

REQUEST FOR APPLICATIONS

**District of Columbia
Office of the State Superintendent of Education (OSSE)**



Fiscal Year 2027 (FY27) Direct Investment in Students Grant

Request for Application (RFA) Release Date
August 14, 2026

Pre-Application Webinars (Encouraged)
August 21 & September 1, 2026

Notice of Intent to Apply Deadline (Encouraged)
September 14, 2026

Application Submission Deadline
October 13, 2026

Please allow additional time for any issues you may experience, as well as the consistency check to run, prior to submission. OSSE will not review nor accept any submissions past the deadline.

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Application Checklist
FY27 Direct Investment in Students Grant

- ☐ The applicant submitted an optional Notice of Intent to Apply on or before **Monday, September 14, 2026**. The Notice of Intent to Apply form can be found in Appendix A and the OSSE website.
- ☐ The applicant attended one of the two **optional** pre-application webinars. Please see Request for Application (RFA) Section 2.2 for webinar dates, times, and registration.
- ☐ The applicant completed all steps required by the RFA and submitted a complete application through OSSE's Enterprise Grants Management System (EGMS) that contains all the required information and attachments, including a completed Program Model and Budget Template. Please see RFA Section 3 for an overview of the application components.
Please note: All required application elements must be submitted by entering information directly into the required sections in EGMS and uploading the required documents directly into EGMS. Unless otherwise stated in the application, information submitted via attachment will be considered as supplemental materials only.
- ☐ The application adheres to the directions and criteria of each section of this RFA.
- ☐ The application was submitted **by 3 p.m. ET on Tuesday, October 13, 2026**, in EGMS.

PLEASE NOTE

Applications are due by 3 p.m. on Tuesday, October 13, 2026.

The application deadline will be strictly enforced. Applications submitted on or after 3:00 p.m. ET on Tuesday, October 13, 2026, will not be reviewed.

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

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

Request for Applications

Section 1: General Information

1.1 Introduction

OSSE is issuing this Request for Applications (RFA) to award subgrants to eligible Local Education Agencies (LEAs) under the Title I, Part A (Title I-A) Direct Student Services (DSS) grant program. Through this program, OSSE will fund LEAs to provide eligible direct student services to students at the District's highest-need schools, consistent with section 1003A of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. The DSS grant program supports the following five categories of direct student services authorized under federal law:

- Enrollment and participation in academic courses not otherwise available at a student's school, including advanced courses and career and technical education coursework that is aligned to State standards and leads to industry-recognized credentials that meet the quality criteria established by the State under section 123(a) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102);
- Credit recovery and academic acceleration courses that lead to a regular high school diploma;
- Activities that assist students in successfully completing postsecondary level instruction and examinations that are accepted for credit at institutions of higher education, including Advanced Placement and International Baccalaureate courses, which may include reimbursing students from low-income backgrounds to cover all of the costs of fees for such examinations;
- Components of a personalized learning approach, which may include high-quality tutoring; and
- In the case of a local education agency that does not reserve funds under section 1111(d)(1)(D)(v), transportation to allow a student enrolled in a school identified for comprehensive support and improvement (CSI) under section 1111(c)(4)(D)(i) to transfer to another public school (which may include a charter school) that has not been identified by the State under such section.

1.2 Purpose of Funds

Through this RFA, OSSE is soliciting proposals for the Direct Investment in Students grant program from LEAs to launch eligible direct student services. For conciseness, these services will henceforth be referenced and referred to using the following description:

- **Additional Coursework:** enrollment in academic courses not otherwise offered at a student's school;
- **High School Credits:** credit recovery and academic acceleration that lead to a high school diploma;
- **Higher Education Coursework:** costs for exams, dual enrollment, or other postsecondary course work that are accepted for credit at Institutions of Higher Education (IHEs);

- **High-Impact Tutoring:** math and/or English Language Arts (ELA) high-impact tutoring (HIT); and
- **Comprehensive Support and Improvement (CSI) School Transportation:** transportation to allow a student at a CSI school to transfer to another public or public charter school.

In addition, a local education agency receiving an award may:

- use not more than 1 percent of its award for outreach and communication to parents about available direct student services in the local educational agency and State; and
- use not more than 2 percent of its award for administrative costs related to such direct student services.

1.2.1. Service Funding Program Types

OSSE has identified three “Program Types” of funding for this grant program, described below:

Program Type 1: OSSE has identified High-Impact Tutoring (HIT) as the primary service focus for the FY27 DIS grant program based on the demand for these services, strength of evidence supporting HIT's impact on student academic outcomes, and the current academic acceleration needs in ELA and mathematics for students in the District. OSSE will award competitive points for applications for HIT to increase the likelihood that most FY27 funds through this RFA will be awarded to support HIT services.

Program Type 2: OSSE will also accept applications for the three services focused primarily on students in high school: Additional Coursework, High School Credit Services, Higher Education Coursework.

Program Type 3: OSSE will also accept applications for CSI School Transportation.

Applicants may apply for Program Type 1, Program Type 2, Program Type 3 or multiple. Further details on grant program design for each of the Program Types can be found in **Section 1.10**.

1.2.2 Priority of Funds

OSSE has identified three categories of priorities for this grant program, described below:

1.2.2.1 Statutory Priority (applies to all Program Types)

Consistent with Section 1003A(b)(2) of ESEA, OSSE will give priority to LEAs serving schools identified for comprehensive or targeted support and improvement. For purposes of this RFA, statutory priority status is conferred on LEAs serving one or more schools currently designated by OSSE as:

- Comprehensive Support and Improvement (CSI) schools;
- Monitored Improvement Status (MIS) schools;
- Intensive Support and Improvement (ISI) schools;
- Targeted Support and Improvement (TSI) schools; or
- Additional Targeted Support and Improvement (ATSI) schools.

