

REQUEST FOR APPLICATIONS

District of Columbia

Office of the State Superintendent of Education (OSSE)



Fiscal Year 2025 (FY25) High-Impact Tutoring (HIT) Local Education Agency (LEA) Grant

Request for Application (RFA) Release Date

July 17, 2024

Pre-Application Webinars (Encouraged)

July 22 & 23, 2024

Notice of Intent to Apply Deadline (Required)

August 16, 2024

Application Submission Deadline

August 28, 2024

Please allow additional time for any issues you may experience, as well as the consistency check to run, prior to submission.

Table of Contents

Checklist for Application	3	
1. General Information	4	
1.1 Introduction	4	
1.2 Purpose of Grant Funds	4	
1.3 Source of Funding	5	
1.4 Requirement of Funding	5	
1.5 Applicant Eligibility	6	
1.6 Program Eligibility	6	
1.7 Funds Available and Funding Period	9	
1.8 Permissible Use of Funds	11	
2. Schedule	12	
2.1 RFA Release	12	
2.2 Pre-Application Webinar (Encouraged)	12	
2.3 Notice of Intent to Apply (Required)	12	
2.4 Contact Person(s)	13	
2.5 Application Submission	13	
2.6 Updates	13	
2.7 Awards Announcement	13	
3. Application	13	
3.1 Application Content	13	
4. Scoring	14	
4.1 Review Panel	14	
4.2 Funding Priority	15	
5. Award Administration	15	
5.1 Decision and Notification of Awards	15	
5.2 Audits	16	
5.3 Monitoring and Reporting	16	
5.4 Confidentiality	17	
5.5 Non-Discrimination in the Delivery of Services	18	
5.6 Appearance of a Conflict of Interest	18	
5.8 Terms and Conditions	19	
Appendix A	Notice of Intent to Apply Form	20
Appendix B	Payment Schedule	21
Appendix C	Scoring Rubric	23
Appendix D	Program-Specific Assurances	32

Application Checklist
FY25 High-Impact Tutoring LEA Grant

- The applicant submitted a Notice of Intent to Apply on or before **Friday, August 16, 2024**. The Notice of Intent to Apply form can be found in Appendix A and the OSSE website.
- The applicant attended one of the two **optional** pre-application webinars. Please see Request for Application (RFA) Section 2.2 for webinar dates, times, and registration.
- The applicant completed all steps required by the RFA and submitted a complete application through OSSE's Enterprise Grants Management System (EGMS) that contains all the required information and attachments, including a completed FY25 HIT LEA Program Model and Budget Template. Please see RFA Section 3 for an overview of the application components.
Please note: All required application elements must be submitted by entering information directly into the required sections in EGMS and uploading the required documents directly into EGMS. Unless otherwise stated in the application, information submitted via attachment will be considered as supplemental materials only.
- The application adheres to the directions and criteria of each section of this RFA.
- The application was submitted **by 3 p.m. EST on Wednesday, August 28, 2024**, in EGMS.

PLEASE NOTE

Applications are due by 3 p.m. on Wednesday, August 28, 2024.

The application deadline will be strictly enforced. Applications submitted on or after 3:01 p.m. EST on Wednesday, August 28, 2024, will not be reviewed.

All applications must be submitted through the Enterprise Grants Management System (EGMS). For more information about EGMS, please visit <http://osse.dc.gov/service/enterprise-grants-management-system-egms>.

This application will be open for 30 business days. Please avoid last minute technical submission issues by submitting early. OSSE strongly recommends submitting your application at least one day early to ensure that avoidable technical issues do not cause you to miss the submission deadline.

Request for Applications

Section 1: General Information

1.1 Introduction

The mission of the Office of the State Superintendent of Education (OSSE) is to set high standards, build educator and system capacity to meet those standards, expand educational opportunities for all learners with a focus on those who are underserved, and hold everyone accountable for the results. OSSE’s strategic plan lays out seven priorities in support of this mission, which are driving progress for the agency through 2025.

One of those priorities is to “achieve equitable outcomes for all students,” which has long been of utmost importance for OSSE but has necessitated increased urgency in the wake of the COVID-19 pandemic. The pandemic erased years of academic progress for students and exacerbated long-standing inequities, and while there were promising increases in SY22-23 assessment data, it will take additional years of heightened investments to address its effects.

OSSE’s current learning acceleration strategy seeks to build on a strong foundation laid over the past three years using federal stimulus funds to provide our schools with various evidence-based trainings, resources, and tools. The most significant investment has been the expansion of access to high-impact tutoring, especially among economically disadvantaged students. This is because a large body of research demonstrates that HIT is one of, if not the most, effective interventions for students in need of additional supports, across all grade bands and particularly for low-income students.¹ While families with resources have long turned to private tutoring services for their children who would benefit from personalized learning, OSSE seeks to ensure high-impact tutoring is a tool that is also available to students furthest from opportunity.

The District’s FY25 budget includes funding to strengthen and grow high-quality HIT programs for public and public charter school students across DC. OSSE will direct these funds to local education agencies (LEAs) to provide students with high-impact tutoring services in eligible schools.

1.2 Purpose of Funds

Through this RFA, OSSE is soliciting grant proposals from LEAs to launch, strengthen, and grow

¹ Dietrichson, J., Bøgg, M., Filges, T., & Klint Jørgensen, A.-M. (2017). Academic Interventions for Elementary and Middle School Students With Low Socioeconomic Status: A Systematic Review and Meta-Analysis. *Review of Educational Research*, 87(2), 243-282. <https://doi.org/10.3102/0034654316687036>

HIT programs for students. The purpose of this funding program is to accelerate academic growth for students in kindergarten through twelfth grade in English language arts and math, with a focus on students who are economically disadvantaged, by providing them with evidence-based HIT services.

