REQUEST FOR APPLICATIONS (RFA)

District of Columbia

Office of the State Superintendent of Education (OSSE)

High-Impact Tutoring (HIT) Scaling Grant

Request for Application (RFA) Release Date
Friday, September 16, 2022 at 12pm EST

Pre-Application Conferences
Thursday, September 22 and Wednesday, September 28, 2022

Notice of Intent to Apply Deadline (Mandatory)
Monday, October 17, 2022

Application Submission Deadline
Monday, October 31, 2022 at 3pm EST

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Checklist for Application

FY23-24 High-Impact Tutoring (HIT) Scaling Grant

- ☐ **The applicant submitted a Notice of Intent to Apply on or before Monday, October 17, 2022.** The Notice of Intent to Apply form can be found in Appendix A and should be submitted via email to the attention of Jess Sobin at HIT.Grants@dc.gov. Failure to submit this document by the deadline will make the applicant ineligible for award consideration.

- ☐ **The applicant provided an indirect cost rate on the Notice of Intent to Apply** if they intend to include indirect costs in the application budget.

- ☐ **If applicable, the applicant emailed the in-effect Negotiated Indirect Cost Rate Agreement (NICRA)** verifying an approved, federally recognized indirect cost rate negotiated between the applicant and the federal government to the attention of Jess Sobin at: HIT.Grants@dc.gov on or before the Notice of Intent to Apply deadline of Monday, October 17, 2022.

- ☐ **The applicant registered for access to OSSE's Enterprise Grants Management System (EGMS) by the date of their Notice of Intent to Apply submission (not mandatory but strongly encouraged).** Registration takes approximately two business days and OSSE recommends initiating the process as soon as possible. Please see here for more information about registering for EGMS access: https://grants.osse.dc.gov/info/credentials

- ☐ **The applicant attended one of the suggested pre-application webinars (not mandatory but strongly encouraged).** Please see Section 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.**
  - Please see 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. Unless otherwise stated in the application, information submitted via attachment will not be considered.*

- ☐ **The application adheres to the directions and criteria of each section of this RFA**.

- ☐ **The applicant is incorporated and registered to operate in the District of Columbia (the District), including:**
  - Registered with the District's Department of Consumer and Regulatory Affairs (DCRA) and is able to produce a "Certificate of Good Standing" as a condition of receiving funding. Please see Appendix C and this link for details: https://dcra.dc.gov/service/corporate-registration-details
  - Is able to produce a "Certificate of Clean Hands" from the District's Office of Tax and Revenue (OTR) that is dated within 90 days of the start of the grant period as a condition of receiving funding. Please see Appendix C and this link for details: https://otr.cfo.dc.gov/page/certificate-clean-hands

- ☐ **The application was submitted by 3 p.m. EST on Monday, October 31, 2022**, through EGMS.

PLEASE NOTE

Applications are due by 3 p.m. EST on Monday, October 31, 2022. The application deadline will be strictly enforced.

All applications must be submitted through the Enterprise Grants Management System (EGMS). For more information about EGMS, please visit http://grants.osse.dc.gov/info/credentials

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 several days prior to the application deadline** 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

Overview of the District's High-Impact Tutoring (HIT) Initiative

The Office of the State Superintendent of Education (OSSE)'s HIT initiative, which launched in FY22, supports local education agencies (LEAs) and tutoring providers across the District with delivering high-quality, high-impact tutoring programs designed to mitigate the effects of interrupted instruction that students experienced during the COVID-19 pandemic. The initiative's $40 million investment over 3 years targets students who are academically behind and at risk of not graduating high school with college and career readiness knowledge and skills. The initiative will design and administer grants; manage a robust citywide program evaluation; design and implement a program to build tutoring capacity for targeted LEAs, including tailored support packages for high-need LEAs and campuses; provide guidance and access to high-quality materials for LEAs across the District to implement HIT; and work with DC government agencies, such as the DC Public Library, to expand access to tutoring in targeted wards and among targeted student populations, as well as other activities.

About this RFA

The FY23-24 High-Impact Tutoring (HIT) Scaling Grant RFA seeks to support existing, successful, evidence-based tutoring programs with strong fiscal infrastructure in place to scale.

For the purposes of this RFA, "high-impact tutoring" is defined as a structured and supervised tutoring program offered to District students before school, during school, or immediately after school for a minimum of at least two (2) times a week for a minimum of 60 minutes per week (grades pre-K-1) or 90 minutes per week (grades 2-12) for at least 10 weeks during a given school year. Please review OSSE's high-impact tutoring guide for more information about OSSE's definition of high-impact tutoring, which is available online at the following website: https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/COS_HIT_Guide_072022.pdf.

1.2 Purpose of Funds

Through this RFA, OSSE is soliciting proposals from eligible applicants for the following grant program:

- The purpose of this funding program is to provide support to organizations with a demonstrated history of success providing tutoring programming to deliver high-quality high-impact tutoring designed to mitigate the effects of interrupted instruction that students experienced during the COVID-19 pandemic.

- The theory of action for each applicant's programming must be supported by data and research, when available, or other evidence of rationale.
- Funding is available for applicants planning to offer evidence-based high-impact tutoring programming directly to District students at three (3) or more school or non-school sites, and to at least 150 students. For purposes of this RFA, "scaling" means expanding an existing tutoring program with evidence of success to more students than the program previously served.

1.3 Funds Available and Funding Period

A total of approximately $7,500,000.00 is available for awards through this RFA over two fiscal years (FY23 and FY24), from the date of award (approximately January 9, 2023) through September 30, 2024. Please see the table below for key award information. Organizations that already received a HIT grant award from OSSE in an earlier grant cohort are not eligible for funding for the same HIT programming delivered to the same grade level(s) as their previous award. Previous HIT grant recipients can, however, apply for this HIT scaling grant for a different program and/or grade level(s) than are being served through the previous OSSE HIT grant award.

Award Type	Funding Available	Grant Period	Expected Number of Awards
High-Impact Tutoring Scaling Grant	• Maximum of $1,500,000 • Minimum of $250,000	Maximum of 21 months (date of award – 9/30/24)	5-7

Applicants awarded funds in FY23 will need to complete a continuation application for FY24 funds. Continuation of awards is contingent upon:

- Availability of funds;
- Recipient's implementation and/or operation of the program as submitted in the application;
- Recipient's demonstration that substantial progress has been made toward meeting the objectives set forth in the approved application, based on ongoing monitoring and review of the recipient's reports;
- Compliance with District and federal laws, regulations, and guidance; and
- Appropriate expenditure of funds throughout each grant award period.

1.4 Applicant Eligibility

All eligible applicant organizations must:

- If a non-profit organization, have 501(c)(3) nonprofit status as determined by the Internal Revenue Service (IRS). **Applicant must submit their 501(c)(3) designation letter from the IRS as part of their application.**
- Be incorporated and registered to operate in the District of Columbia, including:
  - Registered with the District's Department of Consumer and Regulatory Affairs (DCRA) and able to produce a "Certificate of Good Standing" as a condition of receiving funding. Please see Appendix C and this link for details: https://dcra.dc.gov/service/corporate-registration-details
  - Able to produce a "Certificate of Clean Hands" from the District's Office of Tax and Revenue (OTR) that is dated within 90 days of the start of the grant period as a condition of receiving funding. Please see Appendix C and this link for details: https://otr.cfo.dc.gov/page/certificate-clean-hands
  - Organizations may submit an application if they have not yet been incorporated and registered to operate in the District, but grantees will not receive funding until these steps are complete. OSSE encourages applicants to begin these processes as soon as possible so as not to delay receiving funding if you are awarded the grant.
- Able to adhere to all rules and regulations as well as requirements for training, certification, clearance, and program/budget documentation described in Section 5: Award Administration of this RFA.
- While for-profit businesses may apply for this award, preference will be given to nonprofit applicants.
- LEAs are ineligible to apply for this grant competition at this time. In another future grant competition, eligibility may be expanded to LEAs.
- Have a primary vision and program focus on delivering student interventions that help students reach academic outcomes.
- Have a demonstrated history of success (at least three (3) years) providing tutoring programming. Proven success with tutoring programming must include academic support that extends beyond "homework help" or supervised study halls
- Have at least three (3) years of experience serving students in the target student population described in Section 1.8, either in the District or elsewhere. Experience with the target student population is not required to overlap with the minimum of three (3) years of experience providing tutoring programming, although it may.
- To be eligible to apply for this grant, the applying organization must meet the criteria on its own; it cannot meet eligibility criteria "through" an affiliated organization, entity, or person. Applications will not be accepted from organizations with fewer than 3 years of

experience in tutoring, regardless of the experience and/or qualifications of individual employees (e.g., founder, CEO, or senior leadership) and regardless of the track record of affiliated organization(s) (e.g., sister organization or parent organization).

- Organizations that have already been awarded OSSE HIT grants in an earlier grant cohort are not eligible for funding for the same HIT programming delivered to the same grade level(s) as their previous award. Previous HIT grant recipients may, however, apply for this round of HIT Scaling Grants for a different program and/or grade level.

1.5 Key Personnel

Proposed programming must be led by a project director or leader with a minimum of five (5) years' experience in the education sector, including a minimum of three (3) years in an instructional leadership role such as principal, assistant principal, or dean, and/or in an organizational leadership role such as program director or manager.

