

Professional Learning Communities of Effectiveness Grant

Request for Applications

DCGD0-2011-A-0004

District of Columbia



Office of the State Superintendent of Education

RFA Release Date: March 30, 2011

Application Submission Deadline: May 6, 2011

Late Applications Will Not Be Considered For Awards

**PROFESSIONAL LEARNING COMMUNITIES OF EFFECTIVENESS GRANT
REQUEST FOR APPLICATIONS**

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Application Checklist
Professional Learning Communities of Effectiveness Grant

- The applicant is submitting one (1) three-ring-bound hard copy original proposal and one (1) electronic version emailed to osse.rttt@dc.gov. The electronic copy should be submitted in no more than three (3) PDF attachments.
- All proposals 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 proposal except where indicated in Section 4.2 of the Request for Applications (RFA).
- The applicant has responded to all sections of the RFA and the proposal contains all the information and attachments requested:
 - Application Cover Sheet (Attachment A) is complete and is the first page of the application
 - Tab One: Executive Summary
 - Tab Two: Table of Contents
 - Tab Three: Program Design
 - Tab Four: Strategic Plan
 - Tab Five: Budget and Budget Narrative
 - Tab Six: Performance Measures
 - Tab Seven: Dissemination
 - Tab Eight: Competitive Preference Priorities
 - Tab Nine: Required Appendices (each section should be clearly marked and separated)
 - Appendix 1: Budget Form
 - Appendix 2: Logic Model
 - Appendix 3: Performance Measures
 - Appendix 4: Collaboration Commitment Form
 - Appendix 5: Race to the Top Assurances Certification
 - Tab Ten: Additional Appendices (e.g., organization chart, position descriptions, letters of support, and Gantt charts). Applicants are not permitted to include additional narrative in this section, and these do not count against the thirty (30) page limit.
- The application narrative, Tabs Three through Seven, is not more than thirty (30) pages in length 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 proposal format conforms to the guidelines in "Application Content" listed in Section 4. The review panel **will not** review proposals that do not conform to the proposal format.

Applications received after the 5:00 p.m. deadline on May 6, 2011 will not be forwarded to the review panel. Any additions or deletions to an application will not be accepted after the deadline. Applicants will not be allowed to assemble application materials on the premises of the OSSE.

**Office of the State Superintendent of Education
Professional Learning Communities of Effectiveness Grant
RFA DCGD0-2011-A-0004**

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 schools and public schools of local educational agencies (LEAs) that signed on to participate in Race to the Top (participating LEAs) are eligible to compete for the first of two Professional Learning Communities of Effectiveness grants (PLaCEs). The PLaCEs grant is for public schools of participating LEAs to join a consortium anchored by at least one high achieving school as a means to engage educators in professional development and collaboration that will positively impact student achievement. The successful applicant(s) will be able to demonstrate how the proposed consortium will assist in eliminating the achievement gap in the District of Columbia (District).

Proposals are due on **Friday, May 6, 2011 by 5:00 p.m.**

1.2 Definitions

The following terms have been defined in order to help applicants better prepare their responses to the PLaCEs RFA. These definitions are only applicable to the PLaCEs RFA.

Public School: A public school is both a public charter campus and District of Columbia Public Schools school that serves District of Columbia students in one or more grades ranging from pre-school through grade 12 and is:

- Accountable under NCLB (unless only serving students in pre-school through grade 2); and,
- Responsible for verifying its official enrollment counts with the District of Columbia Office of the State Superintendent of Education (OSSE).

Anchor School: A public school in a Race to the Top participating LEA that exceeds the state average on the DC-CAS from 2007-2010 in proficiency and demonstrates positive growth. A public school that only serves students in pre-school through grade 2 is able to demonstrate the equivalent of proficiency and growth for public schools administering the DC-CAS.

Fiscal Agent: The fiscal agent is the LEA of an anchor school and is responsible for the fiscal management and reporting of the PLaCEs grant.

1.3 Purpose

The PLaCEs grant provides an incentive for public schools to establish a consortium with the goal to improve student achievement. The consortium should be designed so that it can more effectively achieve its objectives collectively rather than as individual public schools. The PLaCEs grant will promote effective practices designed to improve student achievement through a consortium consisting of at least three (3) public schools. Each consortium must be led by an anchor school listed on Attachment D and include at least one (1) public school of a Race to the Top participating LEA not identified on Attachment D.

The PLaCEs grant will serve four critical goals: 1) to foster the sharing of best practices developed in high achieving schools, 2) to foster collaboration across the District to tackle difficult challenges, 3) to give high achieving individuals and schools opportunities to inform and engage in education reforms beyond their current schools and responsibilities, and 4) to impact the learning and achievement of a greater number of District of Columbia students than would benefit without the consortium.

1.4 Eligibility

Schools in participating LEAs that outperformed the State average in DC-CAS percent proficient and demonstrated positive annual growth in percent proficient over a three year period since 2007, according to Friends of Choice in Urban Schools (FOCUS), are eligible to apply as the consortium's anchor school. Applicants who operate schools that do not administer the DC-CAS and can document performance data demonstrating significant growth and mastery of skills by their student population are also eligible to apply as anchor schools. The LEA of the anchor school will serve as the fiscal agent for the consortium and will be responsible for, among other things, submitting all required reporting documentation to the OSSE. The LEA of the anchor school is also responsible for gaining the approval of the LEA(s) for all participating schools represented in the professional learning community.

Eligible applicants must also demonstrate:

- Success in a previous collaborative endeavor (e.g., across schools, across LEAs, with non-profit organizations),
- Success and capacity for providing effective learning opportunities for teachers, school leaders, and other appropriate school staff, and
- Success in program evaluation (e.g., internal programs or local and federal grant programs).