- HIT programs must meet the seven standards described in [OSSE's High-Impact Tutoring guide](#) and listed below:
 - Grounded in trusting relationships
 - Focused on tutor effectiveness
 - Supported by high-quality curriculum
 - Occurring frequently (two to five sessions a week, for at least 90 minutes a week for grades two through twelve and 60 minutes for grades kindergarten or first, for at least 16 weeks for each individual student during the school year and, if summer programs are included in the proposal, for at least 4 weeks for each individual student during the summer)
 - Organized in small groups (no larger than four students per tutor)
 - Data-driven
 - Collaborative with schools
- Funding will be available for eligible LEAs to support launching, strengthening or expanding HIT programs for at least 10% of the school's student population in the targeted grade levels or 40 students per school site, whichever is greater, at one or more school sites (see Section 1.5 for school eligibility requirements).
- Priority will be given to LEA applicants that propose to provide HIT programs in schools that are designated as 'priority schools' for this HIT grant. Priority schools are schools with 70% or more students who are economically disadvantaged and/or schools that are identified as Comprehensive Support and Improvement (CSI) schools (list of schools is available here: [22-23 Eligible Schools Data.xlsx \(live.com\)](#)).

1.3 Source of Funding

The source of funds for the FY25 HIT LEA grant is FY25 local funds. Funding is authorized by DC Code 38-2602(b)(18).

1.4 Requirements of Funding

This grant award is subject to this RFA, the assurances made in the submitted application, and the terms of the grant award notification, as well as all applicable federal and District statutes, regulations, Mayor's Orders and Executive Orders.

1.5 Applicant Eligibility

Eligible DC public and public charter school local education agencies must meet the following criteria:

- Eligible LEAs have demonstrated a commitment to implementing HIT programs for their students as a core element of their learning acceleration strategy in school prior to applying for this grant funding. A demonstrated commitment may include experience overseeing a staff-led HIT program, engaging with a third-party provider to conduct high-impact tutoring programming for students, or attending a professional development series to design a HIT program with plans for implementation in the 2024-25 school year.
- FY25 HIT LEA Grant funding must only support HIT programs at schools with 40% or more students who are economically disadvantaged OR at least 80% of students enrolled in a school's OSSE grant-supported HIT programs must be identified as economically disadvantaged.
- Eligible LEAs must ensure that at least one member of the school leadership team from each school that receives OSSE HIT grant funds will attend professional development (1-2 series per fiscal year) as well as regular communities of practices (approximately four 1–2-hour sessions) required by OSSE during the period of performance.

1.6 Program Eligibility

National and local research on HIT demonstrates that high-impact tutoring programs with certain design features are more effective than others in accelerating student learning. Funding from this grant will be awarded to programs that meet the below program quality standards, which are aligned with the research and learnings that OSSE gathered from expanding HIT programs in the District over the past three years.

Programs that do not meet these criteria will not be selected for funding. LEAs that offer multiple types of tutoring or other personalized interventions should only apply for funding for programs that meet the criteria in this program eligibility section.

1.6.1 Program Management

Eligible programs must assign at least one new or existing LEA or school staff member to oversee the design, student selection, implementation, data collection, and continuous improvement of high-impact tutoring efforts. If the program includes partnerships with third party tutoring providers, the staff member(s) must serve as their liaison. The designated staff member(s) can oversee programs at up to two school sites but must split their time in-person at each site evenly during the development and implementation of HIT programs. Preference points will be given to applicants that designate staff members to run HIT programs who have experience designing and/or implementing academic interventions.

1.6.2 Tutors

Eligible programs may use tutors from many sources, including certified teachers, paraprofessionals, classroom aides, dedicated tutoring staff, such as full-time tutors, fellows, interns or apprentices, and/or trained volunteers, such as college students, community members, student family members, and/or other students who are older than the students receiving tutoring. Tutors must receive high-quality initial and ongoing training to remain effective in their roles. Programs using students as tutors must demonstrate a clear rationale for their program model and describe the tailored supports and training that student tutors will receive to be successful. Eligible programs that utilize non-certified teachers must provide specific supports to tutors in how to build strong caring relationships with students, in addition to ensuring that tutors have a deep understanding of the content, the curricular materials, and effective instructional practices.

1.6.3 Program Location and Timing

Eligible programs must be scheduled at school, and schools must clearly designate spaces or rooms where students can focus on their HIT instruction. Programs during the school year must be scheduled during the school day, or adjacent to the school day (before or after school). Priority will be given to programs that are embedded in the school day schedule, as evidence shows that session attendance is better for school day programs compared to after or before school. HIT services that are provided during the summer break must be scheduled during, before or after summer school programming.

1.6.4 Program Size and Student Selection

Eligible programs must enroll at least 10% of a school's students in the targeted grade levels for HIT programs or 40 students, whichever is greater, and priority will be given to proposals that aim to enroll a greater percentage of students. Schools must also provide a plan to use data to select students for high-impact tutoring, including the most recent student assessment data.

1.6.5 Program Length and Frequency

Eligible programs must offer consistent tutoring, two to five times a week, for the same students for at least 90 minutes per week (students in grades 2-12) or 60 minutes per week (students in grades K-1) for a minimum of 16 weeks per individual student participant during the school year. If the school is also proposing summer programs, the minimum number of weeks per individual student participant is 4 weeks. The minimum of 16 weeks of programming for individual students may occur at any time during the grant period but must begin no later than January 14, 2024 during the 2024-25 school year.

1.6.6 Program Content and Materials

Eligible programs must support kindergarten through twelfth grade students with math or English language arts content only. (Please note, programs for pre-K students are not eligible for this grant opportunity).

The HIT programs must serve as an intentional use of time at school, with a specific focus on building prerequisite knowledge and skills that are identified growth areas for individual students, as well as integrating new learning that is part of the grade-level curriculum. Each session must have an objective and be aligned with what the students are learning in class. Eligible programs must use an established, high-quality tutor curriculum that is aligned to Common Core grade-level standards, and, if supporting ELA HIT instruction, is aligned to the science of reading. A program can also be eligible if the school plans to create their own tutor lessons rather than leverage a pre-established curriculum, but the proposal must include detailed plans to set aside time for teachers, subject specialists, and/or the staff managing HIT programs to work with tutors on developing clear objectives and lesson plans for each session that connect to core classroom content.