1.6 Program Size and Locations

Applicants must meet the following requirements:

- Organizations must apply to serve students at three (3) or more schools and/or non-school sites across the District.
- This includes all K-12 District of Columbia Public Schools (DCPS) and public charter schools, as well as campuses providing educational services to students in the care of the District, as well as students attending Maya Angelou Academy at New Beginnings; the school at the Youth Services Center operated by the Department of Youth Rehabilitative Services (DYRS); and the Academy at DC Jail operated by Maya Angelou Academy and the Department of Corrections (DOC).
- Non-school sites could include, but are not limited to, locations such as nonprofits, Department of Parks and Recreation (DPR) recreation and community centers, DC Housing Authority (DCHA) public housing locations, Short Term Family Housing sites, or other community locations where tutoring programming can be effectively provided.

Program Location Preferences Preference will be given to applicants who submit proof of partnership with school(s) and/or LEA(s) and/or non-school sites via a Letter of Intent (LOI) or Memorandum of Understanding (MOU) as part of their applications.

- OSSE will facilitate connections between applicants and interested schools via a virtual event held before the application due date. This event is optional for applicants. Please see Section 2.2 for more information.
- If not submitted with the application, OSSE will require verification of partnership with the school(s) and/or LEAs(s) and/or non-school sites before awarding funding.

Program Size: Successful applicants will propose programs that serve District students at three (3) or more school or non-school sites and at least 150 students overall.

- For applicants proposing to serve fewer than 300 students initially, applicants must describe a clear plan over the timeline of the grant (January 2023 through September 2024) to expand the program to reach 300 students or more.
- Applicants should describe plans to use the grant to scale their current program, or to serve a larger number of students and/or sites than they currently serve. Applicants should clearly state in their application the additional number of students and/or sites the funding will allow them to reach.

1.7 Program Eligibility

Funding from this grant will be awarded to programs that meet the below qualifications. Programs that do not meet these criteria will not be selected for funding. Organizations that offer multiple types of tutoring or other programming should apply for funding only for programming that meets the criteria below.

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

Program Length and Frequency: Eligible tutoring programs must offer consistent tutoring for the same students for at least 90 minutes per week (students in grades 2-12) or 60 minutes per week (students in grades K-1) for at least 2 times per week for a minimum of 25 weeks during the year (10 weeks for each individual student participant during the school year, 3 weeks for each individual student participant in summer programming), though preference will be given to longer programs. The 25 or more weeks of programming can be split up across the year, especially to account for scheduled school breaks. The minimum of 10 weeks of programming for individual students may occur at any time during the grant period.

Individual students served by the program shall participate in tutoring for no fewer than 10 weeks during the school year and/or no fewer than 3 weeks (15 days) in the summer, and in groups of no larger than 4 students per tutor. Please note the maximum group size increased from 3 to 4 students per tutor from the last HIT RFA released in January of 2022 to reflect updated research[2] about the efficacy of HIT programs with 4:1 student-tutor ratios, though preference will be given to models with a smaller group size. More information about this shift in standards can be found in OSSE's HIT Guidance available at the website: https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/COS_HIT_Guide_072022.pdf .

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

[2] Rigorous studies of literacy (Neitzel, 2021) and math (Pelligrini, 2021) tutoring interventions point to examples of effective programs that have four students per session.

Tutoring programs eligible for this grant will deliver at least 51% or more of their programming in person, except as to comply with District of Columbia laws, regulations, executive actions including Mayor's Orders, or public health guidance requiring remote instruction or due to a temporary closure of the school to protect the health or safety of all enrolled students. All eligible programs must adhere to safety and security measures required by Mayor's Orders, the DC Department of Health, or any District law.

Program Schedule: HIT programs conducted during or immediately before or after the school day are approximately twice as effective as those conducted outside the school day.[3] We encourage applications for programs conducted during or adjacent to the school day (i.e., in the morning immediately before school or in the afternoon immediately after school). However, organizations serving students outside of the school day (e.g., in the evenings or on weekends, during the summer, or at a non-school location) but meeting the other programming requirements (tutor/student ratio, frequency, length, content, etc.) are still encouraged to apply.

Program Start: Tutoring programs should aim to provide HIT for students as soon as possible after receiving an award in January 2023. To be eligible for this grant, the latest possible launch date for tutoring services is October 16, 2023. The timing that OSSE can begin funding grant programs will depend on the proposed program start date. Applicants should propose a budget based on the funding availability schedule in the below chart:

Timing of program start	**First date that funding will be available (date the grant budget should begin)**
Spring programs that start on or before April 3, 2023	Grant award date (approx. January 9, 2023)
Summer programs (must operate for at least three weeks (15 days)) in June, July, or August 2023	April 3, 2023
Fall programs that start on or before October 16, 2023	June 1, 2023

As an example, an applicant proposing to begin programming under this grant on or before April 3, 2023 may submit a budget with funding that begins immediately after award in January 2023. However, an applicant proposing to begin programming in September 2023 should submit a budget with funding that begins no earlier than June 1, 2023. Submitted budgets that fall outside of these guidelines will be required to be changed before an award is granted.

Program Content and Materials: Tutoring programming must focus on the content areas of elementary, middle school, and high school English Language Arts (ELA) and/or math. Preference will be given to programs that focus on the high-need content areas of middle and high school ELA and/or math.

[3] *Id.*

Quality HIT programs must serve as an intentional use of additional time at school, with a specific focus on building prerequisite knowledge and skills while simultaneously integrating new learning that is part of the grade-level curriculum. Eligible programs must use high-quality instructional materials that align with students' core classroom content and grade-level standards. Preference will be given to programs that demonstrate a strong connection between the core curriculum at a student's school and the tutoring program content, including but not limited to evidence of partnership and co-planning of programming with participating students' school staff.

Eligible programs must not focus on remediation or giving students simpler materials from a previous grade level. Programs must focus on providing students with concepts and skills that are most critical to accessing upcoming content in the core curriculum. While tutors may take on the role of helping struggling students "catch up," that should not be the program's primary focus, and eligible programs must ensure the tutors build foundational skills while making connections to the content students are learning in class. Applicants may use grant funding for high-quality digital curricula or adaptive programs to supplement their tutoring programming (e.g., Amira Learning, BookNook, Cignition, Zearn) for both in-person and virtual/remote programming. Applicants should clearly describe how any high-quality digital materials will be integrated into and supplement the planned tutoring programming.

Virtual/Remote Programming: The majority of an eligible applicants' programming must be provided in person (at least 51% or more of funded student programming hours), either at schools or at non-school sites in the community. Tutoring qualifies as in-person if both the tutor and student are in the same physical location while the tutoring is occurring. However, as mentioned above, eligible applicants must also have the capability to "pivot" to remote or virtual tutoring for all participating students if the tutoring location closes or shifts to remote instruction. Applicants currently without this capability may apply for and be awarded this grant but must be prepared to deliver virtual/remote tutoring within 60 days of grant award. Funding may be used for tools and software to enable the provision of virtual/remote tutoring, such as video communication software (e.g., Zoom). Applicants should clearly describe their plans to develop a capability for remote/virtual tutoring, if applicable, and for the provision of virtual/remote tutoring in the event of a tutoring site closure.

Student Identification, Program Measures and Data Use: Programs at schools must have a clear approach for working with school staff to identify and enroll students in need of tutoring. Programs at non-school sites in the community must have a clear approach for identifying, recruiting, and enrolling students in the community in need of tutoring. Programs must have clear frameworks for evaluating both individual student progress and success of the overall program. Organizations must be able to describe how they make intentional use of data to evaluate and improve student progress, using both formative and summative as well as pre- and post-intervention assessments. Programs must use assessment data to tailor the program to students' needs and to provide individualized instruction, as well as to make ongoing

improvements to the program model. Programs must also have a robust method for communicating student results from tutoring back to both the student's school and family.

Tutors: Eligible programs may draw tutors from many sources, including certified teachers; paraprofessionals, paraeducators or 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 of the same age or older as 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. Preference will be given to organizations that provide specific supports to tutors in how to build strong caring relationships with students.

At this time, OSSE is not considering funding proposals that would pay tutors residing outside of the United States. Organizations that plan on using unpaid virtual tutors from outside of the United States (i.e., using them as volunteers) are eligible to apply; however, all volunteers are subject to training, certification, and clearance requirements, and any paid tutors must be qualified to work in the United States and must carry out their tutoring duties within the United States.

Program Preferences Summary: Preference will be given to the following program features:

- In the high-need areas of middle school and high school math and English Language Arts (ELA).
- Offer more than 90 minutes/week of tutoring to students (grades 2-12 only).
- Offered to students for more than 10 weeks to individual student participants.
- Demonstrate a strong connection between core curriculum at a student's school and tutoring program content, including but not limited to evidence of partnership and co-planning of programming with participating students' school staff.
- Provide specific supports to tutors in how to build strong, caring relationships with students.

1.8 Target Student Population

All eligible organizations and programs must meet the following requirements:

- Grant funds may only be used to serve student participants attending a District public school (DCPS or public charter school) in grades K-12.
- Programs at school sites will work with school staff to determine which students will receive tutoring based on need. Tutoring programming must be available to any student who attends a District school partnering with the applicant organization and who is part of the program's target population, and who is determined to need tutoring by school staff.

- Individual students may not be turned away from enrolling because of disability status or status as an English learner (EL), or any other class protected by District or federal law.
- Students and their families may not be charged any fees for enrollment or for any program services.