Applicants must include in their proposal the Collaboration Commitment Form (Attachment H) for each of the identified partner schools. The total number of schools, including the anchor school, must total no fewer than three (3) public schools of Race to the Top participating LEAs.

The list of eligible anchor schools can be found in Attachment D.

Individuals are not eligible to apply. Each proposal must include evidence of satisfying all requirements of eligibility. 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 OSSE.

1.5 Pre-Application Conference - Mandatory

A pre-application conference will be held on **April 5, 2011 from 2:00 – 4:00 p.m.** at the Office of the State Superintendent of Education, 810 First Street, NE, 9th Floor, Room 9014, Washington, DC 20002. **Attendance at the pre-application conference is mandatory for the LEAs whose schools will apply as anchor schools.**

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 Proposals.

1.7 Grant Award

The Professional Learning Communities of Effectiveness grant is a competitive grant available only to public schools of participating LEAs. Grant award payments will be made in accordance with the OSSE’s reimbursement policy, the Grant Award Notification (GAN), the approved grant proposal, 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 \$1,500,000 in grant funds is available for this first of two rounds of the PLaCEs grant competition. The second grant competition will be held in spring 2012.

A consortium consisting of six (6) or more public schools of Race to the Top participating LEAs and comprised of at least two (2) eligible anchor schools identified on Attachment D and at least two (2) public schools of participating LEAs not identified on Attachment D are eligible to apply for up to a total of \$1,500,000. Consortia consisting of three (3) to five (5) public schools of Race to the Top participating LEAs comprised of at least one (1) anchor school identified on Attachment D and one (1) public school of a Race to the Top participating LEA not identified on Attachment D are eligible to apply for up to a total of \$750,000.

Minimum Number of Participating Schools	Eligible Anchor Schools	Schools not listed in Attachment D	Grant Funds Available
6+	2+	2+	up to \$1,500,000
3 - 5	1+	1+	up to \$750,000

Successful applicants may be awarded amounts less than requested. The PLaCEs grant is offered for a period of up to three (3) years and not to exceed September 23, 2014. The applicant is to create a budget that corresponds to the length of the intended project period. The applicant must complete the project budget (Attachment C) and budget narrative that includes each year of the three (3) year funding period. The total duration of the award period shall not exceed three (3) years; therefore, no budget and budget narrative for this award shall be for more than three (3) years.

The LEA of the anchor school awarded a PLaCEs grant shall serve as the fiscal agent for the grant and is, among other things, responsible for:

- Disbursing funds to the LEA of each partner school, and
- Submitting all required reporting documentation that will be identified in the performance agreement and Grant Award Notification.

Each public school in a consortium is responsible for meeting all assurances agreed to by its LEA when it signed the Race to the Top Memorandum of Understanding.

1.9 Permissible Use of Funds

Public schools of participating LEAs may use the funding for activities such as:

- Hosting or attending a collaborative planning institute;
- Disseminating effective practices and lessons learned;
- Purchasing equipment and supplies and materials to support partnership implementation;
- Demonstrating accountability and conducting program assessment;
- Compensation/stipends to teachers, principals, other school-based staff, and expert facilitators.

All projected expenditures must be captured in the project budget (Attachment C) and budget narrative. Grant funds shall be paid by the sub-recipient to the participating LEAs of the public schools of the awarded consortium and may be paid to non-LEAs (either individuals or entities) identified in the proposal, project budget, and budget narrative to further the outcomes of the proposed PLaCEs grant activities. The use of these funds by a third-party must be captured in detail in the project budget and budget narrative. Selected LEAs should not serve as pass-through entities to outside organizations that will be the sole managers or operators of the consortia. Grant funds will primarily be used by the public schools of participating LEAs to fund and support the approved PLaCEs program.

1.10 Contact Person

For further information, please contact:

Lauren Weisskirk
Office of the State Superintendent of Education
810 First Street, NE, 9th Floor
Washington, DC 20002
202-481-3854
osse.rttt@dc.gov

2 SUBMISSION OF APPLICATION

2.1 Application Submission Date and Time

Applications are due on May 6, 2011 by 5:00 p.m. Applications received after the deadline will not be forwarded to the review panel. Any additions or deletions to an application will not be accepted after the deadline. Applicants will not be allowed to assemble proposal materials on the premises of the OSSE.

The applicant must submit one (1) three-ring-bound hard copy original application and one (1) electronic version emailed to osse.rttt@dc.gov. The electronic copy should be submitted in no more than three (3) PDF attachments.

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: Lauren Weisskirk

2.2 Blind Scoring

The applicant's name, staff names, or any other identifier that will reveal the identity of the applicant may not appear anywhere in the application narrative or attachments, with the exception of the cover page and legal documents, as specified in Section 4.2. All supporting documents that the applicant would like the reviewers to consider must be redacted so that the LEA(s) cannot be immediately identified.

2.3 Messenger Delivery

Proposals 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 May 6, 2011. Proposals arriving via messenger service after the posted deadline will not be forwarded to the review panel by the OSSE.

2.4 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 awards based on the Proposal Requirements. The OSSE will make the final decisions regarding the PLaCEs grant awards.

2.5 Decision on Awards

The recommendations of the review panel are advisory only and not binding on the OSSE. 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 final decisions regarding which proposals will be awarded and the amounts to be funded.

3 PROGRAM SCOPE

Applicants shall establish a consortium of schools united in overcoming an issue or issues that are or are likely to be barriers to improving student learning and to eliminating the achievement gap. The consortium of schools must be purposeful and intentional in its creation and approach to achieving the proposed outcomes. The collaboration, therefore, must demonstrate that its impact will be greater than if an individual school were undertaking this endeavor. The OSSE expects that the consortium will have a shared vision, common goals and objectives, trust, respect, and transparency. Additionally, the consortium should explain how the impediments associated with the identified issue will be addressed so that student achievement increases. These items should be included in the application and be evident in the operation of the consortium throughout the award period.