For either approach, proposals must include plans to adjust tutor lessons to ensure alignment with classroom instruction and that they are driven by personalized student progress data. The program's primary focus must not be to help students "catch up" or complete their class work, nor can it be to support a teacher with whole class instruction or to support a teacher with small group instruction that does not meet the HIT standards.

Applicants may use grant funding for high-quality digital curricula or adaptive programs to integrate into their tutoring programming but must clearly describe how any high-quality digital materials will support the planned tutoring programming for the target students.

1.6.7 Program Goals, Measures and Data Use

Eligible programs must have clear goals and frameworks for evaluating both individual student progress and success of the overall program. Proposals must describe how programs and schools will make intentional use of data to monitor and improve student progress, using both formative and summative assessments. Programs must use assessment data to tailor lessons to the students' needs and to provide individualized instruction, as well as to make ongoing improvements to the program model.

Eligible programs must also have a robust method for communicating student results between a third-party tutoring provider and the school staff, if relevant, or between tutors and

classroom teachers. Additionally, eligible programs must communicate updates about student participation and progress with their families.

1.6.8 Partnerships

Eligible programs that are implemented entirely or in-part by third-party tutoring providers must provide a letter of intent (LOI) or Memorandum of Understanding (MOU) to indicate proof of partnership.

1.6.9 Data Collection

Eligible programs must collect data on enrolled students, session-level attendance for students and tutors, and student outcomes and be prepared to submit data in the format requested by OSSE on a set schedule, planned for 4-6 times over the course of the grant period. OSSE will provide specific data needs, submission formatting, and the finalized cadence at the time of the grant award.

1.6.10 Program Delivery

Eligible programs will be delivered in-person or through synchronous online sessions, with students present in school and the tutors providing live instruction from a remote location. If the tutoring is conducted online, there must be a staff member affiliated with the HIT program in the room with students to provide coaching support, technical assistance, and ensure the session runs as planned.

1.7 Funds Available and Funding Period

Up to \$4,300,000.00 is available in total for awards through this RFA. OSSE will provide up to \$2,000,000.00 per LEA award. The award period for this grant starts on the date of the grant award notification and ends on September 30, 2025, the end of the fiscal year. Funding in FY26 and FY27 and the possibility of continuation awards is dependent upon the approval of a budget enhancement and accompanying budget/statutory authority, or securing alternate fund sources, such as federal funds.

The maximum amount of grant award funding that an LEA can apply for is based on how many students the LEA projects to serve with HIT programs and for how long. OSSE plans to award applicants based on the following funding categories:

- \$1,000 for each student that the applicant plans to provide with 20 weeks or more of HIT grant programming during the school year; or
- \$800 for each student that the applicant plans to provide with 16-19 weeks of HIT grant programming during the school year; and

- \$200 for each student that the applicant plans to provide with 4 weeks or more of HIT grant programming during the summer (summer programs are optional).

Eligible applicants will apply for programs that run for at least 16 weeks during the school year and can also include at least 4 weeks of summer programming in their proposal. Proposals for summer programs only will not be eligible for this grant.

OSSE will use an applicant's grant proposal to identify the number of students in each category that the applicant plans to serve, as well as the total number of students, and determine an award amount.

Applicants must complete the FY25 HIT Grant Program Model and Budget Template, available in the EGMS application and on OSSE's HIT website ([High-Impact Tutoring Initiative: Grants | osse \(dc.gov\)](https://www.osse.dc.gov)), to calculate the maximum award amount they can request and to provide the details of their HIT grant budget. The completed template must be uploaded as an attachment into EGMS before the submission deadline. If the total per student cost for HIT programming exceeds the amounts above, applicants must use alternate fund sources to balance their program budget.

Successful applicants may receive up to the same amount of funding as their initial grant award for two additional fiscal years, subject to the approval of a budget enhancement and accompanying budget/statutory authority, or securing alternate fund sources, such as federal funds as well as the satisfactory completion of grant obligations.

If budget enhancements are approved and OSSE is given the authority to issue funds in FY26 and F27 through continuation awards, they will be contingent upon:

- Availability of funds;
- Recipient's implementation and/or operation of the program as submitted in the application;
- Recipient's demonstration that eighty percent or more of the target number of students in the prior year approved grant application were enrolled in and receiving HIT based on ongoing monitoring and review of the recipient's reports;
- Recipient's demonstrated ability to comply with the grant's monitoring and reporting requirements based on the timeliness and completion of prior year grant requirements and cooperation with scheduling any on-site monitoring activities;
- Compliance with District and federal laws, regulations and guidance; and
- Appropriate expenditure of funds throughout each grant award period based on documentation produced during fiscal monitoring.

Please note that if a grant recipient that demonstrates compliance with grant requirements serves their projected number of students in the previous year or more students than originally projected, the grantee may seek and be considered for supplemental funding during continuation grant periods, subject to fund availability.

1.8 Permissible Use of Funds

The funds associated with this RFA will be made available in multiple tranches (approximately six to nine) and will be contingent on the completion of specific milestones. Grantees will be required to submit defined deliverables, including a program implementation plan, student-level enrollment, interim assessment data, and HIT program attendance to demonstrate the completion of milestones. See Appendix B for the planned grant award payment schedule, a description of each milestone that must be achieved to receive payment, the percent of funds available for the completion of each milestone, and the requirements for enrollment and attendance data to receive each tranche of funds. If a grant recipient does not submit satisfactory documentation within three months of achieving a milestone, the payment for that milestone may be reduced by a comparable amount.

Payments for this grant will not be made on a reimbursement basis, as they are for most other OSSE grants. Grant recipients must use the funds they receive through multiple payments to support the HIT grant programs and fulfill grant objectives according to the approved application budget.