Target Population Requirements

- **At-risk[4] students:** As a requirement of U.S. Treasury funding, applicants' proposed programs must support students at schools and/or non-school sites in which at least 50% of the student population is at-risk as defined by OSSE. Please visit OSSE's web site to see a list of schools that meet this threshold, and/or visit the DC School Report Card Resource Library to obtain data on percentages of at-risk students at each District school. Applicants must propose to work with a school in which at least 50% of students are at risk, and for non-school sites, should outline a clear plan to recruit and enroll students who attend schools in which at least 50% of students are at risk.
- OSSE will facilitate connections between applicants and interested schools on the list of schools that meet the threshold in which at least 50% of the student population is at-risk as defined by OSSE, via a virtual event held before the application due date. Please see Section 2.2 for more information.

Target Population Preferences: Preference will be given to applicants serving students in the following categories:

- **OSSE list of priority schools:** OSSE has developed a list of approximately 75 priority schools to support via the HIT initiative in which the student body is comprised of 70% or more at-risk[5] students. Applicants partnering with these specific schools will receive preference on their application. Please see OSSE's web site for the list of schools.
- **English Learners (ELs):** Applicants that partner with schools or non-school sites in which 20% or more of the students are English learners will be given scoring preference on their application. Please see OSSE's web site to obtain data on percentages of ELs at each District school.

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[4] As defined by the Fair Student Funding and School-Based Budgeting Amendment Act of 2013, Section 4 (a) (2A) "at–risk" means a DCPS student or a public charter school student who is identified as one or more of the following:
(A) Homeless;
(B) In the District's foster care system;
(C) Qualifies for the Temporary Assistance for Needy Families (TANF) program or the Supplemental Nutrition Assistance Program (SNAP); or
(D) A high school student that is one year older, or more, than the expected age for the grade in which the student is enrolled.
The US Department of Education has further approved this at-risk designation as our state metric for economically disadvantaged students, as documented on page 39 of the District's ESSA Consolidated State Plan.

[5] *Id.*

- **Students with disabilities (SWDs):** Applicants with a history of effectively serving students with disabilities, as well as specific plans to serve students with disabilities in their programming, including for virtual/remote programming, will be given preference. To receive a higher score in this area, applicants should describe how their program will serve students with disabilities, including any history the organization has of serving students with disabilities, as well as any plans the organization has to consult or coordinate with the special education team at the students' school to identify specific supports that should be delivered as part of tutoring.
- **Students involved in the juvenile justice system:** Applicants who plan to partner with the Department of Youth Rehabilitative Services (DYRS) to provide programming inside the youth detention center will be given preference, as well as those planning to work with students under the supervision of Family Court Social Services Division (FCSSD) and students entitled to special education services while under the custody of the Department of Corrections (DOC).
- **Students who are one or more grade level behind:** Applicants who demonstrate experience working with students who are one or more grade level behind in the tutoring subject, or who plan to work with and describe compelling strategies for supporting students who are one or more grade levels behind will be given preference.

Additional Preferences for Applicants Offering Tutoring at Non-School Sites: For tutoring programming offered at a non-school location, additional preference will be given to the following:

- **Students residing in wards 1, 4, 5, 6, 7 or 8:** Applicants who plan to offer programming at non-school sites in these wards will be given preference.
- **Students residing in public housing and/or short-term family housing:** Applicants who plan to partner with the District of Columbia Housing Authority (DCHA) and/or the DC Department of Human Services (DHS) to serve these communities will receive preference.
- **Partnership with specific school(s) and/or LEA(s):** Applicants with these partnerships (as evidenced by a letter of intent or commitment submitted with your application) will be given preference.

1.9 Program Evidence Requirements

Program Evidence Requirements: Preference will be given to tutoring programs that clearly describe how the program they propose to implement is an evidence-based intervention to improve outcomes for students that have strong, moderate, or promising evidence, as defined

by the Elementary and Secondary Education Act (ESEA), Section 8101(21)(A).[6] The U.S. Department of Education's definition of "evidence-based" is included below:

1. (I) strong evidence from at least 1 well-designed and well-implemented experimental study (i.e. a randomized controlled trial (RCT);
2. (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
3. (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or

> EVIDENCE-BASED— (A) IN GENERAL—[…] the term ''evidence-based'', when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that—
>
> (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
>
> (ii) (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
>
> (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

Applicants should follow the below guidance in responding to the application question about the evidence basis for your program:

Evidence Level	Basis for Selection of This Level
Level I: Strong Evidence	• Your program has results from a randomized controlled trial (RCT) demonstrating evidence of program effectiveness • If you do not have an RCT for your program, do not select Level I
Level II: Moderate Evidence	• Your program has a study with a quasi-experimental research design (e.g., difference in differences, nonequivalent control groups, regression discontinuity) demonstrating evidence of program effectiveness • If you do not have such a study for your program, do not select Level II
Level III: Promising Evidence	• Your program has a study with a correlational or non-experimental research design (e.g., observational study, survey) demonstrating evidence of program effectiveness • If you do not have such a study for your program, do not select Level III

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

1.10 Source of Funding

This grant is wholly funded by the U.S. Department of Treasury's Coronavirus State and Local Fiscal Recovery Funds ("ARP County Fund") (CFDA # 21.027) authorized under the American Rescue Plan Act of 2021 ("ARP"). The ARP County Fund enables state and local governments to enact appropriate measures to address the disproportionate public health and economic impacts of the crisis on the hardest-hit communities, populations, and households, including addressing educational disparities through offering educational services such as tutoring or after-school programs. ARP County funding will enable states to support students who have been most severely impacted by the pandemic and are likely to have suffered the most because of longstanding inequities in our communities and schools.

1.11 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, including:

- Section 602 and 603 of the Social Security Act as added by section 9901 of the American Rescue Plan Act of 2021;
- The U.S. Department of Treasury's Final Rule at 31 CFR Part 35;
- 2 C.F.R. Part 25, Universal Identifier and System for Award Management;
- 2 C.F.R. Part 170, Reporting Sub award and Executive Compensation Information;
- 2 C.F.R. Part 180, OMB Guidelines to Agencies on Government wide Debarment and Suspension (Non-procurement); and
- 2 C.F.R. Part 200, The Uniform Administrative Requirements, Cost Principles, and Audit Requirements.

This grant award is also subject to the U.S. Department of Treasury's Compliance and Reporting Guidance for State and Local Fiscal Recovery Funds and any other interpretative guidance by other parties in any agreements it enters into with other parties relating to these funds.

1.12 Permissible Use of Funds

The funds associated with this RFA are available strictly on a reimbursement basis and may only be used for allowable grant project expenditures during the grant period as follows:

- All costs must:
    - Meet requirements of permissible use of federal funds within 2 CFR Part 200; and
    - Align with and support the project(s) described in the organization's application.

All grant project budgets will be reviewed by a review panel, as well as OSSE staff, to ensure that planned expenditures are allowable and are appropriate, reasonable, and necessary to support the grant objectives. Grant recipients are required to comply with OSSE's *Grantee Reimbursement Request Submission Policy*, which requires that grant recipients must submit at least one reimbursement per quarter in which the grant recipient expended funds.

Duplication of costs: Applicants may not propose to fund with this grant the same portion of programming that is already funded by other OSSE, District of Columbia, or federal grants. Applicants should be careful to construct their proposed grant budget so that there is no overlap with any portions of projects already funded by OSSE, the District government, or federal sources.

Allocability of costs: As stated in CFR § 200.405, 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. All staff paid with grant funds must keep time and effort records in accordance with the grantee's policy and 2 CFR Part 200, Subpart E.

Indirect costs: OSSE permits grantees to budget for indirect costs as part of this grant, but the requirements differ for different organization types:

- **Nonprofit organizations:** A grantee may apply a Negotiated Indirect Cost Rate Agreement (NICRA) negotiated with their cognizant federal agency for indirect cost to the grant funds and approved budget. Applicants who are applying a NICRA must submit an in-effect NICRA letter via email to HIT.Grants@dc.gov on or before the Notice of Intent to Apply deadline of Monday, October 17, 2022, in addition to submitting the Notice of Intent to Apply by the deadline of Monday, October 17, 2022, to be approved for the NICRA indirect cost rate for this grant.
    - If a nonprofit grantee does not have a NICRA, the de minimis indirect cost rate is 10%. Organizations must still indicate on their Notice of Intent to apply that they intend to include indirect costs in their proposed budgets so OSSE's application system may be updated accordingly to permit these costs as part of your application.
- **For-profit businesses and institutions of higher education (IHEs) (i.e., colleges and universities):** Applicants in this category must submit an in-effect NICRA to be permitted to include indirect costs as part of their proposed budget. Organizations without a NICRA will not be permitted to include indirect costs in their proposed budgets.

Program income: As stated in 2 CFR 200, applicants may not propose to use this grant funding to cover any portion of programming that is already funded by program income (fees). Program income is defined as "gross income earned by the non-Federal entity that is directly generated by a supported activity or earned as a result of the Federal award during the period of performance." Program income includes, but is not limited to, income from fees for services performed, the use of rental or real or personal property acquired under Federal awards, the sale of commodities or items fabricated under a Federal award, license fees and royalties on patents and copyrights, and principal and interest on loans made with Federal award funds."

