?" Center for the Study of Teaching and Policy, University of Washington.
[2] Donaldson, M. L., Johnson, S.L, Kirkpatrick, C.L., Marinell, W.H., Steele, J.L., & Szcesiul, S.A. (2008). "Angling for Access, Bartering for Change: How Second-Stage Teachers Experience Differentiated Roles in Schools." Teachers College Record, 110, no. 5.
[3] Curtis, Rachel E. (2010). "Weaving the Pieces Together: A Framework for Managing Human Capital in Schools." *Teaching Talent: A Visionary Framework for Human Capital in Education*, eds. Rachel E. Curtis and Judy Wurtzel. Cambridge, MA: Harvard University Press.
[4] Research Brief from New Teacher Center: "Comprehensive Induction or Add-On Induction?" Accessed January 5, 2011 at http://www.newteachercenter.org/pdfs/ResearchBrief_0901.pdf.

Providing second-stage teachers with mentoring roles or other types of school leadership roles may also encourage beginning teachers to remain with the school knowing that opportunities for professional growth exist within the school.

To this end, the purpose of the grant is threefold for the selected participating LEA(s). First, the selected participating LEA(s) must fund a residency program that recruits, trains, and evaluates teacher candidates to become effective and highly effective teachers, places them in District of Columbia public or public charter schools, and supports them, as determined by the type of placement, once they become teachers of record. Second, the selected participating LEA(s) must provide pathways for second-stage teachers to fulfill their need for professional growth by engaging them in roles such as mentors, data specialists, or assessment developers within public charter and/or public schools of the District of Columbia. Third, where applicable, the selected participating LEAs must execute a memorandum of understanding (MOU) with each of the additional participating LEAs and/or have a contractual agreement with a selected non-participating LEA third party. The objective of the program is that student achievement will increase so that the achievement gap within the District of Columbia will close and, ultimately, be eliminated.

1.4 Eligibility

A Race to the Top participating LEA with either direct experience operating or working with an established urban teacher residency program that meets all of the following criteria is eligible to apply for the CSTP grant under this Request for Applications (RFA):

- A high performing participating LEA that outperformed the State average both in DC-CAS percent proficient and in annual growth in percent proficient in 2010, according to FOCUS. Or, applicants who operate participating LEAs that are not captured by DC-CAS, that can document in their application performance data demonstrating significant growth and mastery of skills by their student population.
- Demonstrated experience of successfully:
    - recruiting new teacher candidates;
    - training new teacher residents and assessing the effectiveness of new teacher residents throughout and at the end of a multi-year residency placement;
    - selecting, training, and evaluating mentor teachers for first year resident teachers; and
    - placing successful teacher residents in urban public schools.

The list of eligible participating LEAs can be found in Attachment D.

Individuals are not eligible to apply. Each application must include evidence of satisfying all requirements of eligibility and demonstrate experience and expertise regarding the priorities listed below. Applicants must be in good standing with and be qualified to do business in the District of Columbia. Applicants must also be in good standing with the Public Charter School Board and the OSSE.

1.5 Pre-Application Conference - Mandatory

A Pre-Application Conference will be held on **February 17, 2011 from 2:00 – 4:00 p.m.** at 810 First Street, NE, 9th Floor, Room 9014, Washington, DC 20002. **Attendance at the Pre-Application Conference is mandatory**.

1.6 Source of Grant Funding

The United States Congress, through the American Recovery and Reinvestment Act of 2009, Public Law 111-5, awarded funds to the District of Columbia through the Race to the Top competitive grant for initiatives such as those contained in this Request for Applications.

1.7 Grant Award

The Charter School Teacher Pipelines Grant is a competitive grant available only to charter schools participating in Race to the Top (previous commitment required). Grant award payments will be made in accordance with the OSSE's reimbursement policy, the approved grant application, performance objectives, and accompanying project budget. A final accounting for the entire project shall be submitted to the OSSE no later than ninety (90) days after either the final expenditure of grant funds or by the end of the grant period, whichever comes first. Additionally, all expenditure information must be kept in accordance with Federal regulations and OSSE guidelines.

1.8 Funds Available and Funding Period

Up to a total of $2,000,000 in grant funds will be available for this first round of the CSTP grant competition. Eligible applicants may apply for up to $1,000,000. The expectation of OSSE is to award either two (2) $1,000,000 grants or one (1) $1,000,000 grant and two (2) $500,000 grants; however, awards may be made in other increments and successful applicants may be awarded amounts less than requested. The subgrant is offered for a period of up to three years from the date of award, not to exceed September 23, 2014. The applicant is to create a budget that corresponds to the length of the intended project period. For example, an applicant may provide a budget and budget narrative that substantiates the need for a single-year draw-down of the grant award or may provide a budget and budget narrative that spreads the draw-down of the subgrant award over two or three years. The total duration of this subgrant shall not exceed three years; therefore, no budget and budget narrative for this award shall be for more than three (3) years.

1.9 Permissible Use of Funds

Race to the Top participating LEAs must use the funding to:

- Recruit, train, evaluate, and place a select group of teacher resident candidates in District of Columbia public schools;
- Select, train, and evaluate mentors of teacher residents; and
- Provide ongoing support for new teachers of record and the respective mentors.

Race to the Top participating LEAs may also use the funding to provide compensation/stipends to residents/fellows, mentors, and/or other identified staff directly related to the recruitment, training, evaluation, support, and placement of residents/fellows and/or resident/fellow graduates.

For every $500,000 awarded, the OSSE expects the applicant to provide a project budget that will demonstrate the recruitment, training, evaluating, and mentoring of at least ten (10) newly trained teachers prepared to enter the District of Columbia teaching pipeline.