The [current list of designated schools](#) is available on OSSE's website.

1.2.2.2 Additional Need-Based Priority (applies to all Program Types)

OSSE will also give priority to LEAs that apply to serve schools where:

- at least 75 percent of students have not yet met proficiency standards in ELA or mathematics on the [most recently available](#) statewide summative assessment; or
- at least 70 percent of students are designated as economically disadvantaged using the [most recently available data](#) reported by OSSE.

1.2.2.3 Other Priorities for Program Type 1 (HIT)

OSSE will also give priority to LEAs that apply to serve students in schools where:

- students will receive HIT services in partnership with a tutoring provider on OSSE's HIT Vetted Provider List; or
- students in Kindergarten through 8th grade will receive HIT services in partnership with a tutoring provider on OSSE's Vetted HIT Provider List; or
- average cost per student (total proposed grant funding for Program Type 1 / total students served by the Program Type 1 grant program) is below \$1,000.

1.3 Source of Funding

The source of funds for the FY27 Direct Investment in Students (DIS) grant is FY27 Title I, Part A, section 1003A funds. Funding is authorized by the Elementary and Secondary Education Act of 1965, as amended.

1.4 Requirements of Funding

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

This grant program may fund eligible services outlined under the Elementary and Secondary Education Act of 1965, as amended, section 1003A(c)(3). Funding in fiscal years beyond FY27 and the possibility of continuation awards are contingent upon funding availability.

In paying the costs associated with direct student services, an LEA shall—first, pay such costs for students who are enrolled in schools identified by OSSE for comprehensive support and improvement under section 1111(c)(4)(D)(i); second, pay such costs for low-achieving students who are enrolled in schools implementing targeted support and improvement plans under section 1111(d)(2); and finally, with any remaining funds, pay such costs for other low-achieving students served by the LEA.

1.5 Applicant Eligibility

Eligible applicants are DC public and public charter school LEAs serving one or more schools identified for comprehensive support and improvement or targeted support and improvement and/or LEAs that receive federal Title I, Part A funds in the same fiscal year as the grant

award. Applicants must propose implementing at least one of the program types described in section 1.2.1. The following exceptions apply for Program Type 3:

Program Type 3: only LEAs with at least one school designated for comprehensive support and improvement are eligible to apply for transportation for students enrolled in those designated schools to attend other schools.

1.6 Funds Available and Funding Period

The total amount of funds available for the FY27 Direct Investment in Students grant is up to \$2,060,000.00 through this RFA. The maximum award in FY27, across all Program Types, for an LEA is \$1,000,000.00 and for a single school is \$150,000.00.

The award period for the Direct Investment in Students grant starts on July 1, 2026 and ends on September 30, 2027, the end of the fiscal year, with the potential for carryover funds and to continue the grant for additional fiscal years through a continuation award, pending fund availability. Grant awards are projected to be released in November 2026 and grantees may charge allowable pre-award costs back to July 1, 2026. Please see Section 1.7 for more details on pre-award costs.

If OSSE issues funds in future fiscal years through continuation awards, continuation awards will be contingent upon:

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

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

1.7 Pre-award Costs

Grantees may charge allowable pre-award costs beginning on July 1, 2026. Pre-award costs are those incurred prior to the effective date of the grant award directly pursuant to the negotiation and in anticipation of the award where such costs are reasonable and necessary for the efficient and timely performance of the scope of work.

Grantees must identify pre-award costs in their budget and if awarded, will receive written approval from OSSE on any pre-award costs included in the budget and must submit to OSSE student-level data, attendance, dosage, or other deliverables as required by the RFA that occurred prior to the FY27 award release date.

Pre-award costs are a part of and not in addition to the total grant award. Costs incurred by an applicant before receiving an award are at the recipient's risk. OSSE is not obligated to reimburse these costs if the applicant does not receive an award or if the subgrantee incurs costs deemed not allowable by OSSE.

1.8 Allowable Cost Principles

Across all Program Types, allowable costs, including pre-award costs, include costs associated with launching new services or expanding existing services. Examples include:

- Adding new seats, sessions, or sections
- Introducing services at new schools
- Increasing dosage, frequency, or duration
- Expanding grade-level coverage
- Enhancing coordination, staffing, materials or implementation infrastructure required for expansion

OSSE will make individual determinations for costs not on this list.

Across all Program Types including pre-award costs, unallowable costs include those associated with maintaining an existing, unchanged program or costs already covered by existing local, state, or federal funds, unless they are associated with maintaining programs that used prior funds the LEA no longer has access to. Examples of unallowable costs include those that replace the funding source of:

- Existing seats, sessions, or sections;
- Existing HIT programs;
- Existing academic courses not otherwise offered at a student's school;
- Existing credit recovery and academic acceleration programs that lead to a high school diploma;
- Existing costs for exams, dual enrollment, or other postsecondary course work that are accepted for credit at Institutions of Higher Education (IHEs); or
- Existing transportation services for students enrolled at a school to transfer them to a different school.

1.9 Permissible Use of Funds & Payment Procedures

The funds for this grant may only be used for allowable grant project expenditures during the grant period. All costs must align and directly support the project(s) described in the LEAs application and must be included in the budget approved in advance by OSSE. All grant project budgets that are submitted with the grant application will be reviewed by a review panel, as

well as OSSE staff, to ensure that planned expenditures are allowable and reasonable and necessary to support the grant objectives. If the budget must subsequently be modified to achieve the goals of the grant proposal, the grantee must submit a budget amendment and receive written approval from OSSE for the adjusted or new expenditure to be allowable.