The funds for this grant may only be used for allowable grant project expenditures during the grant period. All costs must align and directly support the project(s) described in the LEAs application and must be included in the budget approved in advance by OSSE. The following are examples of allowable uses of HIT grant funds:

- salaries and/or stipends for existing staff for additional duties associated with providing proposed HIT services;
- salaries to hire new staff to provide proposed HIT services;
- stipends for external tutors to provide HIT services during designated times;
- salaries and/or stipends for staff to support the implementation of HIT programs, including design, management, clerical work;
- staff and programmatic expenses to support the needs of students with disabilities participating in HIT programs;
- professional development expenses related to equipping tutors and staff to provide effective HIT services;

- instructional supplies and materials to support HIT programs, not including computers or laptops;
- instructional technology and software needed to integrate into HIT programs;
- transportation expenses related to delivering HIT programs.

All grant project budgets that are submitted with the grant application will be reviewed by a review panel, as well as OSSE staff, to ensure that planned expenditures are allowable and reasonable and necessary to support the grant objectives. If the budget must subsequently be modified to achieve the goals of the grant proposal, the grantee must submit a budget amendment and receive written approval from OSSE for the adjusted or new expenditure to be allowable.

Duplication of costs: Applicants may not propose to fund with this grant the same portions of programming for the same students that are already funded by other OSSE, District of Columbia, or federal funding sources.

Allocability of costs: If a project cost benefits two or more projects or activities in proportions that can be determined without undue effort or cost, the cost must be allocated to the projects based on the proportional benefit. For example, if an employee of a grant awardee spends 50% of their time on the grant, only 50% of their salary can be charged to the grant.

Section 2: Schedule

2.1 RFA Release

The release date of the RFA is July 17, 2024 at 12 p.m. EST. The RFA is available online on the HIT website: <https://osse.dc.gov/node/1700656>.

2.2 Pre-Application Webinar

Pre-application webinars will be held on the following dates:

- Monday, July 22, 2024, from 1 p.m. to 2 p.m. EST ([Register here](#))
- Tuesday, July 23, 2024, from 10 a.m. to 11 a.m. EST ([Register here](#))

Interested LEAs are strongly encouraged to have at least one representative attend one of the above webinars. The representative should be someone who will be involved in the development and/or implementation of the proposed HIT programs.

2.3 Intent to Apply

All eligible entities seeking to receive funding under this RFA are required to submit a Notice of Intent to Apply (Appendix A), signed by an authorized official of the organization, via email to

HIT.grants@dc.gov on or before **August 16, 2024**. Submission of a Notice of Intent to Apply allows OSSE to provide you with timely information related to the grant competition.

2.4 Contact Person(s)

Applicants are advised that the following OSSE staff members are the authorized contact person for this grant competition:

- Jessica Sobin, High-impact Tutoring Program Manager, Office of the State Superintendent of Education (Jessica.Sobin@dc.gov)
- Crystal Thomas, High-Impact Tutoring Grants and Operations Associate, Office of the State Superintendent of Education (Crystal.Thomas1@dc.gov)

2.5 Applications Due

Applications are due Wednesday, August 28, 2024, by 3 p.m. EST and must be submitted through EGMS. **Applicants are encouraged to submit applications early to avoid any technical difficulties. OSSE strongly encourages submitting applications at least one day early to ensure that avoidable technical issues do not cause you to miss the submission deadline. Applicants must agree to EGMS' Central Data Assurances prior to creating a grant application.**

2.6 Updates

Information and updates regarding the grant competitions will be emailed to all potential applicants that submit a Notice of Intent to Apply or attend a pre-application webinar specific to this grant.

2.7 Awards Announcement

Awards will be announced via EGMS, email and the OSSE website. OSSE will disseminate grant award notifications following the awards announcement.

Section 3: Application

3.1 Application Content

The application in EGMS contains the following sections or “tabs.” Unless noted, each section must be completed as instructed in the system:

- Section 1 – Overview (*informational, nothing to complete*)
- Section 2 – Contact Information
- Section 3 – Main Application
 - Program summary
 - Prior experience with HIT programs
 - Needs assessment
 - Program model by school

- Program management
- Tutor training and coaching
- High quality curricular materials
- Collaboration
- Program measures and data use
- Section 6 – Budget
 - Budget Overview
 - Salaries and Benefits
 - Professional Services
 - Equipment
 - Supplies and Materials
 - Other Objects
 - Budget Summary
- Section 7 – Supporting Documentation (on this tab, applicants are required to upload the HIT program manager’s resume, the FY25 Program Model and Budget Template, and any relevant Letters of Intent and/or Memorandums of Understanding)
- Section 8 – Assurances
 - Program Specific Assurances
 - Assurances Agreement Summary
- Section 9 – Submit (*application is not complete until it is submitted through this tab*)
- Section 10 – Application Print (*hard copies of applications may be printed through this tab*)
- Section 11 – Application History (*the history of who has accessed and modified the application may be viewed through this tab*)

Section 4: Scoring

4.1 Review Panel

The grants described in this RFA will be awarded competitively. A panel or panels of external reviewers will be convened to review, score and rank each application. The review panel(s) will be composed of external, neutral, qualified, professional individuals selected for their expertise, knowledge and/or related experiences. All external reviewers must sign a conflict of interest statement. Each application will be scored against a rubric and applications will have multiple reviewers to ensure accurate scoring. OSSE may convene any panel to conduct a facilitated discussion of the reviewers’ scores and comments of a particular application. A facilitated discussion provides an opportunity for reviewers to hear other panel members’ reasoning for their scores and comments. A reviewer is not required to change their scores or comments after a facilitated discussion. The complete rubric can be found in Appendix EGMS for review.

Upon completion of the panel review(s), the panel(s) shall make recommendations for awards based on the scoring rubric(s). The State Superintendent of Education, or their designee, will consider those recommendations, but all final award decisions are left to the Superintendent's /or his/her/their designee's discretion. Winning applicants may be required to make amendments to the budget or other application sections to meet grant requirements.