The OSSE expects this funding not only to benefit each school in the consortium, but also expects this collaboration to benefit students throughout the District of Columbia. To achieve this end, the OSSE requires each consortium to include in its proposal a plan for dissemination. Applicants are encouraged to be innovative in satisfying this requirement. The rationale is that the District of Columbia does not need pockets of success, but needs a city where every school is high-achieving. In order to receive funding, the applicant must be thoughtful and purposeful in addressing each of the five (5) selection criteria: program design, strategic plan, budget and budget narrative, performance measures, and dissemination.

3.1 Each One, Teach One

The District of Columbia's Race to the Top grant describes a process for additional public schools to benefit from the work done by a consortium funded by the PLaCEs grant. Each public school of a funded consortium is to partner with at least one public school that is not a member of the consortium. The identified additional schools do not need to be public schools of a Race to the Top participating LEA. The purpose is to disseminate effective practices and lessons learned by the consortium to public schools that were not members of the original consortium, thus expanding the benefits to more students, teachers, and school leaders across the District. The OSSE expects these partnerships to reflect the work completed by the funded consortium.

3.2 Data Summit

On July 12, 2011, Friends of Choice in Urban Schools (FOCUS), New Leaders for New Schools (NLNS), The Achievement Network (ANet), and Teach for America (TFA) will host the second annual DC Data Summit at Gallaudet University. The second annual DC Data Summit will provide public school leaders and teachers with an opportunity to learn with and from one another about the latest trends and best practices in data-driven instructional decision-making and performance management. This event is by invitation only; however, each member of an awarded consortium will receive an invitation to the summit. The OSSE expects that each school will attend this event and use this opportunity to enhance its project. As part of the reporting requirements associated with this grant, the consortium will be expected to include details about how the information and resources gathered from the summit were integrated into the project and the impact these had on the outcomes of the project.

4 APPLICATION CONTENT

4.1 Description of Application Technical Requirements

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

- Proposal narrative (Tabs Three through Seven) cannot exceed thirty (30) double-spaced pages;
- Entire proposal must be single-sided;
- Entire proposal must be submitted on 8½ by 11-inch paper;
- Margins for the entire proposal must be one inch;
- Entire proposal 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

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

- Tab One: Executive Summary
- Tab Two: Table of Contents
- Tab Three: Program Design
- Tab Four: Strategic Plan
- Tab Five: Budget Narrative
- Tab Six: Performance Measures
- Tab Seven: Dissemination
- Tab Eight: Competitive Preference Priorities
- Tab Nine: Required Appendices (each section should be clearly marked)
 - Appendix 1: Budget Form
 - Appendix 2: Logic Model
 - Appendix 3: Performance Measures
 - Appendix 4: Collaboration Commitment Form
 - Appendix 5: Race to the Top Assurances Certification
- Tab Ten: Additional Appendices (e.g., organization chart, position descriptions, letters of support, and Gantt charts). These do not count against the thirty (30) page limit.

All proposals are blindly scored. The OSSE will review the application for eligibility and then remove legal or technical documents that will not be sent to the peer review panel. Therefore, the applicant's name, staff names, project's name, or any other identifier that will reveal the identity of the applicant may not appear anywhere in the proposal narrative or the attachments, except in the following areas:

- Application Cover Sheet
- Budget Form Cover Page
- Original Receipt
- Collaboration Commitment form
- Race to the Top Assurances Certification
- Legal or technical documents that do not enhance the substantive content of the proposal.

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) describe how the consortium was created (i.e., why the schools and the issue(s) were chosen), 2) provide a brief background and history of the anchor school, 3) describe the anchor school's academic program(s) and corresponding student achievement and growth of the public schools comprising the consortium, 4) provide an overview of the proposed project, and 5) any distinct characteristics of the leadership team demonstrating its ability to effectively implement the project. This should be no more than two pages.

Tab Two – Table of Contents: The Table of Contents should list major sections of the proposal with a quick reference page index.

Tabs Three through Seven – Selection Criteria: Responses to the five (5) selection criteria are to demonstrate thoughtfulness and thoroughness. Applicants are to address all elements within each criterion and provide evidence to enhance the response when applicable.

Tab Eight – Competitive Preference Priorities: Three (3) competitive preference priorities are included within the PLaCEs RFA. Applicants may only respond to each of the competitive preference priorities if each of the five (5) 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 Nine – Required Appendices: Applicant is to include in the appendices all required documents identified within the PLaCEs RFA.

Tab Ten – Additional Appendices: Applicants may include limited additional information that will enhance the proposal. Applicants are not permitted to include additional narrative in this section.

5 Selection Criteria

Applicants must respond to all five (5) selection criteria and score at least seventy percent (70%) to be eligible to be considered for an award or to receive competitive preference points. Proposals will be objectively reviewed by the review panel against the specific criteria provided. The review panel will score and rank the proposals. Final funding determinations will be made by the OSSE.

The following criteria will assist public schools of participating LEAs in their efforts to create a thoughtful and intentional consortium.

5.1 Criterion A - (20 points) Program Design

The applicant explains the need for the professional learning community, describes its theory of change, and how the:

- Focus of the professional learning community is identified, and how this focus will ultimately improve student achievement;
- Members of the consortium were selected; and,
- Consortium will be more effective in overcoming the identified issue or issues than would a single public school.

Applicants should demonstrate that the partnership structure is defined and transparent, and how the consortium's theory of change will improve student achievement is required. The applicant should also include a logic model that supports the theory of change as Appendix 2 of the application. In addition, the applicant should provide an explanation as to why a consortium is better suited for overcoming the identified issue than an individual school. Evidence is provided that shows the terms and conditions of the consortium as well as the roles and responsibilities of each partner school.