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

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

Payment Procedures: Payments for this grant will not be made on a reimbursement basis, as they are for most other OSSE grants. The funds associated with this RFA will be made available through performance milestones, awarded in multiple tranches and contingent on the submission and adequacy of defined deliverables. Grant recipients must use the funds they receive through multiple payments to support the Direct Investment in Students grant program and fulfill grant objectives according to the approved application budget.

See the Payment Structure description in each Program Type in section 1.10 for additional detail on the performance milestone payment approach. See also Appendix E for the planned grant award payment schedule, a description of each milestone that must be achieved to receive payment, the percent of funds available for the completion of each milestone, and the requirements for enrollment and attendance data to receive each tranche of funds. If a grant recipient does not submit satisfactory documentation within three months of achieving a milestone, the payment for that milestone may be reduced by a comparable amount.

1.10 Program Design and Requirements

1.10.1 Program Type 1: High-Impact Tutoring

First priority will be given to LEA applicants that wish to launch or expand math and/or English Language Arts (ELA) high-impact tutoring (HIT) services.

Grantees shall:

- Conduct HIT using a program included on the [OSSE HIT Vetted Program List](#);
- Provide at least the minimum dosage required by the selected provider on the OSSE HIT Vetted Program List; and
- Provide math and/or ELA HIT for each participating student during the school year.

1.10.1.1 Program Management

Programs must assign at least one new or existing LEA or school staff member to oversee the design, student selection, implementation, data collection, and continuous improvement of high-impact tutoring efforts and serve as the liaison with the third-party tutoring provider.

1.10.1.2 Student Eligibility

Applications must support students who have not met proficiency benchmarks in reading or mathematics, as measured by the statewide prior year summative assessment or a locally administered, nationally-normed K-3 diagnostic assessment approved by OSSE.

1.10.1.3 Program Goals, Measures and Data Use

Eligible programs must have clear goals and frameworks for evaluating both individual student progress and success of the overall program. Proposals must describe how programs and schools will make intentional use of data to monitor and improve student progress, using both formative and summative assessments.

Eligible programs must also have a robust method for communicating student results between a third-party tutoring provider and the school staff, if relevant, or between tutors and classroom teachers. Additionally, eligible programs must communicate updates about student participation and progress with their families.

1.10.1.4 Partnerships

Eligible programs must provide a letter of intent (LOI) or Memorandum of Understanding (MOU) to indicate proof of partnership with each third-party tutoring provider.

1.10.1.5 Data Collection

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

1.10.1.6 Award Structure

Applications for HIT programs must include the number of students an LEA projects to serve and the total budget requested.

OSSE will calculate the average cost per student for each LEA application by dividing the total budget requested by the projected number of students that will be served. OSSE will award a maximum of \$1,500 per student, and a total of \$150,000 maximum per school, even if the actual average cost per student and/or total cost exceeds those values.

After awards are announced, LEA grantees can submit a request to OSSE to spread student reach and budget projections across the 2026-27 school year and the 2027-28 school year, as carryover will be available.

1.10.1.7 Payment Structure

The award period in FY27 will include payments contingent on meeting certain performance milestones (see section 1.10.1.8).

Grant awards for future fiscal years (starting in FY28) under this RFA will be structured in two components: a base payment component and a performance payment component, as described below:

Base Payment

A large percent of the total award shall be paid as a base payment, disbursed upon completion of performance milestones.

Performance Payment

A smaller percent of the total award shall be reserved as a performance payment, awarded for each student that receives the minimum dosage of the HIT program. The performance payment shall be paid following the conclusion of the program cycle and completion of performance milestones.

OSSE will announce the base and performance payment percentages prior to releasing future grant applications.

1.10.1.8 Performance Milestones

Payment for HIT services will be awarded upon completion of performance milestones, demonstrated by submitting required deliverables to OSSE, such as a program partnership agreement, student-level enrollment, HIT session attendance, interim assessment data, and/or any other deliverables OSSE requests through the final Performance Milestone Payment Schedule for FY27, which will be released soon after issuing GANs. See Appendix E for the tentative schedule for FY27. For each future fiscal year, OSSE will release the final Performance Milestone Payment Schedule upon releasing the grant application.

1.10.1.9 Allowable Costs

The following are examples of allowable uses of direct student service grant funds under this program priority:

- procurement of a HIT program on the OSSE HIT Vetted Program List;
- salaries and/or stipends for staff to support the implementation of HIT programs, including design, management, clerical work;
- staff and programmatic expenses to support the needs of students with disabilities participating in HIT programs;
- professional development expenses related to equipping tutors and staff to provide effective HIT services;
- instructional supplies and materials to support HIT programs, not including computers or laptops;
- instructional technology and software needed to integrate into HIT programs;
- transportation expenses related to delivering HIT programs.

1.10.2 Program Type 2: Additional Coursework, High School Credit Services, Higher Education Coursework.

Given OSSE's existing other funding sources for many of these services, applications for services under Program Type 2 must launch, expand or strengthen student opportunities in these

categories. Further description and examples of use are provided under each service category below:

1.10.2.1 Additional Coursework

Funds may be used to enroll eligible students in academic courses that are not otherwise offered at the student's school of enrollment. Eligible delivery models and allowable costs to launch, expand or strengthen student opportunities include:

- Advanced courses;
- Online courses;
- Partnerships with other DC schools or LEAs to share course offerings;
- Career and technical education, including at the Advanced Technical Center;
- Summer or out-of-school-time intensive programming; and
- Other arrangements that expand the student's access to academic coursework.