4.2 Funding Priority

The rubric for evaluating grant proposals is designed to prioritize those that include the following program features:

- Offer more than 16 weeks of tutoring to individual student participants during the school year.
- Offer more than 90 minutes per week and/or more than two sessions of tutoring for students in grades 2-12.
- Utilize grant funds to expand the number of students served by high-impact tutoring programs to reach more students than was previously planned for the school in SY24-25.
- Provides evidence of a plan for the school to eventually create a sustainable HIT model that, after the lifespan of the grant, is fully funded by local UPSFF funds, philanthropic funds, federal formula or school improvement funds, and/or other, non-OSSE funds.
- Sets goals for and uses data to track non-academic outcomes, such as social-emotional indicators, teacher pipeline support, or other potential benefits of the high-impact tutoring program (tracking academic outcomes is an eligibility requirement).

OSSE may elect to fund priority projects at a higher level than non-priority projects. If there are more quality applications than available funds, OSSE may elect to fund priority projects instead of one or more nonpriority projects that received a higher score.

Section 5: Award Administration

5.1 Decision and Notifications of Awards

In order to be awarded a grant, LEAs must establish eligibility by submitting an application to OSSE in accordance with the relevant program statute(s) and this RFA. Each awarded applicant will receive a grant award notification (GAN) generated through OSSE's EGMS that will include the award amount, award agreement, terms and conditions of the award and any supplemental information required.

Once OSSE has approved the application and issued an official GAN, OSSE will provide grantees with a schedule for grant award payments, which will be made in six to nine tranches upon completion of specified performance milestones. The schedule will include a description of

each performance milestone, the timeline for their completion, the format of their delivery, and the portion of the grant award that will be received upon their completion. See Appendix B for a planned payment schedule and descriptions of milestones that must be completed to receive each payment. The planned payment schedule is subject to change but will be similar to the final version of the payment structure. OSSE will respond to questions about the table during the pre-award webinars and will share a final version with applicants within 3 business days of the deadline for the Notice of Intent to Apply form on August 16, 2024.

5.2 Audits

At any time, or times, before final payment and during the required record retention period, the District may audit the applicant's budget against the expenditure source documentation.

5.3 Monitoring and Reporting

Grantees shall be required to cooperate with all data, information, or record requests by OSSE. OSSE may use such data, information, or records for the evaluation of the program and reporting on outcomes regarding the program and activities carried out with grant funds. OSSE may share any data, information, or records received with third-party evaluators, and/or other OSSE-designated organizations to the extent permissible under any applicable law and OSSE's data-sharing policies.

5.3.1 Monitoring

All awards will be reviewed during the grant period for compliance with programmatic and fiscal requirements. Monitoring efforts are designed to determine the recipient's level of compliance with District requirements and identify specifically whether the grantee's operational, financial and management systems and practices are adequate to account for program funds in accordance with federal and/or District requirements. Failure to maintain compliance with such requirements may result in payment suspension, disallowance of costs or termination of the grant.

The recipient shall be required to cooperate with all requirements and information requests by OSSE relating to the evaluation of the program, the collection of data related to the program and activities carried out with grant funds. The recipient shall be required to reply and acknowledge OSSE's information requests within 48 hours and to provide requested information within 10 business days.

On-Site Programmatic Monitoring: All grant recipients will be subject to two or more on-site program quality visits over the course of the grant period. Visits will be scheduled in advance. An observation rubric and agenda will be provided by OSSE prior to the visits. If a grant program

is found to be out of compliance with HIT RFA requirements based on a program observation, the grant recipient will be expected to adjust programming to improve the program elements that are below standards and OSSE may schedule an additional program visit. Failure to provide programs that meet HIT RFA requirements may result in payment suspension, award reductions or termination of the grant.

Fiscal Monitoring Documentation: A grant recipient may be asked to provide fiscal documentation on expenditures if OSSE has concerns about the grantee's adherence to the program or budget proposal that was approved in the grant application. When provided reasonable time to produce requested documentation, OSSE staff members must be given access to items including invoices and proof of payment documentation for expenditures that are included in the most recent budget and policies for tracking equipment and supplies purchased for the grant program.

5.3.2 Reporting

Program Data: Grantees must keep track of the following information and be ready to report to OSSE on the noted timetable:

- Two weeks prior to the beginning of the program:
 - Confirmed list of all school sites
 - Content of programs offered at each school type (subject, grade, curricula)
 - Program schedule for each school site (number of days per week of tutoring, number of minutes per session)
 - Number of students selected for HIT program per school site and percentage of student body enrolled in HIT programs for each school site
 - MOUs with partner organizations that will administer HIT at each school site
- LEAs must be prepared to provide the following data at the cadence required by OSSE. These data reports will likely be due 4-6 times each fiscal year. OSSE will share the submission schedule and requirements with grantees no later than 14 days of issuing GANs.
 - Data reports will include the following for all students enrolled in HIT programs:
 - Full legal name
 - Date of birth
 - Gender
 - Student academic data (interim assessment data)
 - Attendance status for scheduled sessions for each student
- **Program Reports:** Grantees will also be required to complete two program reports. The first report will be due on February 15, 2025 and will provide information on grant

activities from the date of the grant award notification through February 1, 2025. The second and final report will be due four weeks after HIT programs that are funded by the approved grant application end. The final report date will be communicated to each grantee within 14 days of the grant award notification. Reports are expected to be 2-4 pages and may include but are not limited to the following:

- Total number of students served throughout the program and by quarter
- Summary of participants outcomes and achievements
- Summary of program successes, challenges, and planned adjustments to programming to improve student outcomes.
- Support needs and feedback for OSSE

5.4 Confidentiality

Except as otherwise provided by local or federal law, no recipient of the grant shall use or reveal any research, statistical information, or personally identifiable information furnished by OSSE for any person or for any purpose other than that for which such information was obtained in accordance with the OSSE program funded. Any identifiable personal information and any copy of such information shall be immune from legal process and shall not, without the written consent of the person identified in the information, be admitted as evidence or used for any purpose in any action, suit, or judicial, legislative, or administrative proceeding. The grantee will protect any personally identifiable information (PII) received in administering the grant and follow all applicable laws regarding the protection and use of the PII. Before disclosing PII to any other party, the grantee must first receive approval from OSSE.