For example, if a tutoring program costs $50,000 to operate at a specific school, and the applicant plans to charge the school a partnership fee of $5,000, the organization's submitted budget for this grant should not total more than $45,000. Furthermore, the program income fees must be spent on the programming for which the fees have been charged, and only on uses permitted by federal grant regulations. Additionally, if after the grant award is made the applicant/grantee receives unanticipated program income, it must be used to reduce the federal award. Applicants should clearly state in their application the amount of program income (fees) they project they will receive for the relevant programming, if any. Applicants will be required to account for all program income in the budget they submit to ensure that the program income is spent only on allowable expenses under the grant.

Subcontracts: Applicants may subcontract with other organizations or vendors to carry out parts of their proposed projects. Organizations planning to use subcontractors should provide a clear explanation for and rationale for using subcontractors in their application materials. When selecting contractors/vendors, grantees will be required to adhere to the Uniform Guidance on procurement found at 2 CFR § 200. Grant recipients must retain copies of all documentation related to subcontract or procurements awarded under this grant and will make such documentation available for OSSE to review within a reasonable amount of time during a scheduled monitoring visit. Subcontractors will also be subject to any local Mayor's Orders in effect, including Mayor's Order 2021-099, pertaining to COVID-19 vaccinations for grantees.

Subgrants: Subgrants are not permitted under the HIT grant, due to federal regulations around the ARPA funding. Applicants should not include plans to provide subgrants to other organizations or entities as part of their application.

Additional Budget Requirements: Applicants can refer to Appendix D for a list of some of the direct cost expenditures which may be permissible and non-permissible specific to the HIT grant, as well as maximum reimbursement levels for certain budget line-items. Per OSSE policy,

senior executive salaries can be funded at a rate in proportion to time spent on grant-funded activities, up to a maximum rate of 10%.

Section 2: Schedule

2.1 RFA Release

The release date of the RFA is September 16, 2022 at 12 p.m. EST. The RFA is available online on OSSE's web site and the Serve DC Grants Clearinghouse.

2.2 Pre-Application Webinars and School Connection Event

The suggested pre-application webinar will be held on the following dates:

- **Pre-Application Webinar #1:** Thursday, September 22, 2022, 3-4 pm EST
  - To register for this webinar, visit: https://attendee.gotowebinar.com/register/4155316550440341007

- **Pre-Application Webinar #2:** Wednesday, September 28, 2022, 10-11 am EST
  - To register for this webinar, visit: https://attendee.gotowebinar.com/register/4616799172804015371

A virtual event for applicants to connect with District schools interested in bringing tutoring programming to their students will be held on the following date:

- **School Connection Webinar:** Tuesday, October 4, 2022, 10-11 a.m. EST
  - To register for this webinar, visit: https://attendee.gotowebinar.com/register/181745299332353036

Interested tutoring providers may present up to 2 slides at this school connection webinar to provide school leaders more information about their programming. **Please indicate your interest in presenting at this school connection webinar via the form on OSSE's web site by Thursday, September 29, 2022 at 5 p.m. Slide(s) to be used for the presentation must follow the format posted on OSSE's web site and must also be submitted via that form or via email to HIT.Grants@dc.gov by Thursday, September 29, 2022 at 5 p.m. EST.** After the webinar's conclusion, both tutoring providers and school leaders will receive contact information for those who have indicated interest in a HIT partnership.

2.3 Questions

Questions regarding the RFA must be submitted via email to HIT.Grants@dc.gov with subject line: High-Impact Tutoring Grant Question. Questions and answers received by 5 pm EST on Thursday, September 22, 2022 will be published on Friday, September 30, 2022. Questions and

answers received by 5 pm EST on Friday, October 7, 2022 will be published on Friday, October 14, 2022. Questions and answers will be located on OSSE's web site. To promote fairness and ensure all applicants have access to the same information about the grant application process, any questions received after 5 pm EST on Friday, October 7, 2022 will not be answered.

2.4 Intent to Apply

All eligible entities seeking to receive funding under this RFA must submit a Notice of Intent to Apply (Appendix A), signed by an authorized official of the organization, to HIT.Grants@dc.gov **on or before Monday, October 17, 2022. Failure to submit a Notice of Intent to Apply on or before Monday, October 17, 2022 will result in disqualification and the organization's application will not be reviewed.**

2.5 Contact Person(s)

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

- Jess Sobin, High-Impact Tutoring Program Specialist, Office of the Chief of Staff, Jessica.Sobin@dc.gov
- Crystal Thomas, High-Impact Tutoring Grants and Operations Associate, Office of the Chief of Staff, Crystal.Thomas1@dc.gov

2.6 Applications Due and Submission Requirements

Applications are due on Monday, October 31, 2022, by 3 p.m. EST and must be submitted through OSSE's Enterprise Grants Management System (EGMS) at grants.osse.dc.gov.

- **Applicants must agree to EGMS' Central Data Assurances prior to accessing their grant application.**
- **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.**
- **Successfully submitted applications' status will change to "Submitted for Review" in EGMS. Applications without this status before the deadline will not be reviewed.**
- If you experience technical problems with EGMS, please review the EGMS User Manual or contact the OSSE Help Desk via email at OSSE.Callcenter@dc.gov or by calling (202) 719-6500 between 7 a.m. and 3 p.m. OSSE strongly recommends sending an email to the OSSE Help Desk with a detailed description and screenshot of the technical issue you are experiencing, as well as the steps taken prior to receiving the error. OSSE advises contacting the OSSE Help Desk with technical issues well before the submission deadline.

- Submissions with any missing application components or documents will be considered incomplete and will not be reviewed.
- Additional documents not requested will not be reviewed and will be removed from the application materials.

2.7 Updates

Information and updates regarding the grant competitions will be emailed to all potential applicants that submit a Notice of Intent to Apply by the deadline noted in this RFA.

2.8 Awards Announcement

Awards will be announced via EGMS and email. OSSE estimates that it will award the grant by January 9, 2023; however, this date may change. OSSE will disseminate grant award notifications (GANs) following the awards announcement.

Section 3: Application

3.1 Application Content

The application in EGMS contains all of the following sections or "tabs." Unless noted, each section must be completed as instructed in the system.

- Overview Pages (*informational; nothing to complete)*
    - General Information (*informational; nothing to complete)*
    - Review Panel (*informational; nothing to complete)*
    - Rubric (*informational; nothing to complete)*
- Organization Contact Information
- Scaling High-Impact Tutoring Programming
- Detailed Planning Expenditures
    - Budget Overview
    - Summary of Planned Expenditures
    - Salaries and Benefits
    - Professional Services
    - Equipment
    - Supplies and Materials
    - Other Objects
    - Budget Summary
- Supporting Documentation
    - IRS 501(c)(3) determination letter, if applicable

    - Letter(s) of intent or MOUs from schools, LEAs, or other partner entities, if applicable
    - Resume for Project Director/Leader
- Assurances
- Submit (*application is not complete until it is submitted through this tab)*
- Application Print (*hard copies of applications may be printed through this tab)*
- Application History *(the history of who has accessed and modified the application may be viewed through this tab)*

3.2 Application Questions

Applicants will be asked to respond to the following questions in EGMS. **Questions are included in this RFA document to assist applicants with developing their responses. Only responses submitted directly into the EGMS application will be accepted or reviewed.**

When completing the application in EGMS, please be as detailed and thorough as possible. **OSSE can only consider information in the application responses for the award**. If information is not clear or responses do not address all elements of each question, your organization's score or eligibility will be impacted. **Please begin the application process in EGMS as early as possible and plan to submit a minimum of several days prior to the deadline of Monday, October 31, 2022 to avoid any last-minute technical issues that could prevent your organization from applying or providing thorough application responses.**

HIT Scaling Grant Questions

- **Project and Organization Overview**
    - Describe the applicant organization's mission and vision, including how its primary vision and program focus is on delivering student interventions that help improve academic outcomes.
    - Describe the organization's demonstrated history of success (at least 3 years) providing tutoring programming in the District of Columbia and/or elsewhere, including the exact years that tutoring was provided (e.g. every school year since August 2019) as well as the tutoring model(s) provided, which can be distinct from what is proposed for HIT grant funding.
    - Describe the organization's experience (at least 3 years) serving students in the target program population described in Section 1.8, either in the District or elsewhere, including the exact years for each program.
- **Project Overview**
    - Provide an overview of the proposed high-impact tutoring project.
- **Key Personnel: Project Director/Leader**

  - Describe the experience and qualifications of the staff member that will be leading the program proposed for grant-funding. This person will be responsible for the design, implementation, and management of the DC tutoring program. Be sure to describe clearly their experience in the education sector (minimum of five (5) years), including a minimum of three (3) years in an instructional leadership role such as principal, assistant principal, or dean and/or in an organizational leadership role such as program director or manager.
  - Please attach a resume for the project director or staff member leading the programming below.
- **Key Personnel: Other Program Staff**
  - Name all other key personnel that will manage and deliver the program, including coordinators of direct programming.
  - Describe their relevant prior professional experience, especially as it pertains to education. Only include CEOs or organizational leaders if they are directly involved with the proposed programming for grant funding.
- **Program Size: High-Impact Tutoring Sites**
  - Describe the total number of sites your program will reach, and where the sites are located, including the names of the schools or sites (if known). Make sure to include which sites this grant funding will allow you to reach beyond your previous funding levels.
  - State the total number of sites your tutoring program reached in SY21-22 and SY20-21.
- **Program Size: Total Number of Students**
  - State the total number of students you are proposing to serve with your HIT program.
  - State the total number of students served by your tutoring program in SY21-22 and SY20-21.
  - If applying to serve fewer than 300 students total initially, describe plans to expand to reach 300 or more students over the grant period.
- **Program Size: Additional Students Funded Through the HIT Grant**
  - State how many additional students this grant funding will allow your organization to reach beyond its current funding levels.
  - List the program site locations and schools (if known) where the additional students will be served.
- **Program Size: Total Number of Tutors**
  - State the total number of tutors your organization will require for the proposed program.