Grantees shall:

- Ensure the course is not currently offered at the student's school of enrollment or offered through an existing OSSE funding mechanism;
- Ensure the course is aligned with the student's academic plan and grade level expectations;
- Ensure the course provider is appropriately qualified, accredited where required, and able to provide documentation of course completion;
- Ensure the student receives appropriate academic and logistical support from the LEA to complete the course.

1.10.2.2 High School Credit Services

Funds may be used to provide credit recovery or academic acceleration services that lead to a high school diploma. Allowable services and costs to launch, expand or strengthen student opportunities include:

- Enrollment in credit-recovery courses for students at risk of not graduating; and
- Acceleration coursework allowing students to earn credits ahead of standard grade-level pacing.

Grantees shall:

- Ensure the course is not currently offered at the student's school of enrollment or offered through an existing OSSE funding mechanism;
- Document each student's existing credit status and the specific credits the proposed service is intended to address;
- Ensure that credit-recovery and acceleration coursework meets the LEA's standards for course completion and credit award;
- Document credit award upon student completion.

1.10.2.3 Higher Education Coursework

Funds may be used to cover costs associated with eligible students participating in higher education coursework that is accepted for credit at institutions of higher education (IHEs).

Allowable costs to launch, expand or strengthen student opportunities include:

- Instruction, implementation, or tuition costs for additional courses designed for credit at IHEs, such as Dual Enrollment, Advanced Placement or International Baccalaureate;
- Strengthened coordination for existing student coursework taken at an accredited IHE;
- Required textbooks, course materials, and technology not provided by the LEA, OSSE, or the higher education institution; and
- Transportation to and from in-person Dual Enrollment coursework, where applicable.

Grantees shall:

- Ensure the course is not currently offered at the student's school of enrollment or offered through an existing OSSE funding mechanism;
- Ensure that the higher education coursework is accepted for credit at the receiving institution; and
- Report the outcome (exam score, course grade, credit awarded) upon completion.

1.10.2.4 Student Eligibility

Applications must support students who have not met proficiency benchmarks in reading or mathematics, as measured by the OSSE's prior year summative assessment.

1.10.2.5 Award Structure

Applications for Program Type 2 must include the number of students an LEA projects to serve and the total budget requested. OSSE will calculate the average cost per student for each LEA application by dividing the total budget requested by the projected number of students that will be served. OSSE will award a maximum of \$1,000 per student and a total of \$150,000 maximum per school.

After awards are announced, LEA grantees can submit a request to OSSE to spread student reach and budget projections across the 2026-27 school year and the 2027-28 school year, as carryover will be available.

1.10.2.6 Payment Structure

Payment for coursework services will be awarded upon completion of performance milestones, demonstrated by submitting to OSSE proof of student enrollment, completion of the related coursework, and/or other deliverables to be decided by OSSE upon awarding funds. OSSE will release the final Performance Milestone Payment Schedule for each fiscal year after releasing the GAN. See Appendix E for the tentative schedule.

1.10.3 Program Type 3: CSI School Transportation

This program allows LEAs to pay for transportation that allows a student enrolled in a school identified for CSI to transfer to another public school that has not been identified for CSI.

Grantees proposing CSI Transportation services shall:

- Identify the specific CSI school(s) from which students will be transferring and the receiving school(s);
- Document each transferring student's prior CSI school enrollment and current non-CSI school enrollment;
- Demonstrate the necessity of the transportation support (e.g., the receiving school is not on the student's standard transportation route); and
- Use transportation modalities that are reasonable and cost-effective (e.g., DC Metro passes, contracted transportation services), and document actual transportation costs.

The following are examples of allowable uses of direct student service grant funds under this program priority:

- Gasoline purchases or gasoline gift card purchases;
- Rideshare services (Uber, Lyft);
- Public transportation fares (Bus, Metro, Metro Access); and
- Other third-party transportation providers.

1.10.3.1 Award Structure

Applications for Program Type 3 must include the number of students an LEA projects to serve and the total budget requested. OSSE will calculate the average cost per student for each LEA application by dividing the total budget requested by the projected number of students that will be served. OSSE will award a maximum of \$500 per student and \$150,000 per school.

After awards are announced, LEA grantees can submit a request to OSSE to spread student reach and budget projections across the 2026-27 school year and the 2027-28 school year, as carryover will be available.

1.10.3.2 Program Requirements

Eligible LEAs must not already reserve funds under ESEA section 1111(d)(1)(D)(v) for this program. Eligible programs must provide a letter of intent (LOI) or Memorandum of Understanding (MOU) if the applicant applies for a third-party transportation provider partnership.

1.10.3.3 Student Eligibility

Applications must support students who have not met proficiency benchmarks in reading or mathematics, as measured by the OSSE's prior year summative assessment or a locally administered K-3 diagnostic assessment approved by OSSE.

1.10.3.4 Payment Structure

Payment for transportation services will be awarded upon completion of performance milestones, demonstrated by submitting to OSSE proof of student enrollment in the new

school, quarterly attendance, expenditure reports, and/or other milestones to be finalized with OSSE upon awarding funds. OSSE will release the final Performance Milestone Payment Schedule for each fiscal year after releasing the GAN. See Appendix E for the tentative schedule.

Section 2: Application Schedule

2.1 RFA Release

The release date of the RFA is August 14, 2026 at 12 p.m. EST. The RFA is available online on the [OSSE website](#) and on the Serve DC Grants Clearinghouse [website](#).