Grant funds can be paid by a subgrant recipient to partnering LEAs and non-LEAs. Partnerships may be with entities such as other LEAs, non-profit organizations, and institutes of higher education. An applicant who intends to provide CSTP subgrant funding to a third-party must identify that third-party and must provide evidence of that third-party's success in recruiting, training, evaluating, or mentoring teachers who demonstrate success in improving student achievement in urban classrooms. The use of these funds by a third-party must be captured in detail in the proposed budget and budget narrative. It is the expectation of the OSSE that selected participating LEAs will not serve as a pass through of grant funds, and that grant funds will primarily be used by the participating LEAs to fund and support its existing teacher residency/fellowship program.

1.10 Contact Person

For further information, please contact:

Marissa McKeever
Office of the State Superintendent of Education
810 First Street, NE
9th Floor
Washington, DC 20002
202-741-5941
osse.rttt@dc.gov

2 SUBMISSION OF APPLICATION

2.1 Application Submission Date and Time

Applications are due on March 18, 2011 by 5:00pm. Applications received at or after 5:01 p.m. EST, on March 18, 2011 will not be forwarded to the review panel. Any additions or deletions to an application will not be accepted after the deadline of 5:00 p.m. Applicants will not be allowed to assemble application materials on the premises of the OSSE. Applications must be ready for receipt by the OSSE.

The applicant is submitting one (1) three-ring-bound hard copy original application, two (2) three-ring-bound hard copies, and one (1) electronic version emailed to osse.rttt@dc.gov. If the applicant fails to submit one (1) original application, the application will not be reviewed.

Hand delivery is to the following location:

The Office of the State Superintendent of Education
810 First Street, NE
9th Floor
Washington, DC 20002
Attention: Marissa McKeever

2.2 Messenger Delivery

Applications that are delivered by messenger service must be sent in sufficient time to be received at the above location by the 5:00 p.m. deadline on **March 18, 2011**. Applications arriving via messenger service after the posted deadline of **5:00 p.m., March 18, 2011 will not be forwarded to the review panel by the OSSE.**

2.3 Review Panel

The review panel for this RFA will be composed of neutral, qualified professional individuals who have been selected for their unique and related experiences. The panel will review, score, and rank each applicant's proposal. When the panel has completed its review, it shall make recommendations for the partnership based on the Proposal Requirements. The Office of the State Superintendent of Education will make the final decisions regarding CSTP grant awards.

2.4 Decision on Awards

The recommendations of the review panel are advisory only and not binding on the Office of the State Superintendent of Education. The final decision on awards is vested solely with the OSSE. After reviewing the recommendations of the panel and any other information considered relevant, the OSSE shall make the decisions regarding which applications will be awarded and the amounts to be funded.

3 PROGRAM SCOPE

Applicants shall develop recruitment, selection, and placement strategies, and training as well as evaluation programs designed to attract new teachers that will become effective and highly effective urban educators. In addition to increasing the number of effective and highly effective teachers, applicants shall provide second-stage teachers avenues for professional growth either aligned with the proposed or existing teacher program or with other areas within the school or organization. The scope of services is intended to establish a high performing program that will ultimately assist in closing and eliminating the achievement gap in the District of Columbia. The standards for evaluating this are from Urban Teacher Residency United's "Quality Standards for Effective Teachers."[5] These standards have been created by a network of established and effective urban teacher residency programs throughout the country. Utilizing these standards as a guide for this RFA is aligned with Urban Teacher Residency United's statement that they are "meant to be an assessment and program development tool for both emerging and established residency programs."[6] The standards are:

3.1 Program Management

- Strong partnership(s) between high performing charter LEA(s) and other eligible partner(s);
- Designated lead partner;
- Reasonable and appropriate funding model;
- Commitment to local assessment and evaluation (internal and state mandated); and
- Transparent agreements between the program and all participants.

[5] Urban Teacher Residency United: "Quality Standards for Effective Residencies." Accessed January 3, 2011 at http://www.utrunited.org/EE_assets/docs/2010_UTRU_Revised_Standards_and_Indicators.pdf.
[6] Ibid.

3.2 Recruitment and Selection

- Alignment with District of Columbia charter LEA mission;
- Targeted approach to recruitment (e.g., increasing the diversity of the teacher corps, increasing the teacher corps in hard to staff areas); and
- Rigorous and competitive selection process.

3.3 Mentor Recruitment, Selection and Training

- Targeted approach to recruitment (e.g., high performing second-stage teachers seeking professional growth);
- Rigorous and competitive selection process;
- High quality professional development for mentors; and
- Mentor assessment and accountability.

3.4 Residency Year

- Rigorous resident learning standards;
- Rigorous and aligned coursework;
- Intensive classroom apprenticeship;
- Dynamic application of gradual release of responsibility model; and
- Resident assessment and accountability.

3.5 Strategic Placement of Residents and Graduates

- Placement of residents in training sites;
- Placement of graduates in hard to staff areas; and
- Grouping of residents and graduates into cohorts.

3.6 Post-Residency

- Placement based mentor selection;
- High quality professional development for graduates and placement coaches; and
- Ongoing professional learning community.

4 APPLICATION CONTENT

4.1 Description of Application Technical Requirements

Applicants must use the following format standards in completing the application. The review panel shall not review applications that do not conform to these requirements. The format standards for this grant are:

- Application narrative cannot exceed thirty (30) double-spaced pages;
- Entire application must be single-sided;
- Entire application must be submitted on 8½ by 11-inch paper;
- Margins for the entire application must be one inch;
- Entire application must be typed in 12-point font and typed only in Times New Roman, Courier, or Calibri; and
- All pages must be numbered.

4.2 Description of Application Format – Include Directions for Electronic Submission

Three-Ring-Bound Hard Copy - The applicant has responded to all sections of the RFA and the three-ring-bound hard copy contains all required and requested information.