5.5 Nondiscrimination in the Delivery of Services

The recipient shall comply with the District of Columbia Human Rights Act of 1977, as amended, (D.C. Official Code § 2-1401.01 *et seq.*) which prohibits discrimination based on race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, source of income, disability, sealed eviction record status as a victim of an intra-family offense, place of residence or business, status as a victim or family member of a victim of domestic violence, a sexual offense, or stalking and homeless status.

5.6 Conflict of Interest

All grant recipients shall ensure that no individual in a decision-making capacity will engage in any activity, including participation in the selection of a vendor, the administration of an award, or an activity supported by award funds, if a conflict of interest or the appearance of a conflict of interest would be involved. A conflict of interest would arise when the individual, any member of the individual's immediate family, the individual's partner, or an organization that

employs, or is about to employ, any of the aforementioned has a financial or personal interest in the firm or organization selected for a contract.

5.7 Terms and Conditions

- Funding for this award is contingent on available funds. The RFA does not commit OSSE to make an award.
- OSSE reserves the right to accept or deny any or all applications if OSSE determines it is in the best interest of OSSE to do so. OSSE shall notify the applicant if it rejects that applicant's proposal. OSSE may suspend or terminate an outstanding RFA pursuant to its own grant making rule(s) or any applicable federal or local regulation or requirement.
- OSSE reserves the right to issue addenda and/or amendments subsequent to the issuance of the RFA, or to rescind the RFA.
- OSSE shall not be liable for any costs incurred in the preparation of applications in response to the RFA. Applicant agrees that all costs incurred in developing the application are the applicant's sole responsibility.
- OSSE may conduct pre-award on-site visits to verify information submitted in the application and to determine if the applicant's facilities are appropriate for the services intended.
- OSSE may enter negotiations with an applicant and adopt a firm funding amount or other revision of the applicant's proposal that may result from negotiations.
- OSSE shall provide the citations to the statute and implementing regulations that authorize the grant or sub grant; all applicable federal and District regulations; payment provisions identifying how the grantee will be paid for performing under the award; reporting requirements, including programmatic, financial and any special reports required by OSSE; and compliance conditions that must be met by the grantee.
- If there are any conflicts between the terms and conditions of the RFA and any applicable federal or local law or regulation, or any ambiguity related thereto, then the provisions of the applicable law or regulation shall control, and it shall be the responsibility of the applicant to ensure compliance.
- Grantees may be required to attend one or more post-award meetings or webinars reviewing grant requirements. Information about these meeting(s) and/or webinar(s) will be shared with grantees in advance.

Appendix A

Official Intent to Apply Notification
Submission required by August 16, 2024
PDF Submission Preferred

TO: Jessica Sobin
HIT.Grants@dc.gov

FROM: _____
(Name of Local Education Agency)

RE: Intent to Apply for FY25 High-Impact Tutoring Grant

LEA Name: _____

LEA Address: _____

Contact Person: _____

Contact Person Telephone: _____

Contact Person Email: _____

Projected Award Size in Grant Application: _____
(for planning purposes only; applicants may change requested award size/budget in submitted application)

I understand that the deadline to submit this grant application into the Enterprise Grants Management System (EGMS) is 3 p.m. EST on Wednesday, August 28, 2024, and that late applications will not be reviewed.

Signature: _____ Date: _____
(LEA Official)

Appendix B

Planned performance milestone payment schedule

Awardees must submit deliverables within three months of achieving a milestone in order to receive full payment.

Milestone #	Milestone Description	Required Deliverable	Milestone Amount (20-week, in-school award only)	Milestone Amount (16-week, in-school award only)	Milestone Amount (Summer only)	Mode of Delivery
1.	Program Budget and Implementation Plans <ul style="list-style-type: none"> Approved High-Impact Tutoring Budget Implementation Plan, including MOU/Partnership Agreement with Providers, if relevant 	FY25 HIT Budget Template Implementation Plan Template MOUs/Partnership Agreements	10% of award	10% of award		Submit via Box
2.	Data Submission: HIT Enrollment <ul style="list-style-type: none"> Roster of students enrolled in LEA HIT programs 	Complete an error-free data submission with OSSE template for 80% or more of projected student count*	10% of award	10% of award		OSSE's Integrated Data Submission (IDS) system
3.	Data Submission: Weeks 1-4 of HIT programs <ul style="list-style-type: none"> HIT attendance report by student for first 4 weeks of programming 	Complete an error-free data submission with OSSE template for 80% or more of projected student count*	20% of award	20% of award		OSSE's Integrated Data Submission (IDS) system
4.	Data Submission: Weeks 5-8 of HIT programs <ul style="list-style-type: none"> HIT attendance report by student for weeks 5-8 of programming 	Complete an error-free data submission with OSSE template for 80% or more of projected student count*	20% of award	20% of award		OSSE's Integrated Data Submission (IDS) system
5.	Data Submission: Weeks 9-12 of HIT programs <ul style="list-style-type: none"> HIT attendance report by student for weeks 9-12 of programming 	Complete an error-free data submission with OSSE template for 80% or more of	20% of award	20% of award		OSSE's Integrated Data Submission (IDS) system

High-Impact Tutoring LEA Grant

	Beginning of year (BOY) and middle of the year (MOY) interim assessment results for all enrolled students	projected student count*				
6.	Data Submission: Weeks 13-16 of HIT programs <ul style="list-style-type: none"> HIT attendance report by student for weeks 13-16 of programming 	Complete an error-free data submission with OSSE template for 80% or more of projected student count*	10% of award	20% of award		OSSE's Integrated Data Submission (IDS) system
7.	Data Submission: Weeks 17-20 of HIT programs <ul style="list-style-type: none"> HIT attendance report by student for weeks 17-20 of programming End of year (EOY) interim assessment results for enrolled students 	Complete an error-free data submission with OSSE template for 80% or more of projected student count*	10% of award			OSSE's Integrated Data Submission (IDS) system
8.	Summer Implementation Plan <ul style="list-style-type: none"> Implementation Plan, including MOU/Partnership Agreement with Providers, if relevant 	Implementation Plan Template MOUs/Partnership Agreements			20% of summer award	Submit via Box
9.	Data Submission: All Summer Program Weeks <ul style="list-style-type: none"> HIT attendance report by student for all summer program weeks 				80% of summer award	OSSE's Integrated Data Submission (IDS) system
Total			100% 20-week award	100% 16-week award	100% summer award	

* If average attendance levels are below 80% for programming during a reporting period, or more than 10% lower than a school site's average attendance in the previous year, OSSE reserves the right to reduce award payment by a comparable amount for the relevant milestone.