2.2 Pre-Application Webinar

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

- Friday, August 21, 2026, from 1 p.m. to 2 p.m. EST ([Register here](#))
- Tuesday, September 1, 2026, from 11 a.m. to 12 p.m. EST ([Register here](#))

Interested LEAs are strongly encouraged to have at least one representative attend one of the above webinars. The representative should be someone who will be involved in the development and/or implementation of the proposed direct investment in students program(s).

2.3 Intent to Apply

All eligible entities seeking to receive funding under this RFA should submit a Notice of Intent to Apply (Appendix A), signed by an authorized official of the organization, via email to Sam.Angileri@dc.gov **on or before September 14, 2026**. Submission of a Notice of Intent to Apply allows OSSE to provide you with timely information related to the grant competition.

2.4 Contact Person(s)

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

- Sam Angileri, Program Analyst, Division of Teaching and Learning, Office of the State Superintendent of Education (Sam.Angileri@dc.gov)
- Jessica Sobin, Director, Division of Teaching and Learning, Office of the State Superintendent of Education (Jessica.Sobin@dc.gov)

2.5 Applications Due

Applications are due Tuesday, October 13, 2026, by 3 p.m. EST and must be submitted through EGMS. **Applicants are encouraged to submit applications early to avoid any technical difficulties. OSSE strongly encourages** submitting applications at least one business day early to ensure that avoidable technical issues do not cause you to miss the submission deadline. Applicants must agree to EGMS' Central Data Assurances prior to creating a grant application.

2.6 Updates

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

2.7 Awards Announcement

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

Section 3: Application

3.1 Application Content

Applicants shall indicate in EGMS whether they are applying for: Program Type 1, Program Type 2, and/or Program Type 3. Applicants will be able to submit up to one application per Program Type and are not required to apply for more than one Program Type.

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

- Overview (informational, nothing to complete)
- LEA Contact Information
- Program Type Select
- Program Type 1 Main Application (only complete if applying for Program Type 1)
 - Needs Assessment 1
 - Program Description 1
 - Implementation Plan 1
- Program Type 2 Main Application (only complete if applying for Program Type 2)
 - Needs Assessment 2
 - Program Description 2
 - Implementation Plan 2
- Program Type 3 Main Application (only complete if applying for Program Type 3)
 - Needs Assessment 3
 - Program Description 3
 - Implementation Plan 3
- Budget
 - Budget Overview
 - Pre-award Costs
 - Budget Narrative
 - Performance Milestones
 - Budget Summary
- Supporting Documentation (on this tab, applicants are required to upload the Program Model and Budget Template, and any relevant Letters of Intent and/or Memorandums of Understanding)

- Assurances
 - Program Specific Assurances
 - Assurances Agreement Summary
- 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)

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. LEAs will be allowed to submit up to one application for each Program Type. **For LEAs with applications for multiple Program Types, each application will be scored independently.**

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

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

4.2 Funding Priority

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

- High-impact tutoring programs, specifically in grades K-8
- Schools designated for school improvement status
- Schools with high needs as defined by low proficiency rates and/or high proportions of students designated as economically disadvantaged

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

Section 5: Award Administration

5.1 Decision and Notifications of Awards

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

Once OSSE has approved the application and issued an official GAN, OSSE will provide grantees with a schedule for grant award payments, which will be made upon completion of specified performance milestones. The schedule will include a description of each performance milestone, the timeline for their completion, the format of their delivery, and the portion of the grant award that will be received upon their completion. See Appendix E for a planned payment schedule and descriptions of milestones that must be completed to receive each payment. The planned payment schedule is subject to change but will be similar to the final version of the payment structure.

5.2 Audits

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

5.3 Monitoring and Reporting

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

5.3.1 Monitoring

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

The recipient shall be required to cooperate with all requirements and information requests by OSSE relating to the evaluation of the program, the collection of data related to the program and activities carried out with grant funds. The recipient shall be required to reply and

acknowledge OSSE's information requests within 48 hours and to provide requested information within 10 business days.

On-Site Programmatic Monitoring: All grant recipients will be subject to one or more on-site program quality visits over the course of the grant period. Visits will be scheduled in advance. If a grant program is found to be out of compliance with RFA requirements based on a program observation, the grant recipient will be expected to adjust programming to improve the program elements that are below standards and OSSE may schedule an additional program visit. Failure to provide programs that meet RFA requirements may result in payment suspension, award reductions or termination of the grant.

Virtual Programmatic Monitoring: All grant recipients will hold monthly meetings with OSSE to monitor progress toward the goals of the grant. OSSE will set the agenda for each meeting and the grantee will be expected to attend each meeting, unless notifying OSSE to reschedule within 24 hours of the scheduled meeting time.

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

5.3.2 Reporting

Program Reports: Grantees will be required to complete one annual program report. The report may include but is not limited to the following:

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

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

- Two weeks prior to the beginning of the program:
 - Confirmed list of all school sites and enrolled students
 - Content of programs offered at each school type (subject, grade, curricula, or other details)
- LEAs must be prepared to provide the following data at the cadence required by OSSE. OSSE will share the submission schedule and requirements with grantees after issuing GANs.
 - Data reports will include the following for all students enrolled in HIT programs:
 - Full legal name

- Date of birth
- Gender
- Student academic data (three administrations of interim assessment data, or service-related exams)

In addition, each Program Type will report specific data to OSSE. OSSE will share the submission deliverables, schedule, and requirements with grantees after issuing GANs:

Program Type 1 Reporting

Program Type 1 grantees shall submit session-level tutoring attendance data through OSSE's data reporting system on a monthly basis. Required data elements include, at minimum: student identifier, provider identifier, scheduled session date, session attendance status, session duration, group size, and other program model details.

Program Type 2 and 3 Reporting

Program Type 2 grantees shall submit data quarterly related to students served, services delivered, and service-appropriate outcomes (e.g., course completion, credit award, exam score, transportation use).

5.4 Confidentiality

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

5.5 Nondiscrimination in the Delivery of Services

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

5.6 Conflict of Interest

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

member of the individual's immediate family, the individual's partner, or an organization that employs, or is about to employ, any of the aforementioned has a financial or personal interest in the firm or organization selected for a contract.

5.7 Terms and Conditions

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

Appendix A Official Intent to Apply Notification

Submit by September 14, 2026
PDF Submission Preferred

TO: Sam Angileri
Sam.Angileri@dc.gov

FROM: _____
(Name of Local Education Agency)

RE: Intent to Apply for FY27 Direct Investment in Students Grant

LEA Name: _____

LEA Address: _____

Contact Person: _____

Contact Person Telephone: _____

Contact Person Email: _____

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

I understand that the deadline to submit this grant application into the Enterprise Grants Management System (EGMS) is 3 p.m. EST on Tuesday, September 29, 2026, and that late applications will not be reviewed.

Signature: _____ Date: _____
(LEA Official)

Appendix B Reader Evaluation Rubric

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

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

Appendix C Program Type 1 Application Scoring Rubric

Needs Assessment (10 points)	Score Not Assignable	Limited/Weak	Fair	Good	Strong/Exceptional
Needs assessment: Describe student need being addressed, including specific data on student proficiency levels at the served schools, identification of target student populations within those schools for services, and rationale for the proposed grade and subject focus.	0	2.5	5	7.5	10
Program description (30 points)	Score Not Assignable	Limited/Weak	Fair	Good	Strong/Exceptional
<u>Program Summary</u> Provide a summary that briefly describes the HIT program that would be funded by this grant. Include in the summary description of the following: • The vision for the HIT program(s); • How will the grant launch or expand the HIT program(s); • The total number of schools that will implement HIT programs supported by the proposed grant; and • The total number of students that will be enrolled in HIT programs supported by the proposed grant. • The academic and other goals for the HIT program, as defined by measurable targets using interim assessment or other data.	0	2.5	5	7.5	10
<u>Provider Selection Rationale</u> Explain how the applicant identified the proposed tutoring provider(s) from the vetted list. Include at least the following elements in each explanation for each provider selection: • subject and provider program model preferences	0	3.75	7.5	10.25	15

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- evidence base of the provider - alignment with school and student schedules to maximize session attendance - alignment with school curriculum and student needs					
<u>Student Selection</u> Describe the process by which eligible students will be identified, recruited, and enrolled in the HIT program with the tutoring provider, including the data sources used to determine selection.	0	1.25	2.5	3.75	5
Implementation plan (50 points)	Score Not Assignable	Limited/Weak	Fair	Good	Strong/Exceptional
<u>Program Structure</u> When will HIT sessions be scheduled to ensure that students receive the adequate amount of dosage for the identified provider program? What space in the school will be designated for students to receive their HIT sessions?	0	2	4	6	8
Who will be the point of contact at each school in your application for the selected tutoring provider partner and how much time will they dedicate to program coordination with the tutoring provider?	0	2	4	6	8
How will you collect and report session-level HIT attendance to OSSE? How will you use HIT attendance data and student academic data in your program?	0	2	4	6	8
How will you ensure tutors and classroom teachers are working collaboratively and effectively with the students they both serve?	0	2	4	6	8
<u>Family Engagement Plan</u> Describe how the applicant will engage families throughout the program, including:	0	2.5	5	7.5	10

Direct Investment in Students Grant

- conducting outreach about enrolling students in the proposed HIT program, - sharing student progress throughout the tutoring program, and - reporting the results of the HIT program in an accessible manner to families.					
Integration and Coherence Plan Describe how the HIT program will support classroom instruction and be integrated into your LEA's Multi-Tiered System of Supports (MTSS) and instructional strategy?	0	2	4	6	8
Budget overview (10 points)	Score Not Assignable	Limited/Weak	Fair	Good	Strong/Exceptional
Budget high-level summary: The applicant's summary of costs and budget line items is clear and directly aligns with only the activities in the grant proposal.	0	1	2	3	4
Reasonable: The budget costs are reasonable and do not exceed what would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost.	0	1.5	3	4.5	6
Priority considerations (50 points)	Score Not Assignable	Limited/Weak	Fair	Good	Strong/Exceptional
Application includes HIT program with a vetted HIT provider	0	0	0	0	20
Application includes HIT program(s) with a vetted HIT provider at school(s) that serves students in grades K-8: 0% of schools = 0 pts 1%-25% of schools = 2.5 pts 26%-50% of schools = 5 pts 51%-75% of schools = 7.5 pts 76%-100% of schools = 10 pts	0	2.5	5	7.5	10

Direct Investment in Students Grant

Application includes HIT program with a vetted HIT provider at an average cost per student less than \$1,000: \$0-\$999 average cost per student: 5 pts	0	0	0	0	5
Application includes school(s) designated for school improvement status: 0% of schools = 0 pts 1%-25% of schools = 2.5 pts 26%-50% of schools = 5 pts 51%-75% of schools = 7.5 pts 76%-100% of schools = 10 pts	0	2.5	5	7.5	10
Application includes school(s) with at least 75 percent of students have not yet met proficiency standards in ELA or mathematics on the most recently available statewide summative assessment; or at least 70 percent of students are economically disadvantaged: 0% of schools = 0 pts 25% of schools = 1.25 pts 50% of schools = 2.5 pts 75% of schools = 3.75 pts 100% of schools = 5 pts	0	1.25	2.5	3.75	5
Total Points (Out of 150)					

Program Type 1 Application Questions

Needs Assessment:

- 1) Describe student need being addressed, including specific data on student proficiency levels at the served schools, identification of target student populations within those schools for services, and rationale for the proposed grade and subject focus.