  - State the total number of new tutors that your organization will need to hire or recruit for the proposed program.
- **Program Model**
  - Describe how the organization's tutoring program model meets all the program requirements as described in Section 1.7 of the RFA, except for content and materials.
  - Include an overview of the length, frequency, and duration of tutoring; program schedule; program measures and data use; and tutors.
- **Program Content and Materials**
  - Describe the program's content area focus and grade level focus; how the tutoring program will complement the core instruction of the academic day, specifically the curriculum used and content to be addressed; how the program encourages strong relationships between students and tutors; and how the program ensures close alignment with students' in-school curricula.
  - Please be sure to describe how your program meets all requirements for content and materials described in Section 1.7 of the RFA.
  - If a supplementary digital tool or platform will be used, describe how it will support students, tutors and programming outcomes.
- **Collaborating with Schools**
  - Describe how your program will communicate with school partners or, if working in non-school sites, with the schools attended by the students in your program to ensure HIT instruction is supporting classroom learning.
  - What communication channels will be established for collaborating with school coordinators and/or classroom teachers to discuss student progress?
  - Please specify the staff members who will lead and participate in coordination with schools, the collaboration involved in the launch and close-out of the program, as well as the frequency, cadence, and goals of coordination meetings throughout programming.
- **Program Delivery: Virtual vs. In-person Instruction**
  - State the percentage of funded student programming hours that will be offered in-person versus virtual/remote (in-person instruction must be 51% or more). If the tutoring will be offered both in-person and virtually, describe the rationale for your organization's hybrid approach and how it is integral to the tutoring curriculum.
- **Program Delivery: Situational Virtual Learning**
  - Describe whether the program is currently capable of providing virtual/remote tutoring in the event of a site closure, and if not, the plan to become capable

within 60 days of grant award. Describe your organization's overall plan for the provision of virtual/remote tutoring in the event of a tutoring site closure.

- **Target Student Population**
  - All sites:
    - Describe your program's recruitment and enrollment policies, and how they meet the requirements listed in Section 1.8 of the RFA. School sites only: Describe how you plan to work with school staff to identify students to enroll in your program.
    - Describe how the proposed program will serve students at schools and/or non-school sites that are at least 50% at-risk students. If a non-school site is proposed, describe a clear plan to recruit and enroll students who attend schools in which at least 50% of students are at risk.
  - Non-school sites only: If applicable, describe your plans to provide programming at preferred locations, including wards 1, 4, 5, 6, 7, or 8; to students residing in public housing and/or short-term family housing; and partnerships with specific LEAs.
- **Target Student Population: Special Populations**
  - Describe the measures you will take to work with any of the "target population preferences" listed in Section 1.8 of the RFA, including OSSE's list of priority schools; English Learners; students with disabilities; and/or students involved with the juvenile justice system, if applicable.
  - A primary goal of HIT is to serve students whose education has been disrupted by the COVID-19 pandemic. Describe the measures you will take to ensure progress for students who are one or more grade levels behind in your tutoring subject.
- **Program Evidence Requirements**
  - Describe how your organizations' tutoring program model **for which you are seeking funding** meets one of the below evidence standards. In your explanation of the level you selected, please indicate if any of the studies cited are specific to your organization (i.e. a program evaluation was completed for your organization) or if your organization is replicating a model that was found to be effective through a study of another organization's program.
    - Level 1: Strong evidence
    - Level 2: Moderate evidence
    - Level 3: Promising evidence
    - Level 4: Rationale based on high-quality research findings AND includes ongoing efforts to examine the effects of the program

  - Describe how the organization's tutoring program model, not just the educational practices or curricula, meets the U.S. Department of Education evidence standard described in Section 1.9 of the RFA, if applicable.
  - If the program does not meet any of the four levels above, describe the evidence the organization does have on the effectiveness of the proposed program.
- **Program Measures and Data Use**
  - Describe the program's approach for working with school staff to identify and enroll students in need of tutoring, or, if a non-school site, the approach for identifying, recruiting, and enrolling students in the community in need of tutoring.
  - Describe the measurable objectives the program tracks, including the types of outputs and outcomes tracked, why the information is tracked, and how the information is used. Describe data collection methods and tools.
  - Describe the formative and summative assessments used to measure student progress, including pre- and post-intervention assessments.
  - Describe how the program will use assessment data to tailor the program to students' needs and to provide individualized instruction.
  - Describe any changes or improvements made to the program based on data collected in previous years.
  - Describe how data from the tutoring program will be relayed back to the student's school. Describe how student progress will be relayed to family members.
  - Describe data practices in place to ensure that student data or other PII is maintained securely and not shared with any outside parties.
- **Tutors**
  - Describe who will tutor students in your program, as well as the applicant's approach to training tutors, and the specific supports provided to tutors in how to build strong caring relationships with students, if applicable.
    - Programs using students as tutors must include a clear rationale for their program model and describe the tailored supports and training that student tutors will receive to be successful.
- **Tutors Recruitment and Retention Strategy**
  - Describe your strategy for tutor recruitment and retention. How does your strategy address the challenges of the current labor market and rising cost of living?
  - In the event you face recruitment or hiring challenges, what measures do you plan on taking to mitigate the impact on your ability to meet HIT program goals?
- **Project Plan and Management Approach**
  - Describe your timeline for completing key milestones in this project and how the organization will approach project management to ensure the project remains

on track. Your timeline should include target dates for hiring new staff/tutors needed to support the proposed programming, as well as the date by which you will begin the proposed programming (based on estimated award timing of end of approximately December 21, 2022).
    - Describe how you will work with OSSE to adjust program goals, measures, and approaches over time as schools' needs for HIT supports change.
- **Subcontracts**
    - If your organization plans to subcontract for support services, consultative services, or direct programming, provide a clear explanation for and rationale for using subcontractors per Section 1.12. Make sure to include how your organization will select contractors/vendors in accordance with procurement regulations in 2 CFR 200.
    - If your organization does not plan to subcontract for any professional services, please input N/A.
- **Budget and Financial Management**
    - Describe the financial controls in place to manage federal grants. Describe a history of success managing federal grants.
    - Describe whether the organization has ever received any adverse opinion, qualified opinion, or finding of material noncompliance in single audit findings in the last five (5) years and whether those have been resolved, and current status if not resolved.
    - State the additional amount of funds that the organization will need to raise in order to deliver the proposed program.
    - Describe in detail how the organization plans to raise revenue for the proposed program (e.g., fundraising events, private donations, government initiatives, etc.) and on what timeline. Include details on other funding sources the organization is applying for or has secured for the program, including whether the organization plans to charge fees to schools or sites with which it partners.
- **Cost per Student**
    - State the cost of your proposed tutoring program per student, calculated using the following two formulas. For both formulas, please include funds and number of students across all fiscal years of the program (FY23 and FY24). Also include indirect costs in funding totals.
        - total grant funds requested for the HIT grant divided by the number of individual students you are proposing to serve through HIT grant programming across all fiscal years
        - total operating funds (including HIT grant funds and funds from other sources) required to run the proposed program divided by the number of

individual students you are proposing to serve through HIT grant programming

Budget Narrative

- **High-Level Summary**
  - Include a high-level summary of how funding will be spent across all budget categories.
  - These thematic paragraphs should cover items across all budget tabs (i.e., salaries, professional services, supplies and materials, etc.).
- **Fiscal Year Breakdown**
  - State how much will be spent total and within each budget category for fiscal year 2023 (date of award through September 30, 2023) and fiscal year 2024 (October 1, 2023 through September 30, 2024).
- **Overall Budget Impact**
  - What percentage of the organization's overall budget does this project represent?
- **Reasonableness and Cost Assumptions**
  - Explain how the applicant arrives at the amount of funding requested for each line item, given the number of students served, the number of staff, and the level and type of impact expected.
  - Use per-unit costs, market prices, historical data or other benchmarks where possible.
  - Explain the number and length of any professional development sessions. Use GAO rates for per diem for travel.
  - Overall, apply the federal definition of "reasonable costs," using 2 CFR §200.404, in which proposed costs do not exceed what a "prudent person" would pay.
  - This description should cover items across all budget tabs (i.e., salaries, professional services, supplies and materials, etc.).
- **Other OSSE Grants or Grants from other DC government agencies**
  - List any other current grants the applicant receives from OSSE or DC government agencies, including name, fiscal year(s), and award amounts.
- **Program Income**
  - If your organization plans to collect program income, as described in Section 1.12 of the RFA, describe the type of program income (school fees, membership fees, etc.). If your organization will charge fees, please list the total projected fees you will receive, as well as the fees per school/site for each fiscal year and for the entire program.

- Describe the fee structure used to calculate the total fees per schools/site (e.g. $xx per student per year).
- Describe how your organization will comply with the federal Uniform Guidance found at 2 CFR § 200 by only using the program income received for the purposes and under the conditions of the HIT grant award.
- If your organization does not plan to collect program income, please input N/A.