5.2 Criterion B – (20 points) Strategic Plan

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

- A data collection system;
- Services that will be provided and outcomes achieved through this project;
- Past experience and success in collaborative endeavors (e.g., across schools, across LEAs, with non-profit organizations);
- Critical points of contact, staff responsibilities, and reporting arrangements;
- Capacity, experience, and expertise of staff and/or proposed contractors who will be participating in the proposed project;
- Execution strategy to immediately begin or continue the proposed project upon award notification (applicants are encouraged to include a Gantt chart as part of the execution strategy in Tab 10);
- Incorporation and/or adaptation of effective and successful practices and concepts from other successful programs;
- Roles and responsibilities of the fiscal agent LEA;

- How members of the consortium (e.g., teachers, principals, literacy coaches, technology specialists) will have the opportunity to influence the operation of the proposed project and provide feedback regarding the program. Applicants may include a decision matrix as evidence of this structure.

5.3 Criterion C – (20 points) Budget and Budget Narrative

The completed budget form should be included in the application as Appendix 1. The proposed budget narrative should clearly describe how the applicant will fund the activities outlined in 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. The detailed budget narrative must present a justification of all expenditures, the basis used to derive the proposed costs and be aligned with the project outcomes. The reasonableness of the budget must be consistent with the undertakings outlined in the application. The budget narrative must identify the costs for each public school that is a member of the consortium and explain how the funding will be leveraged to assist more teachers and school leaders than through the individual public school's budget.

5.4 Criterion D – (20 points) Performance Measures

The applicant is to provide a program evaluation plan that is aligned with the logic model to show how it will evaluate the success of the program throughout the entire award period. The narrative in this section will be supported by the performance measures that are included with the application as Appendix 3. The following are intended to guide the applicant in demonstrating the intended impact of the proposed consortium. The list is not exhaustive.

- Describe how teachers, school leaders, and other appropriate school staff will benefit from the proposed project. Include, also, the number of teachers, school leaders, and other appropriate school staff for each school of the consortium.
- Describe how the project is expected to change the culture of professional and student learning at the each of the member public schools.
- Describe the projected number of students reached.
- Describe how the project is expected to improve teacher effectiveness.
- Describe the expected impact the professional consortium will have in adopting, using, and sharing effective education practices to assist in eliminating the achievement gap.
- Describe the influence of the proposed project on developing a culture of collaboration across public schools and LEAs.

5.5 Criterion E – (20 points) Dissemination

The applicant describes its approach for sharing the outcomes of the professional learning community with other schools, including the program scope requirement for each member of the consortium to assist at least one other public school that is not a member of the consortium (Section 3.1 of the RFA). In addition, the applicant should provide a plan for disseminating effective practices from the project throughout the District of Columbia. The plan should include a description of the ease of accessibility of resources for schools that are not participants in the consortium.

5.6 Priority Points

This competition includes three (3) competitive preference priorities. Applicants may only respond to each of the competitive preference priorities if all of the selection criteria 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 forty (40) points may be added to the score, depending on how well the proposal meets one or more of the priorities. Applicants may address all three (3) priorities, some of the priorities, or no priority. Responses to any of the competitive preference priorities must address how each school of the consortium will implement the effort. The OSSE has established the following competitive preference priorities for funding under the PLaCEs grant:

- **Competitive Preference Priority 1 (20 Points)**
 - Establishing a consortium consisting of at least three (3) Race to the Top participating LEAs.
- **Competitive Preference Priority 2 (10 Points)**
 - Integrating at least one of the following three (3) priorities identified in the Race to the Top Memorandum of Understanding:
 - The adoption of the Common Core State Standards
 - The development of local instructional improvement systems to collect, analyze, and use data to improve instruction
 - The evaluation of teachers and principals based on performance
 - Applicants can earn no more than ten (10) points. Applicants only have to satisfactorily address one of the three (3) Race to the Top priorities to be eligible to receive the competitive priority points and do not need to address each priority.
- **Competitive Preference Priority 3 (10 Points)**
 - Provide a program to improve student outcomes regarding the following areas:
 - English Language Learners
 - Special Education
 - Early Childhood
 - Science, Technology, Engineering, and Mathematics (STEM)
 - Over aged, under credited
 - Applicants can earn no more than the ten (10) points. Applicants only have to satisfactorily address one of the five (5) hard to staff areas to be eligible to receive the competitive priority points and do not need to address each hard to staff area.

6 GENERAL PROVISIONS

6.1 Race to the Top Assurances

The applicant must certify that it will continue to follow the same Race to the Top assurances by completing Attachment F “Agreement to Apply with Assurance Provisions” and attaching it as Appendix 5 in the application.

6.2 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.

6.3 Conflict of Interest

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

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7 ATTACHMENTS

- 7.1 Attachment A: Application Cover Sheet** - applicants complete and submit this form as the first page of the grant application.
- 7.2 Attachment B: Original Receipt** - applicants submit this form along with their grant applications. The OSSE will return a copy to applicants for their records, indicating date and time received.
- 7.3 Attachment C: Budget Workbook** - applicants complete the budget form and include it with their applications as Appendix 1.
- 7.4 Attachment D: Eligible Anchor Schools** - lists the sixty-one (61) schools that are eligible to serve as the anchor school under this grant.
- 7.5 Attachment E: Scoring Rubric** - the review panel will assess grant applications based on the criteria and scale in the attached rubric.
- 7.6 Attachment F: Logic Model** - applicants provide a logic model as Appendix 2 of their application. Applicants are not required to use the format of the provided template; however, all applicants must submit a logic model that includes the same categories as the template.
- 7.7 Attachment G: Performance Measures** - applicants provide the performance measures associated with their grant applications as Appendix 3. Applicants are not required to use the provided template; however, all applicants must submit performance measures that include the objectives, process performance measures and outcome performance measures.
- 7.8 Attachment H: Collaboration Commitment Form** – applicants complete this form with the requisite information from each member of the consortium as Appendix 4.
- 7.9 Attachment I: Race to the Top Assurances Certification** - applicants complete and submit this agreement as Appendix 5 in their applications.