Program Description:

Program Summary

- 2) Provide a summary that briefly describes the HIT program that would be funded by this grant. Include in the summary description of the following:
 - The vision for the HIT program(s);
 - How the grant will launch or expand the HIT program(s);
 - The total number of schools that will implement HIT program(s) supported by the proposed grant;

- The total number of students that will be enrolled in HIT program(s) supported by the proposed grant; and
- The academic and other goals for the HIT program(s), as defined by measurable targets using assessment or other data.

Provider Selection Rationale

3) Explain how the applicant identified the proposed tutoring provider(s) partnership from the vetted list. Include at least the following elements in each explanation for each provider selection:

- Subject and provider program model preferences;
- Evidence base of the provider;
- Alignment with school and student schedules to maximize session attendance; and
- Alignment with school curriculum and student needs.

Applications may propose more than one provider if appropriate for the served populations.

Student Selection

4) Describe the process by which eligible students will be identified, recruited, and enrolled in the HIT program with the tutoring provider, including the data sources used to determine selection.

Implementation Plan:

Program Structure

Provide a detailed description of how the tutoring program will be implemented to maximize student attendance and fidelity to the evidence-based provider's program model:

- 5) When will HIT sessions be scheduled to ensure that students receive the adequate amount of dosage for the identified provider program? What space in the school will be designated for students to receive their HIT sessions?
- 6) Who will be the point of contact at each school in your application for the selected tutoring provider partner and how much time will they dedicate to program coordination with the tutoring provider?
- 7) How will you collect and report session-level HIT attendance to OSSE? How will you use HIT attendance data and student academic data in your program?
- 8) How will you ensure tutors and classroom teachers are working collaboratively and effectively with the students they both serve?

Family Engagement Plan

- 9) Describe how the applicant will engage families throughout the program, including:
- conducting outreach about enrolling students in the HIT program,
 - sharing student progress throughout the HIT program, and
 - reporting the results of the HIT program in an accessible manner to families.

Integration and Coherence Plan

10) Describe how the HIT program will support classroom instruction and be integrated into your LEA's Multi-Tiered System of Supports (MTSS) and instructional strategy?

Budget Narrative:

11) Provide a high-level summary of how this grant funding will be spent to support this grant proposal.

- 12) Please complete the Program Model and Budget Template for each Program Type included in an LEA's application. The Program Model and Budget Template can be found in the Supporting Documentation tab, and the completed template must be uploaded to the same tab prior to submitting your application.

Appendix D Program Type 2 and 3 Application Scoring Rubric

Needs Assessment (10 points)	Score Not Assignable	Limited/Weak	Fair	Good	Strong/Exceptional
Needs assessment: Describe the student need being addressed, including specific data on student proficiency levels at the served schools, identification of target student populations within those schools for services, and rationale for the proposed grade and subject focus.	0	2.5	5	7.5	10
Program description (30 points)	Score Not Assignable	Limited/Weak	Fair	Good	Strong/Exceptional
<u>Program Summary</u> Provide a summary that briefly describes the program that would be funded by this grant. Summary includes: - The vision and goals for the program; - How the grant will launch or expand the program(s); - The total number of schools that will implement programs supported by the proposed grant; and - The total number of students that will be enrolled in programs supported by the proposed grant.	0	1	2	3	4
<u>Service Rationale</u> Explain how the applicant identified the proposed direct student service. Include the following elements in each explanation for each selection: - rationale for selection grounded in data and/or evidence - alignment with school mission and student needs	0	5	10	15	20
<u>Student Selection</u> Describe the process by which eligible students will be identified, recruited,	0	1.5	3	4.5	6

Direct Investment in Students Grant

and enrolled in the student service including the data sources used to determine selection.					
Implementation plan (50 points)	Score Not Assignable	Limited/ Weak	Fair	Good	Strong/ Exceptional
Provide a detailed description of how the program will be implemented, including at least each of these elements: • timeline and scheduling of program implementation; • roles and responsibilities of LEA and school staff, including coordination with external parties; • integration with existing courses and services; • compliance with existing rules, regulations, policies, and/or other existing programs (such as Dual Enrollment regulations, if applicable to proposed program); and • metrics to track progress and measure success.	0	10	20	30	40
<u>Family Engagement Plan</u> Describe how the applicant will engage families throughout the program, including: • conducting outreach about enrolling students in the proposed program, • sharing student progress throughout the program, and • reporting the results of the program in an accessible manner to families.	0	1.5	3	4.5	6
<u>Integration and Sustainability Plan</u> Describe how the program will integrate with the LEA's broader school improvement and instructional strategy and other services provided to students.	0	1	2	3	4

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Budget overview (10 points)	Score Not Assignable	Limited/ Weak	Fair	Good	Strong/ Exceptional
Budget high-level summary: The applicant's summary of costs and budget line items is clear and directly aligns with only the activities in the grant proposal.	0	1	2	3	4
Reasonable: The budget costs are reasonable and do not exceed what would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost.	0	1.5	3	4.5	6
Priority considerations (50 points)	Score Not Assignable	Limited/ Weak	Fair	Good	Strong/ Exceptional
Application includes HIT program with a vetted HIT provider	0	0	0	0	20
Application includes HIT program(s) with a vetted HIT provider at school(s) that serves students in grades K-8 0% of schools = 0 pts 1%-25% of schools = 2.5 pts 26%-50% of schools = 5 pts 51%-75% of schools = 7.5 pts 76%-100% of schools = 10 pts	0	2.5	5	7.5	10
Application includes HIT program with a vetted HIT provider at an average cost per student less than \$1,000: \$0-\$999 average cost per student: 5 pts	0	0	0	0	5
Application includes school(s) designated for school improvement status: 0% of schools = 0 pts 1%-25% of schools = 2.5 pts 26%-50% of schools = 5 pts 51%-75% of schools = 7.5 pts 76%-100% of schools = 10 pts	0	2.5	5	7.5	10
Application includes school(s) with at least 75 percent of students have not yet met proficiency standards in ELA or mathematics on the most recently	0	1.25	2.5	3.75	5

available statewide summative assessment; or at least 70 percent of students are economically disadvantaged: 0% of schools = 0 pts 25% of schools = 1.25 pts 50% of schools = 2.5 pts 75% of schools = 3.75 pts 100% of schools = 5 pts					
Total Points (Out of 150)					

Program Type 2 and 3 Application Questions

Needs Assessment:

- 1) Describe the student need being addressed, including specific data on student proficiency levels at the served schools, identification of target student populations within those schools for services, and rationale for the proposed grade and subject focus.

Program Description:

Program Summary

- 2) Provide a summary that briefly describes the program that would be funded by this grant. Summary includes:
 - The vision and goals for the program;
 - How the grant will launch or expand the program(s);
 - The total number of schools that will implement programs supported by the proposed grant; and
 - The total number of students that will be enrolled in programs supported by the proposed grant.

Service Rationale

- 3) Explain how the applicant identified the proposed direct student service. Include the following elements in each explanation for each selection:
 - rationale for selection grounded in data and/or evidence
 - alignment with school mission and student needs

Applications may propose more than one service if appropriate for the served populations.

Student Selection

- 4) Describe the process by which eligible students will be identified, recruited, and enrolled in the student service including the data sources used to determine selection.

Implementation Plan:

- 5) Provide a detailed description of how the program will be implemented, including at least each of these elements:
 - timeline and scheduling of program implementation;
 - roles and responsibilities of LEA and school staff, including coordination with external parties;
 - integration with existing courses and services;

- compliance with existing rules, regulations, policies, and/or other existing programs (such as Dual Enrollment regulations, if applicable to proposed program); and
- metrics to track progress and measure success.

Family Engagement Plan

- 6) Describe how the applicant will engage families throughout the program, including:
- conducting outreach about enrolling students in the program,
 - sharing student progress throughout the program, and
 - reporting the results of the program in an accessible manner to families.

Integration Plan

- 7) Describe how the program will integrate with the LEA's broader school improvement and instructional strategy and other services provided to students.

Budget and Budget Narrative:

- 8) Provide a high-level summary of how funding will be spent to support this grant proposal.
- 9) Please complete the Program Model and Budget Template for each Program Type included in an LEA's application. The Program Model and Budget Template can be found in the Supporting Documentation tab, and the completed template must be uploaded to the same tab prior to submitting your application.

Appendix E Tentative Performance Milestone Schedules**Program Type 1 Planned performance milestone payment schedule**

Awardees must submit deliverables within three months of achieving a milestone in order to receive full payment. Late or incomplete deliverables submitted after three months of achieving a milestone will receive half payment. Deliverables never submitted will not receive payment.

Milestone #	Milestone Description	Required Deliverable	Milestone Amount	Mode of Delivery
1.	Base Payment: Implementation Deliverables	1) Partnership Agreement 2) FY27 Approved Budget 3) Program Roster	25%	Submit via Box
2	Base Payment: Data Submission: August - February	Complete monthly error-free data submissions with OSSE template for 80% or more of projected student count	25%	OSSE's Integrated Data Submission (IDS) system
3	Base Payment: Data Submission: March - April	Complete monthly error-free data submissions with OSSE template for 80% or more of projected student count	25%	OSSE's Integrated Data Submission (IDS) system
4	Base Payment: Data Submission: May - June	Complete monthly error-free data submissions with OSSE template for 80% or more of projected student count. Submit beginning of year (BOY), middle of year (MOY) and end of year (EOY) interim assessments scores for tutored students. Complete final report.	25%	OSSE's Integrated Data Submission (IDS) system
Total			100%	

Program Type 2 and 3 Planned performance milestone payment schedule

Awardees must submit deliverables within three months of achieving a milestone in order to receive full payment. Late or incomplete deliverables submitted after three months of achieving a milestone will receive half payment. Deliverables never submitted will not receive payment.

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Milestone #	Milestone Description	Required Deliverable	Milestone Amount	Mode of Delivery
1.	Base Payment: Implementation Deliverables	1) Implementation Plan 2) FY27 Approved Budget 3) Program Roster	25%	Submit via Box
2	Base Payment: August - February	Monthly data submissions including but not limited to, program attendance, academics, or other reporting for 80% or more of projected student count.	25%	Submit via Box
3	Base Payment: March - April	Monthly data submissions including but not limited to, program attendance, academics, or other reporting for 80% or more of projected student count.	25%	Submit via Box
4	Base Payment: May - June	Monthly data submissions including but not limited to, program attendance, academics, or other reporting for 80% or more of projected student count. Complete final report.	25%	Submit via Box
Total			100%	

Appendix F Program Specific Assurances

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

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