Appendix C

Scoring Rubric

The purpose of the table below is to provide clarity on the phrases compelling, clear, and complete, which appear throughout the remainder of the rubric. Applicants and reviewers should reference this table when reading sections in the rubric where one of these three words is underlined. Please see the rest of the rubric below.

Criterion/ Level	Score Not Assignable	Weak	Fair	Good	Strong
Compelling	Inappropriate/off-topic answer; no evidence-based or data driven ideas; approach does not seem feasible	Approach is somewhat data driven or evidence based; significant portions of approach do not seem feasible	Approach is data-driven or evidence-based; most of the proposal seems feasible	Approach is data-driven or evidence-based; and all parts of the proposal seem feasible	Highly data-driven or evidence-based project or approach; shows an extremely detailed and relevant path to success
Complete	No response or information/information doesn't answer prompt question	Attempts to answer prompt; lacks some details	Answers prompt; provides most relevant details	Fully answers prompt; level of detail is sufficient	Addresses every part of prompt in depth; response extremely detailed
Clear	Very difficult to comprehend; very little or none of the response is clear	Mostly difficult to comprehend; contains few moments of clarity	Answers prompt with clarity throughout;	Focused response that provides sufficient levels of clarity and specificity	Highly focused and provides exceptional clarity; leaves no room for assumptions

Program description (20 points)	Score Not Assignable	Limited/ Weak	Fair	Good	Strong/ Exceptional
<p>Program summary:</p> <p>Applicant provides a summary that briefly describes the HIT program that would be funded by this grant. Summary includes:</p> <ul style="list-style-type: none"> -The vision and goals for the HIT program; -How the program is aligned with the current academic supports and initiatives for the LEA; -The total number of schools and priority schools that will implement HIT programs supported by the proposed grant; and -The total number of students that will be enrolled in HIT programs supported by the proposed grant. 	0	1	2	3	4
<p>Prior experience with HIT programs:</p> <p>Applicant describes how the LEA implemented HIT programs and/or engaged in HIT professional development in prior years.</p> <ul style="list-style-type: none"> -If the LEA has implemented HIT in prior years, the response includes a description of previous year programs and how the proposal builds upon the lessons learned and successes or challenges. -If the LEA has not implemented HIT in prior years, the response includes a description of how LEA or school staff members have engaged in any professional development sessions that deepened their understanding of high-impact tutoring implementation and how to maximize its potential for learning acceleration. 	0	1	2	3	4
<p>Needs assessment:</p>	0	1	2	3	4

<p>The applicant describes the process and data used by the LEA to determine how high-impact tutoring funds will be used to improve student achievement and, if applicable, why the particular school campuses in this proposal were selected.</p>					
<p>Program model by school: The applicant’s FY25 HIT Program Model and Budget Template included a clear description of the program model and student targets for each school site. If the applicant plans to work with a third-party provider at any school site, a Memorandum of Understanding (MOU) or a Letter of Intent (LOI) is uploaded for each organization.</p>	0	2	4	6	8
<p>HIT implementation plan (38 points)</p>	Score Not Assignable	Limited/Weak	Fair	Good	Strong/Exceptional
<p>Program management: The applicant describes how they will leverage their current staff and/or recruit new staff to account for all management responsibilities and explains the school leadership’s commitment to HIT.</p>	0	1	2	3	4
<p>HIT oversight: The applicant names one staff member who will oversee the implementation of grant-supported HIT programs and the staff member’s resume is uploaded in EGMS. The applicant provides a sound rationale for why the person is selected to manage HIT programs, including the person’s experience designing and/or implementing academic interventions.</p>	0	1	2	3	4
<p>Tutor supports for building trusting and affirming relationships: The applicant describes how they will train and coach tutors to support the</p>	0	1	2	3	4

<p>development of trusting and affirming relationships with students. If the LEA plans to work with a third-party provider, they include how the provider will train tutors on these topics. If they plan to use school staff, the applicant includes which staff they intend to utilize.</p>					
<p>Tutor supports for instructional delivery: The applicant describes how they will train and coach tutors to support them with instructional content and delivery.</p>	0	1	2	3	4
<p>High-quality curricular materials: The applicant plans to use an established, high-quality tutor curriculum that is aligned to Common Core grade-level standards, and, if supporting ELA HIT instruction, is aligned to the science of reading, and includes a compelling rationale for their selection of the curriculum. If the applicant does not plan to use a third-party curriculum, their application includes detailed plans to set aside time for teachers, subject specialists, and/or the staff managing HIT programs to work with tutors on developing clear objectives and lesson plans for each session that connect to core classroom content</p>	0	1	2	3	4
<p>Assessments materials: The applicant plans to use high-quality, established formative and summative assessments to measure student progress and describes how assessment data will be used to tailor the program to students' individual needs.</p>	0	1	2	3	4
<p>Collaboration: The applicant describes how the LEA will integrate regular collaboration between tutors/tutoring programs, instructional specialists, and classroom teachers to</p>	0	1.5	3	4.5	6

ensure HIT supports and connects to classroom learning and maximizes student academic progress.					
<p>Program measures and data use – student selection:</p> <p>The applicant describes how they will identify and enroll students in need of tutoring before the launch date of HIT programs as well as a plan for periodically reviewing and updating the enrollment list as necessary to ensure the proposed number of target students are served throughout the duration of the program.</p>	0	1	2	3	4
<p>Program measures and data use – data systems and processes:</p> <p>The applicant’s response includes a detailed description of the LEA’s current data systems and how they can be leveraged to support the data collection efforts required for this grant. The application outlines The application outlines clear procedures for how the LEA will support tutors with inputting accurate attendance data and, if applicable, how the applicant will ensure contracted providers are collecting and sharing the necessary data.</p>	0	1	2	3	4
Budget overview (18 points)	Score Not Assignable	Limited/Weak	Fair	Good	Strong/Exceptional
<p>Budget high-level summary:</p> <p>The applicant’s summary of costs and budget line items is clear and directly aligns with only the activities in the grant proposal.</p>	0	1.5	3	4.5	6
Fiscal management systems:	0	1.5	3	4.5	6