7.1 Attachment A

Application Cover Sheet		
Organization Name:		
Contact Name:	Title:	Phone:
Address:		Fax:
City:	State:	ZIP Code:
Grant Coordinator <i>if other than contact</i> :		Title:
Email Address:		Phone:
Name of Project:		Total Funds Requested: \$
Public schools and/or other organizations with whom the applicant will work:		
Project Description:		
<i>Certification/signatures</i>		
I certify to the best of my knowledge, the information contained in this proposal is correct and complete and that the Organization and its representatives will carry out all programs or activities related to the Professional Learning Communities of Effectiveness grant.		
Printed Name and Title of Authorized Person:		
Signature:		Date (MM/DD/YYYY):

7.2 Attachment B

**Original Receipt
Professional Learning Communities of Effectiveness Grant
RFA DCGD0-2011-A-0004**

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

(Contact Name/Please Print Clearly)

(Organization Name)

(Address, City, State, Zip Code)

(Phone)

(Fax)

(Project Title)

OSSE USE ONLY:

Please Indicate Time:

_____ Proposals with Original

RECEIVED ON THIS DATE _____ / _____ / _____

Received by: _____

LATE PROPOSALS WILL NOT BE CONSIDERED FOR AWARDS

7.3 Attachment C

PLaCEs Budget Workbook

The PLaCEs budget form is available for download on the [OSSE website](#) and the [Race to the Top google website](#).

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7.4 Attachment D

Eligible Anchor Schools

District of Columbia Public Schools

1. Barnard ES
2. Benjamin Banneker HS
3. Brent ES
4. Burville ES
5. Cleveland ES
6. Coolidge HS
7. Deal MS
8. Eaton ES
9. Ellington School of the Arts
10. Garrison ES
11. Hardy MS
12. Hearst ES
13. Houston ES
14. Hyde-Addison ES
15. Janney ES
16. Jefferson MS
17. Jo Wilson ES
18. Langdon Education Campus
19. Leckie ES
20. Ludlow-Taylor ES
21. Mamie D. Lee School
22. Mann ES
23. Marie Reed ES
24. McKinley Technology HS
25. Murch ES
26. Noyes Education Campus
27. Oyster-Adams Bilingual School – Upper School
28. Ross ES
29. School Without Walls HS
30. Sharpe Health School
31. Stoddert ES
32. Stuart-Hobson MS
33. Takoma Education Campus at Meyer
34. Thomson ES
35. Tubman ES
36. Watkins ES
37. West Education Campus
38. Wilson HS at UDC

Public Charter Schools

1. Achievement Preparatory Academy PCS
2. AppleTree PCs
3. Bridges PCS
4. Capital City PCS – Lower School
5. Capital City PCS – Upper School
6. Cesar Chavez PCS – Bruce Monroe Campus
7. Cesar Chaves PCS – Parkside Campus
8. DC Prep Academy PCS – Elementary Campus
9. DC Pre Academy PCS – Middle Campus
10. Dorothy I. Height – Community Academy PCS – Amos I
11. Dorothy I Height – Community Academy PCS – Butler Campus
12. E.L. Haynes PCS – Georgia Avenue Campus
13. Elsie Whitlow Stokes Community Freedom PCS
14. Friendship PCS – Blow Pierce Campus
15. Friendship PCS – Collegiate Campus
16. Friendship PCS – Woodridge Campus
17. Ideal Academy PCS – Lower School
18. KIPP DC PCS – Aim Academy
19. KIPP DC PCS – Key Academy
20. KIPP DC PCS – Will Academy
21. Meridian PCS
22. Paul PCS
23. Thurgood Marshall Academy PCS

7.5 Attachment E

Rubric

Criterion A: Program Design (20 points total)				
Requirements necessary to satisfy this element: <ul style="list-style-type: none"> • <i>Focus of the professional learning community is identified, including how this focus will ultimately improve student achievement.</i> • <i>Explanation of how the consortium will be more effective in overcoming the identified issue or issues than would a single public school.</i> • <i>Explanation of how the consortium was formed.</i> • <i>Partnership structure (including governance and management plan) is defined and transparent.</i> • <i>A theory of change is present.</i> • <i>A logic model that supports the theory of change is present and alignment exists between inputs, outputs, and outcomes.</i> • <i>Strategy for overcoming the identified issue or issues is present.</i> • <i>Potential pitfalls and barriers related to overcoming the identified issue(s) are identified.</i> • <i>Evidence is provided that shows the terms and conditions of the consortium as well as the roles and responsibilities of each partner school.</i> 				
Fails to meet criterion	Minimally meets criterion	Partially meets criterion	Substantially meets criterion	Completely meets criterion
0	5	10	15	20
<i>Strengths:</i>				
<i>Weaknesses:</i>				
Total for Criterion A - Program Design:			0	20 points

Criterion B: Strategic Plan (20 points total)				
Requirements necessary to satisfy this element: <ul style="list-style-type: none"> • <i>Includes a data collection system.</i> • <i>Includes the services that will be provided and outcomes achieved through this project.</i> • <i>Evidence of past experience and success in collaborative endeavors (e.g., across schools, across LEAs, with non-profit organizations) is present.</i> • <i>Critical points of contact, staff responsibilities, and reporting arrangements are included.</i> • <i>Includes the capacity, experience, and expertise of staff and proposed contractors who will be working on and overseeing the proposed project.</i> • <i>Execution strategy to immediately begin or continue the proposed project upon award notification (applicants are encouraged to include a Gantt chart as part of the execution strategy in Tab 10) is present.</i> • <i>Incorporation and/or adaptation of effective and successful practices and concepts from other successful programs is present.</i> • <i>Roles and responsibilities of the fiscal agent LEA are defined.</i> 				