The cover of the three-ring-bound hard copy must clearly display the cover page (**Attachment A**). The three-ring-bound hard copy must contain all of the following tabs with the requested information:

- Tab One: Executive Summary (not counted against the thirty (30) page limit)
- Tab Two: Table of Contents (not counted against the thirty (30) page limit)
- Tab Three Program Design (should include at a minimum the complete plan for the existing or proposed teacher resident program)
- Tab Four: Business Plan
- Tab Five: Budget and Budget Narrative
- Tab Six: Performance Measures and Logic Model
- Tab Seven: Competitive Preference Priorities (not counted against the thirty (30) page limit)
- Tab Eight: Required Appendices (appendices do not count against the thirty (30) page limit, and each section should be clearly marked and separated)
    - Applicant Profile (**Attachment A**)
    - Original Receipt (**Attachment B**)
    - Budget Form (**Attachment C**)
    - Assurances Certification **(Attachment H**)
    - OTR Certification (**Attachment I**)
    - Tax Certification Affidavit (**Attachment J**)
- Tab Nine: Additional Appendices (e.g., 501 (c) (3), other key personnel, organization chart, position descriptions, letters or support, Certificate of Insurance). These do not count against the thirty (30) page limit.

4.3 Description of Application Content

The purpose and content of each section is described below. Applicants should include all information necessary to adequately describe the proposed project.

Tab One – Executive Summary: Applicants may use this section to: 1) provide a brief background and history of the LEA(s), 2) describe the LEA's academic program(s) and any associated unique characteristics, 3) provide an overview of the proposed project, and 4) any distinct characteristics of the LEA's leadership team. This should be no more than two pages.

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

Tabs Three through Six – Selection Criteria: Each of the four responses to the selection criteria is to demonstrate thoughtfulness and thoroughness. Applicants are to address all the elements within each criterion and provide evidence to enhance the response when applicable.

Tab Seven – Competitive Preference Priorities: Three (3) competitive preference priorities are included within the CSTP RFA. Applicants may only respond to each of the competitive preference priorities if each of the four selection criterion listed above are addressed. Applicants will only receive competitive preference points if their score on the selection criteria is equal to or greater than seventy percent (70%).

Tab Eight – Required Appendices: Applicant is to include in the appendices all required documents identified within the CSTP RFA.

Tab Nine – Additional Appendices: Applicants may include limited additional information that will enhance the application. Applicants are not permitted, however, to include additional narrative in this section. Applicants may only submit additional materials such as letters of support, partnership agreements, confirmation of federal 501(c) (3) status, Certificate of Good Standing (District of Columbia Office of Tax and Revenue), and Certificate of Insurance.

5 Selection Criteria

The following objective criteria for identifying teacher pipeline programs will assist participating LEAs in their efforts to improve the recruitment, training, placement, evaluation, and retention of effective and highly effective teachers throughout the District of Columbia. Applicants must respond to all four (4) selection criteria and score at least seventy percent (70%) to be eligible to be considered for an award or to receive competitive preference points. Applications will be objectively reviewed by the review panel against the specific criteria provided. The review panel will score and rank the applications. Final funding determinations will be made by the OSSE.

5.1 Criterion A Program Design (30 points)

The applicant provides a program that addresses the six elements outlined in the Program Scope: Program Management; Resident Recruitment and Selection; Mentor Recruitment, Selection, and Training; Residency Year; Strategic Placement of Residents and Graduates; and Post-Residency. The applicant is to address each element individually. Each element addressed by the applicant is to be supported by a thorough response to each of the element's corresponding indicators identified in the rubric found in **Attachment E**.

5.2 Criterion B Business Plan (20 points)

The applicant provides a proposed business plan that is thoughtful, professionally executed, and feasible in all respects. The business plan includes, but is not limited to, the following:

- Rationale for the project;
- Applicant's theory of change;
- Proposed impact of the project and aligned metrics to determine the proposed impact;
- Past experience and success in this area of work;
- Critical points of contact, staff responsibilities, and reporting arrangements;
- Capacity, experience, and expertise of staff and/or proposed contractors who will be implementing and overseeing the proposed project;
- Execution strategy to immediately begin or continue the proposed project upon award notification (please include a Gantt chart as part of the execution strategy);
- Incorporation and/or adaptation of effective and successful practices and concepts from other successful urban residency programs;
- Services that will be provided and outcomes achieved through this project; and
- Strategy for assisting in closing and eliminating the achievement gap through this project.

5.3 Criterion C Budget and Budget Narrative (30 points)

The proposed budget and budget narrative are to be aligned with Criteria A and B. The applicant shall utilize cost-effective means in the implementation, administration, and management of the project without jeopardizing the quality of the services provided to the candidates and mentors. The proposed budget indicates the amount and purpose of monetary and/or in-kind matches, if applicable. The proposed budget should also include the number of residents/fellows and mentors to be funded during each year of the project as well as a cost breakdown for each resident/fellow and mentor. The resulting reasonableness of the annotated budget is consistent with the undertakings outlined in the application. The detailed budget narrative contains a justification for each line item. The budget narrative must present a detailed justification of all expenditures and the basis used to derive the proposed costs**.**

5.4 Criterion D Performance Measures (20 points)

The applicant provides a logic model (**Attachment F**) and a list of performance measures (**Attachment G**) specifically for the project. The applicant is to provide a program evaluation plan that is aligned with the logic model. The following are intended to guide the applicant in the development of the program evaluation plan. The list is not intended to be exhaustive.

- Describe the impact residents/fellows and resident/fellow graduates will have in adopting, using, and sharing effective education practices to close and eliminate the achievement gap.
- Describe the influence of the proposed project on other teachers at the placement site(s).
- Describe the expected impact of the proposed program on increasing the number of new teachers entering the District of Columbia teacher pipeline.
- Describe how residents/fellows, new teachers, and mentor teachers will have the opportunity to influence the operation of the proposed project and provide feedback regarding the program.
- Describe the expected impact of the proposed project on the number of new teacher candidates recruited.
- Describe the expected impact of the proposed project on the number of new effective and highly effective teachers trained.
- Describe the expected impact on the number of second-stage teachers.
- Describe the expected impact of the proposed project on the number of years new resident/fellow graduates remain as teachers in the LEA.

Grantees will be asked to provide quarterly reports throughout the grant term on the performance measures listed in response to this RFA. Performance measures will be aligned with program objectives.

5.5 Priority Points

This competition includes four (4) competitive preference priorities. Applicants may only respond to each of the competitive preference priorities if each of the six selection criterion are addressed. Applicants will only receive competitive preference points if their score on the selection criteria is equal to or greater than seventy percent (70%). Applicants must identify the priority or priorities that they are responding to and provide supporting evidence for each. Up to an additional eighty (80) points may be added to the application, depending on how well the application meets one or more of the priorities. Applicants may address all four (4) priorities, some of the priorities, or no priority. The OSSE has established the following preference priorities for funding under the CSTP grant:

- **Competitive Preference Priority 1 (20 Points)**
    - Providing alternative certification or the ability to be certified to successfully trained teachers.

- **Competitive Preference Priority 2 (20 Points)**
  - Training and comprehensive induction for residents and mentors in the following hard to staff areas:
    - English Language Learners
    - Special Education
    - Early Childhood
    - Science, Technology, Engineering, and Mathematics (STEM)
  - Applicants can earn no more than the twenty (20) points. Applicants only have to satisfactorily address one of the four enumerated hard to staff areas to be eligible to receive the twenty (20) competitive priority points and do not need to address each of the four hard to staff areas.

- **Competitive Preference Priority 3 (20 Points)**
  - Contributing a 25% financial match and/or in-kind match.
  - For example:
    - A $500,000 grant request must have a $125,000 cash match, in-kind match, or combination of both for a project total of $625,000.
    - A $1,000,000 grant request must have a $250,000 cash match, in-kind match, or combination of both for a project total of $1,250,000.
    - A $2,000,000 grant request must have a $500,000 cash match, in-kind match, or combination of both for a project total of $2,500,000.

- **Competitive Preference Priority 4 (20 Points)**
  - Create a consortium/partnership of at least five (5) District of Columbia LEAs to establish a teacher residency program or expand an existing teacher residency program.

6 GENERAL PROVISIONS

6.1 Insurance

Each applicant must submit a **Certificate of Insurance** that reflects the coverage and amount under the policy as well as the dates of coverage and renewal.

6.2 Audits

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

6.3 Nondiscrimination in the Delivery of Services

In accordance with Title VI of the Civil Rights Act of 1964 (Public Law 88-352), as amended, no person shall, on the grounds of race, color, religion, nationality, sex, or political opinion, be denied the benefits of, or be subjected to discrimination under, any program activity receiving FY 2008 Appropriations Act, Public Law 110-161 funding.

6.4 W-9

If not already on file with OPCSFS or needs to be updated, the Applicant is submitting a completed and signed W-9. It is the responsibility of the Applicant to ensure that a current, signed W-9 is on file with OPCSFS.

6.5 Additional Information

The OSSE reserves the right to request and be provided with additional information, such as financial statements, should the need occur.

6.6 Monitoring and Reporting

The OSSE will monitor the subgrantee through site visits and quarterly reviews of project reports. The specific schedules will be established and agreed upon immediately after the grant is awarded.

6.7 Organizational and Governance Documents

Upon notification of award, subgrantees must certify that the following documents are on file at its business offices: organizational charts, signed articles of incorporation, and any other organizational and governance documents of the agency.

6.8 Cooperation with OSSE

The subgrantee will:

- cooperate with the OSSE in evaluating the program; and
- maintain appropriate financial management practices as required, including tracking activity for this project separately in the subgrantee's Chart of Accounts.

6.9 Conflict of Interest

Subgrantees must avoid apparent and actual conflicts of interest when administering grants.

7 APPENDICES

7.1 Attachment A – Application Cover Sheet

7.2 Attachment B – Original Receipt

7.3 Attachment C – Budget Workbook

7.4 Attachment D – Eligible LEAs

7.5 Attachment E – Scoring Rubric

7.6 Attachment F – Logic Model

7.7 Attachment G – Performance Measures

7.8 Attachment H – Assurances Certification

7.9 Attachment I – OTR Certification

7.10 Attachment J – Tax Certification Affidavit

7.1 Attachment A

Application Cover Sheet		
Organization Name:		
Contact Name:	Title:	Phone:
Address:		Fax:
City:	State:	ZIP Code:
Grant Coordinator *if other than contact*:		Title:
Email Address:		Phone:
Name of Project:		Total Funds Requested: $
LEAs and/or other organizations with whom the LEA will work:		
Project Description:		
Certification/signatures		
I certify to the best of my knowledge, the information contained in this application is correct and complete and that the Organization and its representatives will carry out all programs or activities related to the Charter School Teacher Pipelines Grant.		
Printed Name and Title of Authorized Person:		
Signature:	*Date (MM/DD/YYYY):*	

7.2 Attachment B

Original Receipt
FY 2011 Charter School Teacher Pipelines Grant
RFA # DCGD0-2011-A-0002

The Office of the State Superintendent of Education is in receipt of the application submitted by:

_____
(Contact Name/Please Print Clearly)

_____
(Organization Name)

_____
(Address, City, State, Zip Code)

_____
(Phone)

_____
(Fax)

_____
(Project Title)

OSSE USE ONLY:

Please Indicate Time:

_____ Applications with Original

RECEIVED ON THIS DATE _____/_____/_____

Received by:_____

LATE APPLICATIONS WILL NOT BE CONSIDERED FOR AN AWARD

7.3 Attachment C

CSTP Budget Workbook

See Excel Workbook that accompanies this RFA. It is posted on the OSSE's Race to the Top website under Grants and Procurement Opportunities.

[redacted]

7.4 Attachment D

Charter School Teacher Pipelines Grant
List of Eligible LEAs

1. Achievement Preparatory Academy Public Charter School
2. AppleTree Early Learning Public Charter School
3. Bridges Public Charter School
4. Capital City Public Charter School
5. Cesar Chavez Public Charter School
6. Community Academy Public Charter School
7. DC Preparatory Public Charter School
8. Elsie Whitlow Stokes Public Charter School
9. Euphemia L. Haynes Public Charter School
10. Excel Academy Public Charter School
11. Friendship Public Charter School
12. Ideal Academy Public Charter School
13. KIPP DC Public Charter School
14. Meridian Public Charter School
15. Paul Public Charter School
16. Thurgood Marshall Academy Public Charter School

7.5 Attachment E

Race to the Top
Charter School Teacher Pipelines Grant
Scoring Rubric

This tool is for evaluating the Charter School Teacher Pipelines grant funded by the District of Columbia's Race to the Top grant. The rubric provides guidance to review panel members on making funding recommendations to the District of Columbia Office of the State Superintendent of Education (OSSE). The scoring rubric aligns with the four (4) selection criteria and the four (4) competitive preference priorities identified in the RFA.
The rubric assigns a score for the four (4) selection criteria using the following scale:

Completely meets criterion
Substantially meets criterion
Partially meets criterion
Minimally meets criterion
Fails to meet criterion
Please do not assign any score other than the given options for each criterion.

The rubric assigns a score for the four (4) competitive preference priorities using the following scale:

Completely meets priority
Fails to meet priority
Please do not assign any score other than the given options for each priority.

As a reviewer, it is valuable for the OSSE as well as the applicant to know your thoughts about the application. Therefore, please provide comments under the "strengths" and "weaknesses" area after each section. Your comments may be shared with the applicant, so be thoughtful in your comments. Please type the scores and comments directly into the spaces provided.

The scoring is based on a 100 point scale, with a minimum score of 70 points required for the application to be considered eligible for funding and to be awarded any competitive preference points. If the application score for the selection criteria is below 70 points total, the review panel may deny the application based upon its overall weakness.

Reviewers may decide to award funding that is less than the amount requested in the application. If you decide that funding less than the amount request is appropriate, please provide the rationale for this decision in the "Comments" box on the last page of the rubric (page 31).

You are to assign a score to each criterion and competitive preference priority after you review the LEA's application. Your final funding recommendation to the OSSE should be based on all relevant information within the application. The review panel's recommendations are the primary factor in the OSSE's decision about whether or not to award a grant. The final decision, however, remains with the OSSE.

Thank you for your time and participation in the Race to the Top, Charter School Teacher Pipelines Grant application.

Criterion A: Program Design (30 points total)				
Program Management				
Standards required to satisfy the Program Management element: • *Strong partnership(s) between high performing charter LEA and other eligible partner(s).* • *Designated lead partner.* • *Reasonable and appropriate funding model.* • *Commitment to local assessment and evaluation (internal and state mandated).* • *Transparent agreements between the program and all participants.*				
Fails to meet criterion	**Minimally meets criterion**	**Partially meets criterion**	**Substantially meets criterion**	**Completely meets criterion**
0	**1**	**2**	**3**	**5**
Strengths:				
Weaknesses:				
Total Points for Program Management: _____/5 points				

Resident Recruitment and Selection				
Standards required to satisfy the Resident Recruitment and Selection element: • *At least ten residents/fellows are funded for every $500,000 awarded.* • *Recruitment strategy and selection plan outlines timeline, eligibility requirements for applicants, roles, and outcomes.* • *Targeted approach to recruitment (e.g., increasing the diversity of the teacher corps, increasing the corps in hard to staff areas).* • *Clear and rigorous selection criteria based on effective practices and research regarding what makes a teacher effective in an urban setting.* • *Alignment with charter LEA's mission.*				
Fails to meet criterion	**Minimally meets criterion**	**Partially meets criterion**	**Substantially meets criterion**	**Completely meets criterion**
0	**1**	**2**	**3**	**5**
Strengths:				
Weaknesses:				
Total Points for Resident Recruitment and Selection: _____/5 points				

Mentor Recruitment, Selection, and Training				
Standards required to satisfy the Mentor Recruitment, Selection, and Training element: • *Targeted approach to recruitment (e.g., high performing second-stage teachers seeking professional growth).* • *Rigorous and competitive selection process.* • *Comprehensive professional development based on effective practices and research is provided to mentors and offers the specific training, resources, and support necessary to acquire and refine effective coaching and mentoring skills.* • *Dedicated time for mentors to collaborate and network with other mentors.* • *Mentors' performance is assessed regularly, mentors are accountable to high standards for coaching and overall classroom apprenticeship, and mentors are dismissed when necessary.*				
Fails to meet criterion	**Minimally meets criterion**	**Partially meets criterion**	**Substantially meets criterion**	**Completely meets criterion**
0	**1**	**2**	**3**	**5**
Strengths:				
Weaknesses:				
Total Points for Mentor Recruitment, Selection, and Training: _____/5 points				

Residency Year				
Standards required to satisfy the Residency Year element: • *Development and utilization of resident/fellow learning standards to develop and implement the curriculum for the residency year, including coursework (if applicable), classroom apprenticeship, gradual release, and resident assessment.* • *Guided teaching apprenticeship alongside an experienced mentor teacher, which is aligned with the residency learning standards and provides a year of structured "on-the-job" training.* • *Opportunities for residents to teach daily, beginning from the start of the school year.* • *"Gradual release of responsibility" model to ensure that the mentor teacher creates opportunities to transition increasing ownership for classroom management and instruction to the resident over the course of the residency/fellowship.* • *Assessment of resident/fellow performance and plans to "graduate" only residents with the demonstrated potential to become effective teachers of record.*				
Fails to meet criterion	**Minimally meets criterion**	**Partially meets criterion**	**Substantially meets criterion**	**Completely meets criterion**
0	**1**	**2**	**3**	**5**
Strengths:				
Weaknesses:				
Total Points for Residency Year: _____/5 points				

Strategic Placement of Residents and Graduates				
Standards required to satisfy the Strategic Placement of Residents and Graduates element: • *Dedicated point-person to coach and support the mentor-resident/fellow grouping.* • *Annual review of training and placement site(s) to identify and address issues that arise on an ongoing basis.* • *School leadership commitment, in both training and placement site(s), to help graduates successfully transition to post-residency teaching.* • *Graduates grouped into cohorts in their post-residency/fellowship years.* • *Placement of resident/fellow "graduates" in hard to staff positions.*				
Fails to meet criterion	**Minimally meets criterion**	**Partially meets criterion**	**Substantially meets criterion**	**Completely meets criterion**
0	**1**	**2**	**3**	**5**
Strengths:				
Weaknesses:				
Total Points for Strategic Placement of Residents and Graduates: _____/5 points				

Post-Residency				
Standards required to satisfy the Post-Residency element: • *Clear expectations and eligibility requirements for induction coaches.* • *Clear criteria for pairing induction coaches with beginning teachers.* • *Commitment to ongoing, high-quality professional development and support for induction coaches to hone and refine their ability to support graduates in the field.* • *Residents/Fellows have access to an exemplary on-site induction program, which includes frequent and ongoing classroom-based observation, reflection, and feedback.* • *Learning community for graduates, creating a collaborative culture that values ongoing training, alumni networking, and promotion of the retention of effective teachers.*				
No elements are satisfied	**Only one or two elements are completely satisfied**	**Only three elements are completely satisfied**	**Only four elements are completely satisfied**	**All five elements are completely satisfied**
0	**1**	**2**	**3**	**5**
Strengths:				
Weaknesses:				
Total Points for Strategic Placement of Residents and Graduates: _____/5 points				

Total Points for Program Design _____/30 points

Criterion B				
Business Plan				
Standards required to satisfy the Business Plan criterion: • *Rationale for the project.* • *Applicant's theory of change.* • *Proposed impact of the project and aligned metrics to determine the proposed impact.* • *Past experience and success in this area of work.* • *Critical points of contact, staff responsibilities, and reporting arrangements.* • *Capacity, experience, and expertise of staff and proposed contractors who will be working on and overseeing the proposed project.* • *Execution strategy to immediately begin or continue the proposed project upon award notification (a Gantt chart should be included as part of the execution strategy).* • *Incorporation or adaptation of effective practices and concepts from other successful urban residency type programs.* • *Services that will be provided and outcomes achieved through this project.* • *Strategy for assisting in closing and eliminating the achievement gap through this project.*				
Fails to meet criterion	**Minimally meets criterion**	**Partially meets criterion**	**Substantially meets criterion**	**Completely meets criterion**
0	**5**	**10**	**15**	**20**
Strengths:				
Weaknesses:				
Total Points for Business Plan: _____/20 points				

Total Points for Business Plan _____/20 points

Criterion C				
Budget				
Standards required to satisfy the Budget element: • *Alignment with each of the six Program Design elements.* • *Cost-effective means of implementing, administrating, and managing the project without jeopardizing the quality of the services provided.* • *Reasonableness of the budget to carry out the proposed project activities outlined in the application.* • *Demonstration of a significant return on investment.* • *Accounts for all project funding – grant award and external funding.*				
Fails to meet criterion	**Minimally meets criterion**	**Partially meets criterion**	**Substantially meets criterion**	**Completely meets criterion**
0	**5**	**8**	**12**	**15**
Strengths:				
Weaknesses:				
Total Points for Budget: _____/15 points				

Budget Narrative				
Standards required to satisfy the Budget Narrative element: • *Alignment with overall project plan.* • *Justification for each line item.* • *Explanation of how budget figures were calculated.* • *Explanation of financial/in-kind match, if applicable (***If no match, do not penalize***).*				
Fails to meet criterion	**Minimally meets criterion**	**Partially meets criterion**	**Substantially meets criterion**	**Completely meets criterion**
0	**5**	**8**	**12**	**15**
Strengths:				
Weaknesses:				
Total Points for Budget Narrative: _____/15 points				

Total Points for Budget and Budget Narrative _____/30 points

Criterion D				
Performance Measures				
Standards required to satisfy the Performance Measures criterion: • *An evaluation plan that includes, but is not limited to, a logic model, project objectives, performance measures, a dissemination plan, and a project modification plan.* • *A logic model is present and alignment exists between inputs, outputs, and outcomes.* • *Project objectives are measurable, relevant, and relate directly to the goal of the proposed project.* • *Performance measures are present, aligned with the logic model, and provide a quantitative metric that is relevant to the project objectives.* • *A plan to disseminate the findings to appropriate stakeholders such as OSSE and other participating LEAs based on the evaluation of the performance measures.* • *A plan for using the performance measures to inform the need for modification to the project in order for the project to be successful.*				
Fails to meet criterion	**Minimally meets criterion**	**Partially meets criterion**	**Substantially meets criterion**	**Completely meets criterion**
0	**5**	**10**	**15**	**20**
Strengths:				
Weaknesses:				
Total Points for Performance Measures: _____/20 points				

Total Points for Performance Measures _____/20 points

Competitive Preference Priorities	
Competitive Preference Priority #1 – Certification	
• *Providing alternative certification or the ability to be certified to successfully trained teachers.*	
Fails to meet the Preference Priority	**Completely meets the Preference Priority**
0	**20**
Strengths:	
Weaknesses:	
Total Points for Preference Priority #1 _____/20 points	

Competitive Preference Priority #2 – Hard to Staff Areas	
• *Training and comprehensive induction for residents and mentors in the following hard to staff areas:* o *English Language Learners* o *Special Education* o *Early Childhood* o *Science, Technology, Engineering, and Mathematics (STEM).* • *Applicants can earn no more than the twenty (20) points. Applicants only have to satisfactorily address one of the four enumerated hard to staff areas to be eligible to receive the twenty (20) competitive priority points, and do not need to address each of the four hard to staff areas.*	
Fails to meet the Preference Priority	**Completely meets the Preference Priority**
0	**20**
Strengths:	
Weaknesses:	
Total Points for Preference Priority #2 _____/20 points	

Competitive Preference Priority #3 – Financial and/or In-Kind Match	
• *Contributing a 25% financial match and/or in-kind match.* • *For example:* o *A $500,000 grant request must have a $125,000 cash match, in-kind match, or combination of both for a project total of $625,000.* o *A $1,000,000 grant request must have a $250,000 cash match, in-kind match, or combination of both for a project total of $1,250,000.* o *A $2,000,000 grant request must have a $500,000 cash match, in-kind match, or combination of both for a project total of $2,500,000.*	
Fails to meet the Preference Priority	**Completely meets the Preference Priority**
0	**20**
Strengths:	
Weaknesses:	
Total Points for Preference Priority #3 _____/20 points	

Competitive Preference Priority #4 – Consortium/Partnership	
• *Create a consortium/partnership of at least five (5) participating LEAs to establish a teacher residency program or expand an existing teacher residency program.*	
Fails to meet the Preference Priority	**Completely meets the Preference Priority**
0	**20**
Strengths:	
Weaknesses:	
Total Points for Preference Priority #4 _____/20 points	

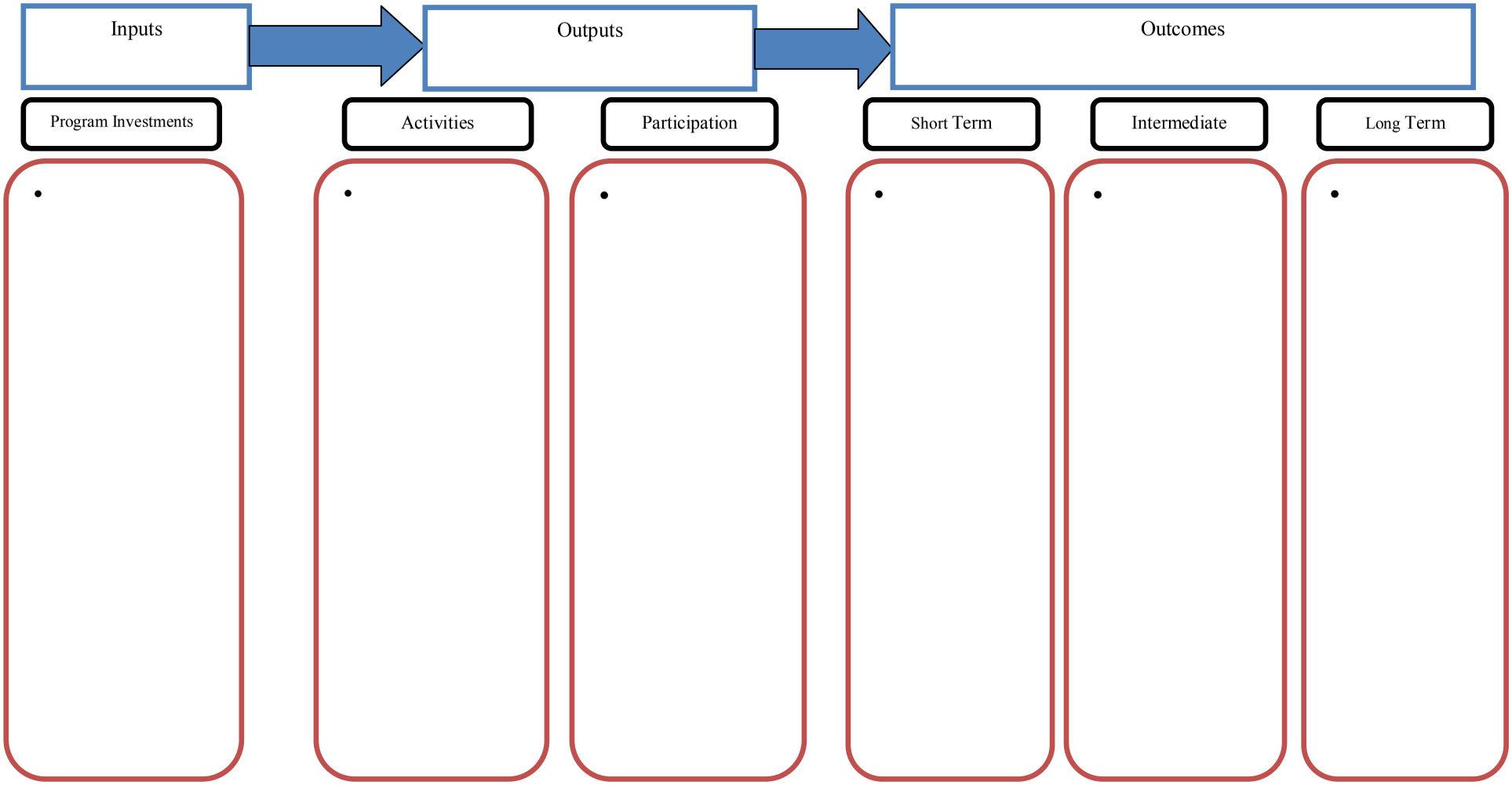
Total Points for Preference Priorities _____/80 points	
SECTION TOTALS	**SCORE:**
A – Program Design	**/30 points**
B – Business Plan	**/20 points**
C – Budget and Budget Narrative	**/30 points**
D – Performance Measures	**/20 points**
Selection Criteria Total:	**/100 points**
E – Competitive Priority 1: Certification	**/20 points**
F – Competitive Priority 2: Hard to Staff Areas	**/20 points**
G – Competitive Priority 3:Financial and/or In-Kind Match	**/20 points**
H – Competitive Priority 4: Collaboration/Consortium/Partnership	**/20 points**
Competitive Preference Priority Total:	**/80 points**
FINAL SCORE:	

Fund Application?	**YES/NO**
If no, would you partially fund?	**YES/NO**
If yes, how much?	**$**
Overall Comments:	

7. 6 Attachment F

Teacher Pipelines Logic Model

Objective:



7.7 Attachment G

Teacher Pipelines Performance Measures

Objective 1:

Process Performance Measures

Outcome Performance Measures

7.8 Attachment H

Race to the Top
Charter School Teacher Pipelines Grant
Certification

Assurances Certification

Applicant should review the *ARRA – Race to the Top – Local Education Agency Assurances* to determine the assurances to which they are required to attest. Signature of this form provides for applicant's compliance with all of the assurances applicant previously read and agreed to as a condition of receiving Race to the Top funds. Applicant submitted a signed copy of such assurances to the Office of the State Superintendent of Education pursuant to the District of Columbia Race to the Top Guidance and Frequently Asked Questions.

Office of the State Superintendent of Education
810 First St., NE, 9th Floor
Washington, DC 20002
(202) 741-5941
osse.rttt@dc.gov

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the assurances outlined in the *ARRA – Race to the Top – Local Education Agency Assurances* previously signed and submitted to the OSSE.		
Applicant Name and Address:		**Date:**
Name of Authorized Representative:	**Title of Authorized Representative:**	**Signature:**

7.9 Attachment I

Race to the Top
Charter School Teacher Pipelines Grant
Tax Certification

OTR Certification

Signature of this form provides for applicant's certification of completion and submittal of the Office of Tax and Revenue's *Tax Certification Affidavit*. Please indicate the program within the OSSE to which the *Tax Certification Affidavit* was submitted and the date on which it was submitted. If the *Tax Certification Affidavit* has not been completed and submitted to the OSSE on or after April 15, 2010, please complete the *Tax Certification Affidavit* (**Attachment J**).

Office of the State Superintendent of Education
810 First St., NE, 9th Floor
Washington, DC 20002
(202) 741-5941
osse.rttt@dc.gov

As the duly authorized representative of the applicant, I hereby certify that the applicant has Completed and Submitted the Office of Tax and Revenue's *Tax Cerficiation Affidavit* to the OSSE's _____ (program) on _____(month/day/year).		
Applicant Name and Address:		**Date:**
Name of Authorized Representative:	**Title of Authorized Representative:**	**Signature:**

7.10 Attachment J

GOVERNMENT OF THE DISTRICT OF COLUMBIA
OFFICE OF THE CHIEF FINANCIAL OFFICER
OFFICE OF TAX AND REVENUE

TAX CERTIFICATION AFFIDAVIT

Date_____ , 20_____
Name of Organization/Entity: _____
Address: _____

Principal Officers:	**Name**	**Soc. Sec. No.**	**Title**
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

Business Telephone No.: _____
Finance and Revenue Registration No.: _____
Federal Identification No.: _____
DUNS No.: _____ Contract No.: _____
Unemployment Insurance Account No.: _____
I hereby certify that:

1. **I have complied with the applicable tax filing and licensing requirements of the District of Columbia.**
2. **The following information is true and correct concerning tax compliance for the following taxes for the past five (5) years:**

	Current	**Not Current**
District: Sales and Use	☐	☐
Employment Withholding	☐	☐
Hotel Occupancy	☐	☐
Corporation Franchise	☐	☐
Unincorporated Franchise	☐	☐
Personal Property	☐	☐
Professional License	☐	☐
Arena/Public Safety Fee	☐	☐
Vendor Fee		

3. **If not current, as checked in item 2, I am in compliance with a payment agreement with the Department of Finance and Revenue. ☐ Yes ☐ No Attach copy of the Agreement.**

   If outstanding liabilities exist and no agreement has been made, please attach a listing of all such liabilities.

   The Department of Finance and Revenue also requires:

   1. **Copies of FR-532 (Notice of Registration) or a copy of an FR-500 (Combined Registration Form)**
   2. **Copies of canceled checks for the last tax period(s) filed for each tax liability; i.e., sales and use, employer withholding, etc.**

The District of Columbia Government is hereby authorized to verify the above information with appropriate Government authorities. Penalty for making false statements is a fine of not more than $1,000.00, imprisonment for not more than one year, or both, as prescribed in D.C. Code Sec. 22-2514. Penalty for false swearing is a fine of not more than $2,500.00, imprisonment for not more than three (3) years, or both, as prescribed in D.C. Code sec. 22-2513.

_____ _____

Signature of Person Authorized to Sign This Document **Title**

_____

Print Name

Notary: DISTRICT OF COLUMBIA, ss:
Subscribed and sworn before me this _____ day of _____ Month and Year _____

_____ **My Commission Expires: _____**

Notary Public