<p>The applicant explained the fiscal management systems in place to ensure that these grant funds are spent on the identified, allowable costs in the approved budget. If using other fund sources to support the HIT programs in this proposal, applicant addressed how these systems ensure that funds do not overlap and are not used to support the same portions of HIT programming.</p>					
<p>Reasonable: The budget costs are reasonable and do not exceed what would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost.</p>	0	1.5	3	4.5	6
<p>Priority considerations (24 points)</p>	Score Not Assignable	Limited/Weak	Fair	Good	Strong/Exceptional
<p>Program Expansion: The grant proposal describes how HIT LEA Grant award funds would be used to reach more students than the LEA currently plans to serve with HIT programs.</p> <ul style="list-style-type: none"> • Will reach 50% or more additional students or 200 or more additional students (whichever is smaller) than previously planned programs – Strong Exceptional • Will reach 25% or more additional students or 100 or more additional students (whichever is smaller) than previously planned HIT programs – Good • Will reach 10% or more additional students or 40 or more additional students (whichever is smaller) 	0	1	2	3	4

<p>than previously planned HIT programs – Fair</p> <ul style="list-style-type: none"> • Will reach 5% or more students or 20 or more additional students (whichever is smaller) than previously planned HIT programs OR will not reach more students but will support the increased quality of current HIT programs – Limited/Weak • Will not reach more students, nor will funds strengthen current HIT programs – Score Not Assignable 					
<p>Tutoring frequency:</p> <p>The HIT program will offer more than 90 total minutes of tutoring per week to students in second to twelfth grades or more than 60 total minutes of tutoring per week to students in kindergarten or first grade.</p> <p>Second to twelfth grades:</p> <ul style="list-style-type: none"> • 181 or more total minutes per week = Strong/Exceptional • 136-180 total minutes (e.g., 45 minutes, 4x per week) = Good • 91-135 total minutes (e.g., 45 minutes, 3x per week) = Fair • 90 total minutes per week (e.g. 45 minutes, 2x per week)= Limited/Weak • Less than 90 total minutes per week = Score Not Assignable <p>Kindergarten or first grade:</p> <ul style="list-style-type: none"> • 121 or more total minutes per week = Strong/Exceptional • 91-120 total minutes (e.g., 40 minutes, 3x per week) = Good 	0	.5	1	1.5	2

<ul style="list-style-type: none"> • 61-90 total minutes per week (e.g., 40 minutes, 2x per week) = Fair • 60 total minutes per week (e.g., 30 minutes, 2x per week) = Limited/Weak • Less than 60 total minutes per week = Score Not Assignable 					
<p>Program length:</p> <p>Program will serve individual students for more than 16 weeks during the school year.</p> <ul style="list-style-type: none"> • More than 20 weeks = Strong/Exceptional • 19-20 weeks = Good • 17-18 weeks = Fair • 16 weeks = Limited/Weak • Less than 16 weeks = Score Not Assignable 	0	1	2	3	4
<p>Non-academic growth measures:</p> <p>Applicant describes any non-academic goals of the program, including any goals related to attendance, social-emotional connections, or building teacher pipelines, and how the LEA will track the progress of those goals.</p>	0	1	2	3	4
<p>Family engagement plan:</p> <p>Applicant clearly outlines how the LEA plans to coordinate and communicate with families about student progress, attendance, and other growth measures during their participation in the HIT program.</p>	0	.75	1.5	2.25	3
<p>Priority schools:</p>	0	1	2	3	4

<p>Applicant describes how the LEA will serve schools that are designated as “priority” for this grant.</p> <p>Priority schools are schools with 70% or more students who are economically disadvantaged and/or schools that are identified as Comprehensive Support and Improvement (CSI) schools (see list of schools on OSSE HIT web page).</p> <ul style="list-style-type: none"> • 75% or more of the schools in the proposal are HIT priority schools = Strong/Exceptional • 50% or more of the schools in the proposal are HIT priority schools = Good • 25% or more of the schools in the proposal are HIT priority schools = Fair • 10% or more of the schools in the proposal are HIT priority schools = Limited/Weak • No priority schools = Score Not Assignable 					
<p>Sustainability Plan:</p> <p>Provides evidence of a plan for the school to eventually create a sustainable HIT model that, after the lifespan of the grant, is fully funded by local UPSFF funds, philanthropic funds, federal formula or school improvement funds, and/or other, non-OSSE funds.</p>	0	.75	1.5	2.25	3

Appendix D

Program Specific Assurances

As the duly authorized representative of the applicant, I certify that the applicant, if awarded the grant:

- Will comply with activities necessary to carry out an evaluation of OSSE high-impact tutoring programming;
- Will submit narrative reports as requested describing the implementation of the proposal, including successes and barrier to success;
- Will expend all funds by the end of the grant period;
- Acknowledges and agrees that the completion of this application, or the approval to fund an application, will not be deemed to be a binding obligation of OSSE until such time as the Grant Award Notification (GAN) is delivered to the recipient;
- Will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans and applications;
- Will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, funds paid to the grant recipient, and will ensure funds from this grant will not be used to fund the same portion of programming as another grant award.
- Understands that payment for this program is based on meeting performance milestones and not reimbursement for costs.
- Will reply and acknowledge OSSE's information requests within 48 hours and provide requested information within 10 business days.