- *Description of how members of the consortium (e.g., teachers, principals, literacy coaches, technology specialists) will have the opportunity to influence the operation of the proposed project and provide feedback regarding the program. Applicants may include a decision matrix as evidence of this structure.*

Fails to meet criterion	Minimally meets criterion	Partially meets criterion	Substantially meets criterion	Completely meets criterion
0	5	10	15	20
<i>Strengths:</i>				
<i>Weaknesses:</i>				
Total for Criterion B - Strategic Plan:			0	20 points

Criterion C: Budget and Budget Narrative (20 points total)

Requirements necessary to satisfy this element:

- *Proposed budget narrative clearly describes how the applicant will fund the activities outlined in Criteria A and B.*
- *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.*
- *Detailed budget narrative must present a justification of all expenditures and the basis used to derive the proposed costs and be aligned with the project outcomes.*
- *Budget narrative must identify the costs for each school that is a member of the consortium and explain how the funding will be leveraged to assist more teachers and school leaders than through the individual school's budget.*

Fails to meet criterion	Minimally meets criterion	Partially meets criterion	Substantially meets criterion	Completely meets criterion
0	5	10	15	20
<i>Strengths:</i>				
<i>Weaknesses:</i>				
Total for Criterion C- Budget and Budget Narrative:			0	20 points

Criterion D: Performance Measures (20 points total)

Requirements necessary to satisfy this element:

- *The narrative in this section is supported by the performance measures that are included with the application as Appendix 3.*
- *An evaluation plan that includes project objectives, performance measures, and a project modification plan.*
- *Project objectives are measurable, relevant, and relate directly to the goal of the proposed project.*
- *Performance measures are aligned with the logic model, and provide a quantitative metric that is relevant to the project objectives.*

Fails to meet criterion	Minimally meets criterion	Partially meets criterion	Substantially meets criterion	Completely meets criterion
0	5	10	15	20
<i>Strengths:</i>				
<i>Weaknesses:</i>				
Total for Criterion D - Performance Measures:			0	20 points

Criterion E: Dissemination (20 points total)				
Requirements necessary to satisfy this element: <ul style="list-style-type: none"> • <i>Description of its approach for sharing the outcomes of the professional learning community with other schools.</i> • <i>Provides a plan for disseminating effective practices from the project throughout the District of Columbia.</i> • <i>Ease of accessibility of resources produced by the consortium by non-consortium schools is included in the plan.</i> • <i>Provides a strategy for each member of the consortium to assist at least one other public charter school or public school that is not a member of the consortium.</i> 				
Fails to meet criterion	Minimally meets criterion	Partially meets criterion	Substantially meets criterion	Completely meets criterion
0	5	10	15	20
<i>Strengths:</i>				
<i>Weaknesses:</i>				
Total for Criterion E- Dissemination:			0	20 points

Competitive Preference Priorities (40 points total)		
Competitive Preference Priority #1 – Multiple LEAs		
<ul style="list-style-type: none"> • <i>Establishing a professional consortium consisting of at least three (3) Race to the Top participating LEAs.</i> 		
Fails to meet the Preference Priority		Completely meets the Preference Priority
0		20
<i>Strengths:</i>		
<i>Weaknesses:</i>		
Total Points for Priority #1 – Multiple LEAs:		0 20 points

Competitive Preference Priority #2 – Race to the Top Priorities
<ul style="list-style-type: none"> • <i>Integrating at least one of the following three (3) priorities identified in the Race to the Top Memorandum of Understanding:</i> <ul style="list-style-type: none"> o <i>Adoption of the Common Core Standards</i> o <i>Development of local instructional improvement system to collect, analyze, and use data to improve instruction</i>

<ul style="list-style-type: none"> o <i>Evaluation of the teacher and principal evaluation based on performance</i> • <i>Applicants can earn no more than ten (10) points. Applicants only have to satisfactorily address one of the three (3) Race to the Top priorities to be eligible to receive the competitive priority points and do not need to address each priority.</i> 		
Fails to meet the Preference Priority		Completely meets the Preference Priority
0		10
<i>Strengths:</i>		
<i>Weaknesses:</i>		
Total Points for Priority #2 – Race to the Top Priorities:	0	10 points

Competitive Preference Priority #2 – Hard to Staff Areas		
<ul style="list-style-type: none"> • <i>Provide a program to improve student outcomes regarding the following areas:</i> <ul style="list-style-type: none"> o <i>English Language Learners</i> o <i>Special Education</i> o <i>Early Childhood</i> o <i>Science, Technology, Engineering, and Mathematics (STEM)</i> o <i>Overage/under-credit graduation strategies</i> • <i>Applicants can earn no more than the ten (10) points. Applicants only have to satisfactorily address one of the five (5) hard to staff areas to be eligible to receive the competitive priority points and do not need to address each hard to staff area.</i> 		
Fails to meet the Preference Priority		Completely meets the Preference Priority
0		10
<i>Strengths:</i>		
<i>Weaknesses:</i>		
Total Points for Priority #2 – Hard to Staff Areas:	0	10 points