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 neutral, qualified, professional individuals selected for their expertise, knowledge, and/or related experiences. All external reviewers must sign a Conflict of Interest statement. The application will be scored against a rubric. The complete rubric can be found in Appendix B of this RFA for review. OSSE may convene any panel to conduct a facilitated discussion of the reviewers' scores and comments of a particular application. A reviewer is not required to change their scores or comments after a facilitated discussion. A facilitated discussion only provides an opportunity for reviewers to hear other panel members' reasoning for their scores and comments.

Upon completion of the panels' review, the panels shall make recommendations for awards based on the average of the reviewers' scores on the scoring rubric for each application. The State Superintendent of Education, or his/her designee, will consider those recommendations but all final award decisions are left to the Superintendent's, or his/her designee's, discretion.

Section 5: Award Administration

5.1 Decision and Notifications of Awards

In order to be awarded a grant, organizations 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 fully approved the application and issued an official GAN, grantees may then receive payment for allowable expenditures for which obligation was made during the grant period. Grantees may be required to make amendments to their budget or other application sections to meet grant

requirements. Denied applicants will be granted access to reviewer scores and comments. All funding decisions are final and are not subject to review, appeal, or protest.

5.2 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.
- 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.
- OSSE may enter into negotiations with an applicant and adopt a firm funding amount or other revision of the applicant's proposal that may result from negotiations.
- OSSE shall provide the citations to the statute and implementing regulations that authorize the grant or sub-grant; all applicable federal and District regulations; payment provisions identifying how the grantee will be paid for performing under the award; reporting requirements, including programmatic, financial and any special reports required by OSSE; and compliance conditions that must be met by the grantee.
- If there are any conflicts between the terms and conditions of the RFA and any applicable federal or local law or regulation, or any ambiguity related thereto, then the provisions of the applicable law or regulation shall control and it shall be the responsibility of the applicant to ensure compliance.

5.3 Reimbursement Process

OSSE has implemented a reimbursement process for all grantees. Grant award payments are reimbursable on a monthly basis. As of October 1, 2022, grantees are required to submit at least one reimbursement request per quarter in which they expend funds in accordance with *OSSE Grantee Reimbursement Request Submission Policy*. Program costs must be paid by the

grantee to the payee prior to requesting reimbursement; it is not sufficient for costs merely to be incurred. Compliance with programmatic and fiscal implementation and reporting will be considered in paying reimbursement requests. To receive reimbursement for grant program expenditures, OSSE grantees must complete and submit a reimbursement request electronically using EGMS.

5.4 Audits

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

5.5 Training and Certifications

Mandated Reporter Training: Grantees are required to comply with District law[7] pertaining to mandated reporting. Certain individuals providing direct services to students may be identified as a mandated reporter. Mandated reporters are professionals obligated by law to report known or suspected incidents of child abuse and/or neglect. Such individuals will be required to undertake mandated reporting training at https://dc.mandatedreporter.org/login. OSSE requires that all grantees identify at least one (1) staff member to take this training and serve as a mandated reporter; organizations may require more employees to take this training if they so choose. In addition, grantees with staff working directly with students must have a policy on how staff, volunteers, or contractors are informed or trained for suspicion of abuse and neglect and how to contact the organization's mandated reporter.

Bullying Prevention Policy: A grantee that provides services, activities, or privileges to youth must maintain a Bullying Prevention Policy in accordance with the requirements of the Youth Bullying Prevention Act of 2012, D.C. Official Code §§ 2-1535.01 et seq., that is enforced on its property, sponsored functions, during transportation, and in electronic communications to students. The Youth Bullying Prevention Act provides information with respect to bullying prevention policies, codes of conduct, bullying investigations and appeals, the role of the District of Columbia's Office of Human Rights (OHR), the OHR compliance procedure, and related matters. Please visit the OHR's website for more information at: https://ohr.dc.gov/node/567222. The grantee may contact the OHR for template language and assistance drafting a Bullying Prevention Policy. Grantees will be required to furnish this policy to OSSE as part of the grant compliance process.

5.6 Staff and Volunteer Clearance Requirements

[7] *See* D.C. Code §4-1321.02.

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

- Federal Bureau of Investigation (FBI) criminal background check and signed affidavit one-year after the initial FBI Check;
- Metropolitan Police Department (MPD) criminal background check and signed affidavit one-year after the initial MPD Check; and
- Non-school sites only: In addition to the above-required FBI and MPD criminal background checks, all of the organization's staff, volunteers, and contractors who have regular (at least once weekly) and unsupervised access to students at non-school sites, including those conducting virtual programming, must maintain a National Sex Offender Registry (NSO) initial check and signed affidavit one-year after the initial NSO check.

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

Employees, volunteers, or contractors who are newly hired or under contract by the organization and have unsupervised contact with youth must have background checks and clearances submitted to the appropriate agencies within the first week of employment and the organization must maintain proof of submission within the personnel file.

All clearances must be valid for the duration of the grant period or renewed prior to expiration and must align with the program site requirements of the LEA, school, government agency or entity operating the site (e.g., DCPS, public charter school, DPR, etc.). Grantees must include, as part of their Memoranda of Understanding (MOUs) with partner LEAs and/or schools, specific language noting that they will follow both District law as well as any and all LEA and/or school policies regarding clearances and background checks. Grantees will be required to furnish to OSSE the MOUs, with this language included, as part of the grant compliance and monitoring process.

Non-school sites only: In the event that any grantee staff, volunteer, or contractor has a background check returned with an issue or indication of past criminal history, the said result must be communicated to OSSE within two (2) business days of the issue or indication of past criminal history being returned to or identified by the grantee. Staff, volunteers, or contractors with an issue or indication of past criminal history returned on a background check or identified may not have unsupervised interactions with youth until OSSE has made a determination of the staff, volunteer's, or contractor's fitness to work with students.

5.7 Monitoring, Compliance, and Reporting

Grantees will cooperate with any evaluation or monitoring of the program, such as providing OSSE requested data and access to records and pertinent staff. Monitoring efforts are designed to determine the recipient's level of compliance with federal and/or 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.

Grantees shall be required to cooperate with all data, information, or record requests by OSSE. Such data, information, or records may include but is not limited to enrollment and demographics of student participants, attendance, collection of students/family consent forms, and distribution and entry of student surveys. 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, other OSSE-designated organizations, and/or the LEA where the student is enrolled to the extent permissible under any applicable law and OSSE's data-sharing policies.

The recipient shall ordinarily be required to reply to and acknowledge OSSE's requests within two business days unless OSSE provides the recipient with notice that an expedited response is needed in less time than two business days (in which case the requester shall be required to provide the response within the time frame that OSSE provides advance notice that an expedited response is needed), and to provide requested data, information, or records within ten (10) business days. Grantees will collect and maintain on file permission from students' families to collect and disseminate this data as required under the federal Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99).

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

Two weeks prior to the beginning of programming, grantees must be able to provide when requested:

- Confirmed list of all program site(s)
- Hours of programming each student receives, per site
- General program schedule, per site (i.e. number of days per week that tutoring is offered)

Within 2 weeks following the beginning of programming, grantees must be able to provide when requested:

- Number of students enrolled in the program, per site
- Student information:
    - Full legal name
    - Date of birth
    - Gender
    - Address of residence (street, city and ZIP code) School name
- Attendance records: Grantees must keep track of attendance for each program participant for the duration of the program.
- Student academic outcomes: Grantees must retain participant-level records of any assessments administered to student participants as part of tutoring programming.

Program Reporting: Grantees will be required to complete quarterly program reports. Reports must be completed for the following time periods: January 1 – March 31; April 1 – June 30; July 1 – September 30; and October 1 – December 31. OSSE will provide additional detail to grantees as to the content of program reports in advance of the first reporting deadline. Reports may include but are not limited to the following:

- Total number of students served throughout the program
- Student-level attendance data
- Data analysis and summary of participant outcomes and achievement
- Summary of program successes, challenges, and planned adjustments to programming to improve student outcomes

Monitoring Documentation: Grantees are subject to scheduled and unscheduled desktop (virtual) monitoring and quality site visits as well as requests for documentation throughout the grant period. OSSE staff members must have access to the following items when requested and when allowed a reasonable amount of time to produce the documentation:

General Documentation

OSSE staff members must have access to the following items when requested:

- Data related to performance against grant goals and objectives
- Representative samples of student and staff files, including:
    - Supporting documents on participant attendance, including access to daily attendance or sign-in sheets as requested
    - Personnel files for time reporting, background checks, and certificates of completion for required training

- Written program income policy and documentation that program income is being tracked and expended in accordance with Section 1.12 of the RFA and federal Uniform Guidance found at 2 CFR § 200.
- Documentation of every dollar spent on transportation, including tracking dates of travel, amount spent on travel, method of travel, and tracking sheets that document that only grantee HIT program participants eligible for travel received funds for transportation
- Certificates of Insurance, including sexual abuse and molestation insurance
- DC Department of Consumer and Regulatory Affairs (DCRA) current Certificate of Good Standing
- DC Office of Tax and Revenue (OTR) current Certificate of Clean Hands
- DCRA current charitable solicitation Basic Business License or Basic Business License (if a for-profit entity)

5.8 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.

5.9 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, status as a victim of an interfamily offense, place of residence or business, credit information, or status as a victim or family member of a victim of domestic violence, a sexual offense, or stalking.

5.10 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.

5.11 Vaccination Requirements

The grant recipient must comply with all District laws and regulations and Mayor's Orders regarding District COVID-19 vaccination requirements.

Appendix A

Official Intent to Apply Notification

(Must be received by OSSE no later than Monday, October 17, 2022 to be eligible to apply for the HIT Scaling Grant)

TO: Jess Sobin
HIT.grants@dc.gov

FROM: _____
(Organization Name)

RE: Intent to Apply for FY23-24 High-Impact Tutoring (HIT) Scaling Grant

---

Organization Name: _____

Organization Address: _____

_____

Contact Person: _____

Contact Person Telephone: _____

Contact Person Email: _____

Organization Type

- ☐ Non-profit organization
- ☐ For-profit business
- ☐ Institution of higher education (IHE)
- ☐ Other (please specify): _____

Projected Award Size Planning to Apply For: _____
(for planning purposes only; applicants may change requested award size/budget in final application)

If the applicant intends to budget for indirect costs at the de minimis rate of 10% or at another federally approved rate, please indicate the rate below (if the applicant will not budget for indirect costs, please mark as n/a).

If the indirect cost rate is not the de minimis rate of 10%, the applicant must email the in-effect Negotiated Indirect Cost Rate Agreement (NICRA) verifying an approved federally recognized indirect cost rate negotiated between the applicant and the Federal Government to the attention of Jess Sobin at: HIT.Grants@dc.gov on or before the Notice of Intent to Apply deadline of Monday, October 17, 2022 to be eligible for this grant award.

Indirect Cost Rate:_____

Name of staff member registered in OSSE's Enterprise Grants Management System (EGMS):

_____

Submission of the intent to apply assures that the applicant understands that the deadline for these grant applications is 3 p.m. EST on Monday, October 31, 2022, and that late applications will not be reviewed.

Appendix B – Scoring Rubric

Criterion / Level	Score Not Assignable	Limited/ Weak	Fair	Good	Strong/Exceptional
Compelling	Inappropriate/off-topic answer; no innovative ideas/status quo approach; approach does not seem at all feasible	A few innovative ideas, though most of the proposed project reflects current practices; significant portions of approach do not seem feasible	Innovative ideas proposed mixed with standard practices; is somewhat likely to be successful, though parts of proposal may not seem feasible	Approach described is more innovative than standard, and is likely to be successful	Highly innovative project or approach; shows an extremely clear and relevant path to success
Complete	No response or information/ information doesn't answer prompt question	Attempts to answer prompt; with details	Mostly answers prompt; includes some detail	Fully answers prompt; provides relevant details	Answers prompt in depth; extremely detailed
Clear	Very difficult to comprehend; very little or none of the response is clear	Difficult to comprehend; contains moments of clarity	Mostly comprehensible but contains significant parts that lack clarity and specificity	Answers prompt with clarity and specificity throughout	Highly focused and provides exceptional clarity on the proposed project

<u>Rubric Questions</u>

Narrative Application (42 points)	Score Not Assignable	Limited/ Weak	Fair	Good	Strong/ Exceptional
Organization Overview and Eligibility: Applicant meets all eligibility	0	1	2	3	4

requirements; describes a compelling mission and vision to serve students; describes a clear history of success with tutoring programming (at least 3 years); and describes a clear history of success serving students in the target population (at least 3 years).					
Program Size: Applicant describes compelling plan to serve at least 150 students at 3 or more sites; clearly describes how this funding will support program expansion/scaling beyond what is currently offered; and describes clear, compelling, and feasible plan for program growth to reach 300 or more students, if applicable.	0	1.5	3	4.5	6
Program Model and Tutors: Applicant provides a clear and compelling description of the tutoring program's length, frequency and duration, program schedule, and type of tutors that meets all program requirements and is likely to be effective in improving student academic outcomes.	0	1.25	2.5	3.75	5
Program Content and Materials: Applicant provides a clear and compelling description of the program's content and materials that meets all program requirements and is likely to be effective in improving student academic outcomes.	0	1.25	2.5	3.75	5
Enrolling Target Student Population: Applicant provides a clear and	0	1.25	2.5	3.75	5

compelling description of plans to recruit and enroll students in the target populations into the program: English learners, students with disabilities, justice-involved youth, and/or students who are one or more grade levels behind in the applicant's tutoring subject and how they will use data to ensure at least 50% of students served are at-risk.					
Program Measures and Data Use: Applicant has a comprehensive approach to identifying and enrolling students in need of tutoring, tracking data and measuring program outcomes, as well as for continuous program improvement, and shows a track record of successfully modifying/improving programming and outcomes based on data. Applicant has a clear plan for the administration and use of formative and summative assessments for student progress; clearly describes how the program will use assessment data to tailor the program to students' needs; and has a clear plan for communicating student progress to both the student's school and family.	0	1.25	2.5	3.75	5
Tutor Recruitment and Retention: Applicant describes a clear and logical strategy for tutor recruitment and retention that takes into account current trends in the economy and labor market. Applicant describes practical and compelling measures they will take to mitigate the effects of potential tutor staffing challenges.	0	1	2	3	4

Project Plan and Management Approach: Applicant describes a high-quality management approach with clear milestones; a feasible and specific timeline for entire project; and a clear and reasonable approach to adapting the program administration as schools' needs for HIT supports evolve.	0	1	2	3	4
Budget and Financial Management: Applicant describes a successful history of managing federal grants; clear internal controls for grant management that meet all federal standards; and a clear plan to raise or generate revenue outside of OSSE to fully fund the project, if applicable.	0	1	2	3	4
Additional Preferences (36 points)	**Score Not Assignable**	**Limited/ Weak**	**Fair**	**Good**	**Strong/ Exceptional**
Site Partnerships: Applicant has submitted evidence of partnership (in the form of an MOU or letter of intent (LOI)), with the following percentage of proposed tutoring sites/locations: • 75% or more of proposed sites = Strong/exceptional • 50%-74% of proposed sites = Good • 25%-49% of proposed sites = Fair • 1%- 25% of proposed sites = Limited/weak • No partnership MOUs or LOIs submitted = Score not assignable	0	.75	1.5	2.25	3

Program Evidence Standard: The applicant's description of their program's evidence meets the standard of evidence described in Section 1.9 of the RFA. • Yes, level 1 = Strong/exceptional • Yes, level 2 = Good • Yes, level 3 = Fair • No, but applicant clearly describes evidence they do have showing program effectiveness = Limited/weak • No, and the applicant does not provide evidence of program effectiveness = Score not assignable	0	1.5	3	4.5	6
High-Need Program Areas: Program will serve students in any grade of middle school and/or high school math and/or English language arts (ELA). (yes/no)	0				2
Tutoring Frequency: Program will offer more than 90 minutes of tutoring per week to students in grades 2-12. • 181 or more minutes per week = Strong/Exceptional • 136-180 minutes (e.g., 45 minutes, 4x per week) = Good • 91-135 minutes (e.g., 45 minutes, 3x per week) = Fair • 90 minutes only (e.g., 45 minutes, 2x per week) = Score not assignable	0	.5	1	1.5	2
Student-Tutor Ratio: Program's group size is a maximum of four students per	0	.5	1	1.5	2

tutor, with a preference for lower ratios. • 1 student: 1 tutor = Strong/exceptional • 2 students: 1 tutor= Good • 3 students: 1 tutor = Fair • 4 students: 1 tutor = Score not assignable					
Program Length: Program will serve individual students for more than 10 weeks during the school year. • 26 or more weeks = Strong/exceptional • 21-25 weeks = Good • 16-20 weeks = Fair • 11-15 weeks = Weak/Limited • 10 weeks only = Score not assignable	0	.5	1	1.5	2
Connection to Curriculum: Applicant provides a clear and compelling description of the connection between core curriculum at a student's school and tutoring program content, which could include evidence of partnership and co-planning of programming with participating students' school staff. (yes/no)	0				2
Tutor/Student Relationships: Applicant provides a clear and compelling description of the specific supports provided to tutors in how to build strong, caring relationships with students. (yes/no)	0				2
Serving Target Student Populations: Applicant clearly describes how their program will serve English learners,	0				5

students with disabilities, justice-involved youth, and/or students who one or more grade levels behind in the applicant's tutoring subject, including any history the organization has of serving these target student populations as well as plans to consult or coordinate with school teams (i.e. special education teams) to understand supports that should be delivered as part of tutoring. (yes/no)					
OSSE List of Priority Schools: Applicant proposes to provide tutoring programming to schools on OSSE's list of priority schools with whom they do not yet partner, and/or proposes expanding to support more students within a school on OSSE's list of priority schools. • 7 or more schools = Strong/exceptional • 5-6 schools = Good • 3-4 schools = Fair • 1-2 schools = Limited/weak • No schools proposed are on OSSE's list = Score not assignable	0	.75	1.5	2.25	3
Non-School Sites Only: Applicants proposing to provide tutoring at non-school sites describe a clear plan to provide programming at preferred locations, including wards 1, 4, 5, 6, 7, or 8; to students residing in public housing and/or short-term family	0	.75	1.5	2.25	3

housing; and/or partnerships with specific LEAs. • 75% or more of proposed sites = Strong/exceptional • 50%-74% of proposed sites = Good • 25%-49% of proposed sites = Fair • 1%- 25% of proposed sites = Limited/weak • No proposed sites meet these criteria = Score not assignable					
Eligibility of Proposed Tutoring Sites: Applicant only proposes HIT grant school sites and/or non-school sites in which 50% or more of the students are at-risk. (yes/no)	0				2
Nonprofit Applicant: Applicant is a non-profit organization with 501(c)(3) nonprofit status as determined by the Internal Revenue Service (IRS). (yes/no)	0				2
Budget (22 Points)	**Score Not Assignable**	**Limited/ Weak**	**Fair**	**Good**	**Strong/ Exceptional**
Budget High-Level Summary: Summary of costs and budget line items is clear and aligns with activities of the described project.	0	2.5	5	7.5	10
Reasonable: Costs meet federal definition of "reasonable" (does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time	0	1.25	2.5	3.75	5

the decision was made to incur the cost).					
Allocable: Costs meet federal definition of "allocable," including the following: (1) Is incurred specifically for the Federal award; (2) Benefits both the Federal award and other work of the non-Federal entity and can be distributed in proportions that may be approximated using reasonable methods; and (3) Is necessary to the overall operation of the non-Federal entity and is assignable in part to the Federal award.	0	1	2	3	4
Timeline: Proposed budget can reasonably be expended within the grant time frame (28 months).	0	.75	1.5	2.25	3

Appendix C – Assurances

Program-Specific Assurances

Applicants will be required to attest to the following program specific assurances*:*

As the duly authorized representative of the applicant I certify that the applicant:

1. Will comply with activities necessary to carry out a robust program evaluation and reporting for the high-impact tutoring program, including sharing student-level participant data with OSSE and/or designated third party organizations.
2. Will seek and receive approval from OSSE before implementing any project changes with respect to the purposes for which the proposed funds are awarded. This includes any changes to key personnel specified in the application.
3. Will comply with requests for robust monitoring and compliance for the grant, including, but not limited to, regular reports describing the implementation of the programming.
4. Will ensure all background checks are complete for all staff, volunteers, and contractors who have regular (at least once weekly) and unsupervised access to students, including those conducting virtual programming, in accordance with District law and the requirements of the Request for Applications.
5. Will ensure at least quarterly submissions of reimbursement requests for every quarter in which the grant recipient expended funds, consistent with OSSE's Grantee Reimbursement Request Submission Policy.
6. Will comply with the Mayor's Order 2021-099, COVID-19 Vaccination Certification Requirement for District Government Employees, Contractors, Interns, and Grantees, dated August 10, 2021, and all substantially similar vaccine requirements including any modifications to Mayor's Order 2021-099, unless and until they are rescinded or superseded.

Central Data Assurances

All applicants will be required to certify the following as part of their application in EGMS.

Lobbying

If the grant is federally funded and as required by Section 1352, Title 31 of the U.S. Code and implemented at 28 CFR Part 69, for persons entering into a grant or cooperative agreement over $100,000, as defined at 28 CFR Part 69, the applicant certifies, to the best of his or her knowledge and belief, that:

A. No federal appropriated funds have been paid or will be paid, by or on behalf of the aforesigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal

grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement;

B. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the aforesigned shall complete and upload Standard Form LLL, "Disclosure of Lobbying Activities," in accordance with its instructions;
C. The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.
D. If awarded a grant, the applicant assures that it shall file a disclosure form at the end of each calendar quarter in which there occurs any event that requires disclosure or that materially affects the accuracy of any previously filed disclosure under 28 CFR Part 69, "New Restrictions on Lobby." See 28 CFR § 69.110(c).

Debarment, Suspension, and Other Responsibility Matters

As required by applicable federal regulations implementing Office of Management and Budget (OMB) guidelines at 2 CFR Part 180, "Guidelines to Agencies on Governmentwide Debarment and Suspension (Non-procurement)," for prospective participants in a covered transaction:

A. The applicant certifies that it and its principals:
    a. Are not presently debarred, suspended, proposed for debarment, excluded, disqualified, declared ineligible, sentenced to a denial of Federal benefits by a State or Federal Court, or voluntarily excluded from covered transactions by any Federal department or agency.
    b. Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes; commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, receiving stolen property, making false claims, or obstruction of justice; or commission of any other offense indicating a lack of business integrity or business honesty that seriously and directly affects your present responsibility;
    c. Are not presently indicted for or otherwise criminally or civilly charged by a government entity (Federal, State, or local) with commission of any of the offenses enumerated in subparagraph (i) of this certification; and
    d. Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default.
B. The applicant certifies that it and its principals are not proposed for debarment or presently debarred because of any actions by the District of Columbia Contract Appeals

Board, the Office of Contracting and Procurement, or any other District contract regulating Agency.

C. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application. The applicant must fully describe any indictments, charges, convictions, or legal proceedings (and the status and disposition thereof) and the surrounding circumstances in writing and provide documentation of the circumstances.
D. If awarded a grant, the applicant assures that it shall give immediate written notice to OSSE if it failed to disclose information relating to the conditions above or, if due to changed circumstances, the applicant or any of its principals now meet the conditions above.

Political Campaigns and Contributions (for locally funded grants of $100,000 or more)
If the grant is $100,000 or more of local funds and in accordance with D.C. Official Code §1-328.15, I certify, under penalty of perjury, that the applicant is eligible to receive this grant award because the applicant and any of its officers, principals, partners, or members has not made a contribution (as that term is defined in D.C. Official Code §1-1161.01) or solicited such a contribution to be made for a District of Columbia general election within the time periods as described below:

A. The applicant is ineligible to receive this grant from the date a contribution or solicitation for a contribution was made and continuing for one year after the general election for which the contribution or solicitation for contribution was made, whether or not the contribution was made before the primary election, to any of the following:
    a. An elected District of Columbia official who is or could be involved in influencing or approving the award of this grant;
    b. A candidate for elective District of Columbia office who is or could be involved in influencing or approving the award of this grant; or
    c. A political committee affiliated with a District candidate or elected District official described in (i) or (ii) above.
B. The applicant is ineligible to receive this grant from the date a contribution or solicitation for a contribution was made and continuing for eighteen (18) months after that date:
    a. A constituent-service program or fund, or substantially similar entity, controlled, operated, or managed by:
        i. An elected District official who is or could be involved in influencing or approving this grant; or
        ii. A person under the supervision, direction, or control of an elected District official who is or could be involved in influencing or approving this grant;
    b. A political party; or
    c. An entity or organization:
        i. That a candidate or elected District official described in (a) or (b) of this paragraph, or a member of his or her immediate family, controls; or

ii. In which a candidate or elected District official described in (a) or (b) of this paragraph has an ownership interest of 10 % or more.

Compliance with Tax and Other Payments

The applicant certifies that it is current and shall remain current on payment of all federal and District taxes, as applicable, including Unemployment Insurance taxes and Workers' Compensation premiums. The applicant must obtain a Clean Hands Certificate from District of Columbia Office of Tax and Revenue (OTR) stating that the entity has complied with the filing requirements of District of Columbia tax laws and has paid taxes due to the District of Columbia, or is in compliance with any payment agreement with OTR. A Clean Hands Certificate may be obtained from https://mytax.dc.gov. OSSE does not require the submission of a Clean Hands Certificate but reserves the right to obtain the certificate from an entity at any point during the application and/or grant period.

Certificate of Good Standing

Any registered domestic entity or registered foreign entity must obtain a Certificate of Good Standing from the D.C. Department of Consumer Affairs (DCRA). The Certificate of Good Standing verifies that an entity meets the regulatory requirements of the DCRA's Corporations Division. A Certificate of Good Standing may be obtained from https://corponline.dcra.dc.gov/. OSSE does not require the submission of a Certificate of Good Standing but reserves the right to obtain the certificate from an entity at any point during the application and/or grant period.

Appendix D – Budget Requirements for the HIT Scaling Grant

The table below provides a list of some of the direct cost expenditures which may be non-permissible and permissible for HIT Scaling grantees, as well as maximum reimbursement levels for some budget line-items.

Non-permissible use of funds	Permissible Use of Funds	Maximum Reimbursement Levels

• Program evaluations – OSSE is conducting a robust evaluation of the HIT initiative and will not fund grantee expenditures for additional evaluation services
• Curriculum development for programs – Scaling grantees will already work with evidence-based curricula
• Staff not directly related to providing or managing tutoring (e.g., social workers, nurses)
• Mileage, fare for ride share applications, or metro cards for paid staff or full-time paid tutors (excluding AmeriCorps staff)
• Any staff trainings not directly related to the work of the grant
• HIT programming for pre-K
• Rent for office space
• Food/snacks/meals
• Phones, service, computers for use by central office/HQ staff
• Payment of salaries to staff living outside of the United States
• Any expenditures from prior to the start of the grant award period
	• Mileage or metro cards for tutors (if volunteers or AmeriCorps)
	• Travel for staff between cities for organizations with staff living outside of DC
	• Ride share application fare for volunteer or AmeriCorps tutors if they travel in groups of 3 or more in one car (not individually for tutors to use)
	• Uniforms/gear for tutors
	• PPE/masks
	• Portable routers/mobile hotspots for tutoring sites
	• Phones, cellular service, computers for use by program staff at sites (in proportion to their use on the grant)
	• Executive and non-senior staff at a rate proportional to their time spent on grant activities
		• Incentives/prizes for students: Maximum of $25 per student
		• Tutor Recruitment:
		  o Volunteer tutor: Maximum of $500 per tutor
		  o Full-time paid tutor OR part-time paid tutor that is a teacher: $2,500 per tutor