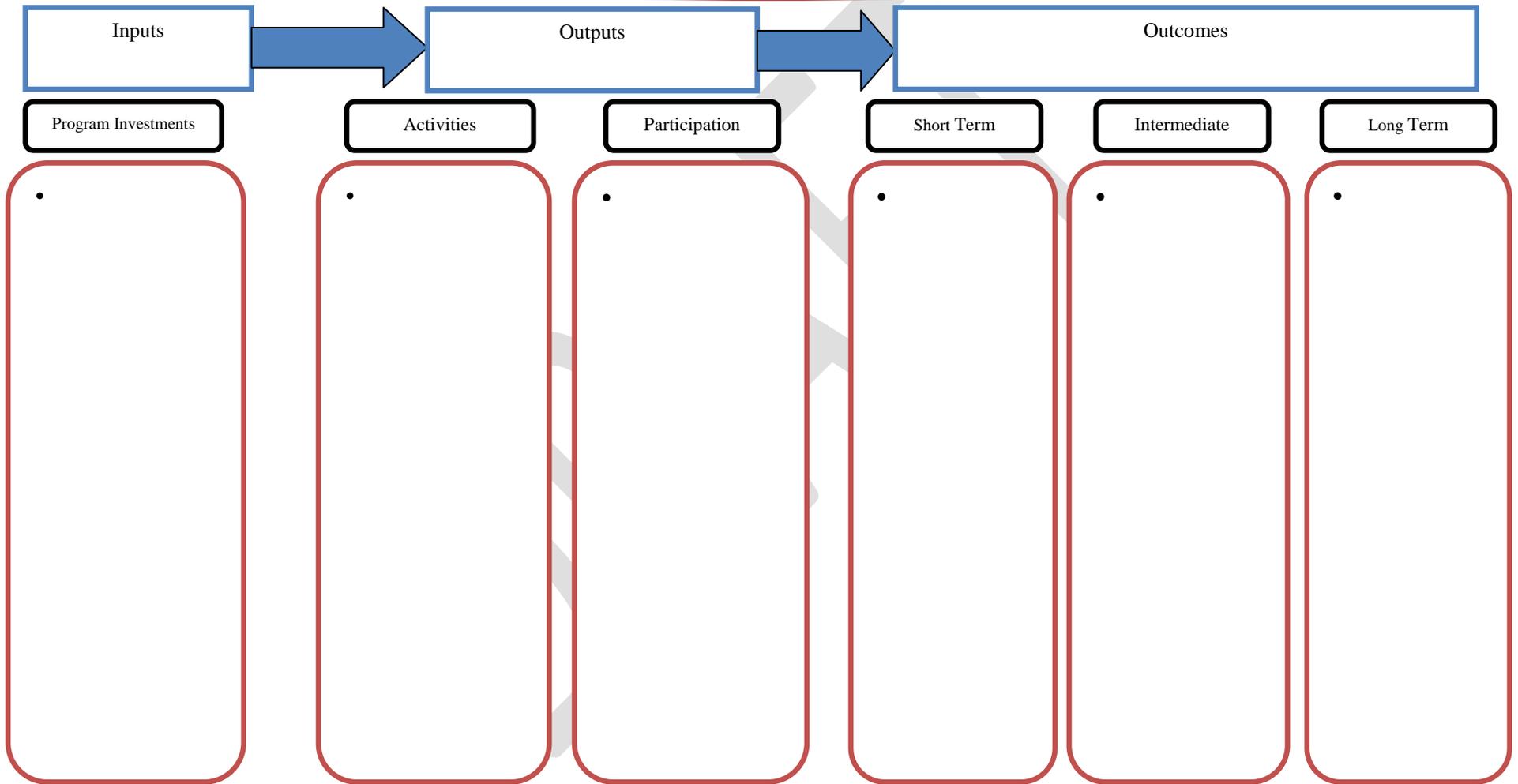
Total for Competitive Preference Priorities:	0	40 points
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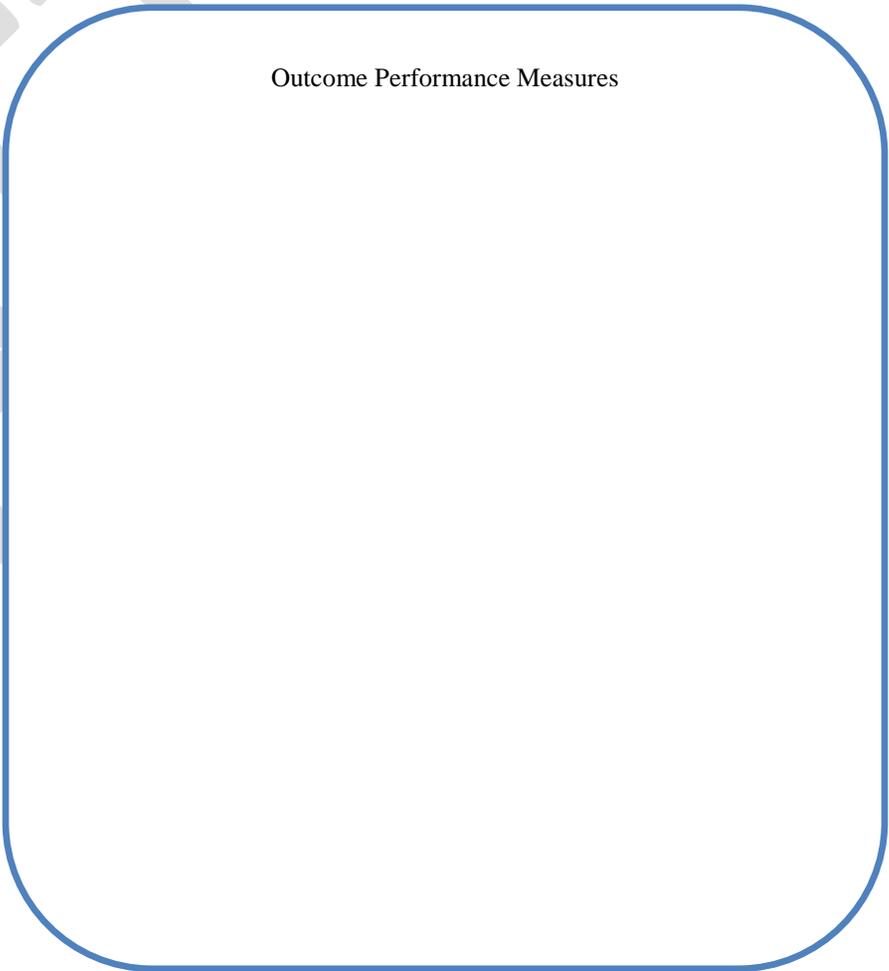
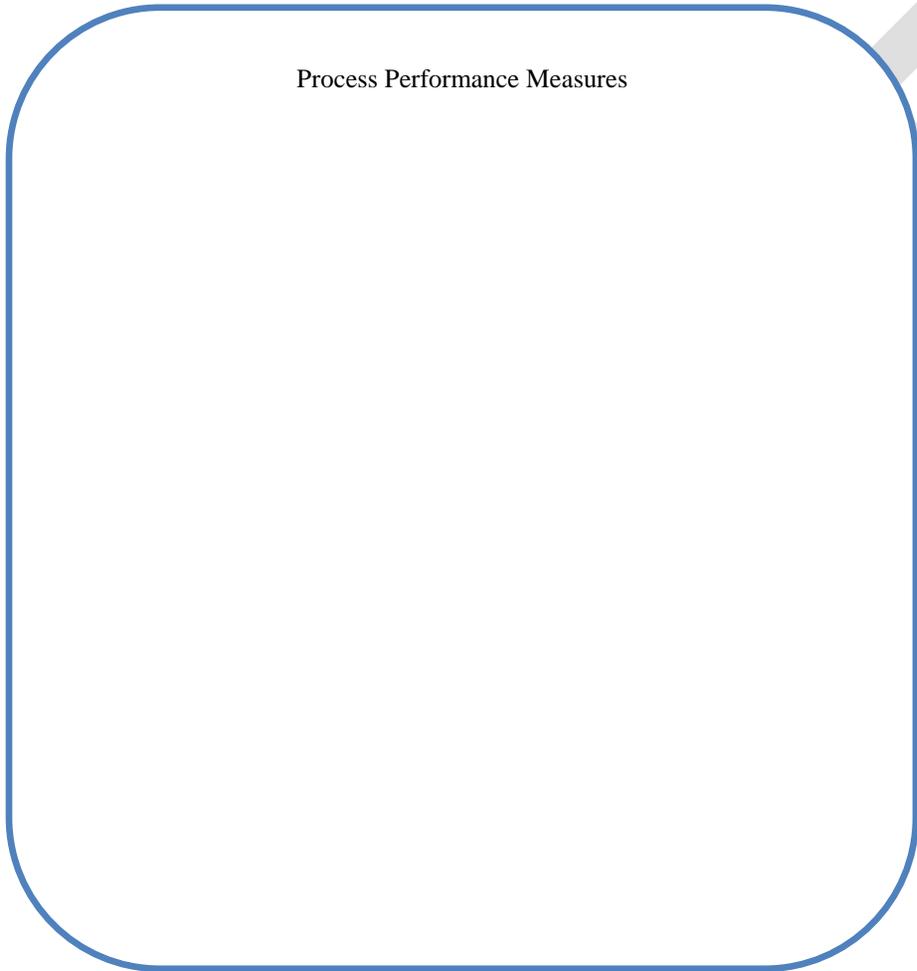
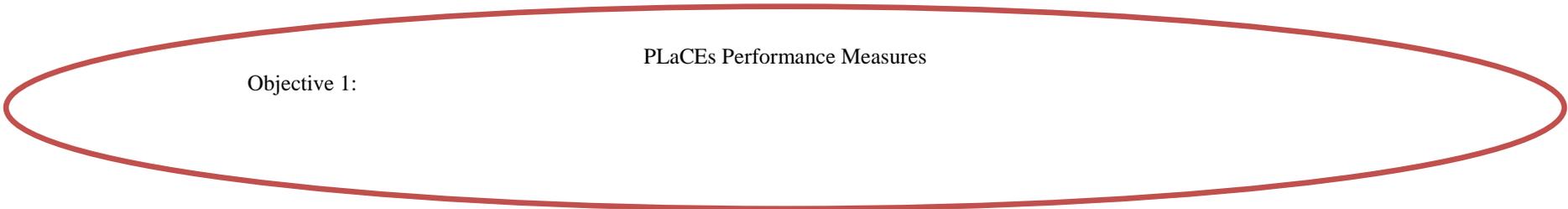
SECTION TOTALS	Awarded	Possible Points
A – Program Design	0	20
B – Strategic Plan	0	20
C – Budget and Budget Narrative	0	20
D – Performance Measures	0	20
E – Dissemination	0	20
Selection Criteria Total:	0	100
Selection Criteria Percentage:	0%	
E – Competitive Priority 1: Multiple LEAs	0	20
F – Competitive Priority 2: Race to the Top Priorities	0	10
G – Competitive Priority 3: Hard to Staff Areas	0	10

Competitive Preference Priority Total:	0	40
Competitive Preference Priority Percentage:	0%	
FINAL SCORE:	0	140
FINAL Percentage:	0%	
Fund Application?	Yes	No
If no, would you partially fund?	Yes	No
If yes, how much?	\$0	
Overall Comments:		
		

PLaCEs Logic Model

Objective:





7.8 Attachment H

Collaboration Commitment Form

This form must be completed by each school of a Race to the Top participating LEA that is identified in the proposal as a member of the consortium.

Title of Project: _____

Anchor School and LEA:

Anchor School Name Anchor School LEA

Anchor School Main Contact Email Address

LEA Main Contact Name Email Address

Participating School and LEA:

The partnering school and its LEA agree to implement the professional learning community as described in the proposal submitted by the anchor school. Representatives from both the school and the LEA must complete this form.

Name of Participating School Participating School LEA

YES

NO

Public School identified on Attachment D (circle one)

Name and Title of Participating School Main Contact Email Address

Signature

Date

Name and Title of Participating School's LEA Main Contact Email Address

Signature

Date

7.9 Attachment I

**Race to the Top
Professional Learning Communities of Effectiveness 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: