



MURIEL BOWSER
MAYOR

September 15, 2022

The Honorable Phil Mendelson
Chairman, Council of the District of Columbia
1350 Pennsylvania Avenue, NW, Suite 504
Washington, DC 20004

Dear Chairman Mendelson:

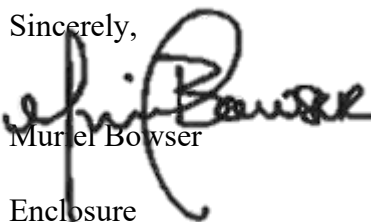
I am pleased to submit to the Council of the District of Columbia the enclosed report, High-Impact Tutoring: Fiscal Year 2022, prepared by the Office of the State Superintendent of Education (OSSE) pursuant to section 4172(c) of the Learning Loss Program Act of 2021, effective November 13, 2021 (D.C. Law 24-45; 68 DCR 012567). The report details funding expenditures for grant awards, District agency partnerships, program evaluation work, and administrative costs.

OSSE completed two rounds of grant competitions for high-impact tutoring grant awards. The first round was administered through a partnership with the Office of Out of School Time Grants and Youth Outcomes within the Office of the Deputy Mayor for Education and awarded \$3,192,464 to eight tutoring providers for the 2021-22 school year to serve 1,400 students with high-impact tutoring. The second round was run in-house by OSSE in the spring of 2022 and awarded \$19.25 million to eleven entities that will serve at least 8,000 students from fiscal year 2022 through fiscal year 2024. OSSE partnered with the District of Columbia Public Schools and the District of Columbia Public Library to focus high-impact tutoring initiatives on at-risk student populations. OSSE also contracted with the Annenberg Institute at Brown University to conduct a comprehensive program evaluation of the high-impact tutoring work. OSSE spent four percent of the allocated funds on administrative costs, well below the ten percent statutory cap.

I am available to discuss any questions you may have regarding this report. In order to facilitate a response to your questions, please have your staff contact Andrew Gall, Deputy Chief of Staff, Legislative Affairs and Policy, OSSE at (202) 802-5827.

Thank you.

Sincerely,


Muriel Bowser

Enclosure



District of Columbia
Office of the State Superintendent of Education

HIGH-IMPACT TUTORING REPORT: FISCAL YEAR 2022

July 2022

Contents

Executive Summary	2
Introduction.....	3
High-Impact Tutoring (HIT) Overview	3
HIT Initiative Goals	3
Part I: High-Impact Tutoring Grant Awards.....	4
Overview.....	4
OSSE-OST HIT Grants	5
Criteria Used to Determine OST Grant Recipients	5
OST Grant Recipients and Award Amounts.....	6
Student Progress	7
OSSE HIT Grants.....	7
Criteria Used to Determine OSSE Grant Recipients	8
OSSE Grant Recipients and Award Amounts	9
Student Progress	10
Part II: DC Agency Partnerships.....	10
DC Public Schools	11
DC Public Library (DCPL).....	11
Part III: Program Evaluations	12
HIT Program Evaluation Partner: Annenberg Institute	12
Implementation Study with The Lab	13
Part IV: Administrative Costs.....	14
Conclusion	14
Appendix A: Links to Key Resources.....	15
Appendix B: Data Collected from HIT Grantees	16

Executive Summary

Mayor Muriel Bowser’s administration is committed to addressing the impacts of disrupted instruction from the COVID-19 pandemic and closing long-standing gaps in opportunity and achievement. The Learning Loss Program Emergency Act of 2021 allocated American Rescue Plan (ARP) funds to the Office of the State Superintendent of Education (OSSE) to establish a learning loss program for fiscal years 2022, 2023, and 2024.¹ The Act requires the funds to be used for evidence-based programming for learning acceleration, including high-impact tutoring (HIT).² OSSE established an ambitious HIT initiative with the support of these funds, as well as additional Elementary and Secondary School Emergency Relief (ESSER) funds.

The Act requires OSSE to report on the learning loss program each fiscal year.³ The report must detail funding expenditures in four categories: grant awards, District agency partnerships, program evaluations, and administrative costs. In order to provide a holistic view of OSSE’s HIT initiative, this report summarizes activities funded by both ARP and ESSER funds. We address the report requirements in four parts:

Part I describes the two rounds of grant competitions for HIT grant awards. The first was administered through a partnership with the Office of Out of School Time Grants and Youth Outcomes (OST) within the Office of the Deputy Mayor for Education (DME) and awarded \$3,192,464 to eight tutoring providers for the 2021-22 school year in order to reach 1,400 students with HIT programming. The second HIT grant competition was run in-house by OSSE in the spring of 2022, allocating \$19.25 million to 11 entities that will serve at least 8,000 students from fiscal year 2022 through fiscal year 2024.

Part II focuses on partnerships with DC Public Schools (DCPS) and the DC Public Library (DCPL). The DCPS collaboration aims to build capacity for high-priority schools (defined as schools with 70 percent or more of the student body designated as at-risk or identified as a comprehensive support and improvement school) to implement HIT programs for their students. The DCPL partnership will expand access to tutoring for high school students in priority wards and schools.

Part III describes current and planned evaluation studies of the HIT initiative. OSSE issued a grant in late May to the Annenberg Institute at Brown University (Annenberg Institute) to conduct a comprehensive program evaluation of the HIT initiative from fiscal year 2022 through fiscal year 2024. OSSE is also working with The Lab @ DC (The Lab) – a scientific team based in the Office of the City Administrator (OCA) that partners with DC agencies to ask questions, test policies, and iteratively improve how DC government serves its residents – to conduct an implementation study for the OST HIT grant to support continuous improvement.

Finally, **Part IV** provides an accounting of direct and indirect administrative costs for the HIT initiative in Fiscal Year (FY) 2022. As required under the Act, the costs do not exceed 10 percent of the total funding.

¹ FISCAL YEAR 2022 BUDGET SUPPORT EMERGENCY ACT OF 2021, 2021 District of Columbia Laws Act 24-159, Subtitle P.

² FISCAL YEAR 2022 BUDGET SUPPORT EMERGENCY ACT OF 2021, 2021 District of Columbia Laws Act 24-159 § 4172.

³ FISCAL YEAR 2022 BUDGET SUPPORT EMERGENCY ACT OF 2021, 2021 District of Columbia Laws Act 24-159 § 4172(c).

Introduction

The Learning Loss Program Emergency Act of 2021 requires the OSSE to publish a report detailing how funds are expended each year to support evidence-based high-impact tutoring programs to accelerate learning for District students. The Act states that OSSE must include: 1) descriptions of high-impact tutoring grant award criteria, grant recipients and de-identified student progress; 2) the nature of partnerships with DC agencies that support the expansion and impact of high-impact tutoring; 3) a summary of program evaluations and their findings; and 4) an accounting of FY22 indirect and direct administrative costs for the high-impact tutoring initiative. This report complies with the Act, describing activities in all four categories that were funded by ARP or ESSER funds that OSSE allocated to the HIT initiative.

High-Impact Tutoring (HIT) Overview

OSSE's HIT initiative is designed to support local education agencies (LEAs) and tutoring providers across the District to deliver high-quality HIT programs designed to mitigate the effects of interrupted instruction that students experienced during the COVID-19 pandemic. OSSE's three-year investment targets students who are academically behind, with a focus on students who meet the District's definition of at-risk.⁴ The initiative will design and administer grants for tutoring providers; 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 and support in recruiting, hiring, and training tutors; provide guidance and access to high-quality materials for LEAs across the District to implement HIT; and work with DCPL, DCPS, and other District agencies to expand access to tutoring in targeted wards, among other activities.

HIT Initiative Goals

Big Goal: At-risk students across the District will have access to high-impact tutoring to accelerate their learning, either at their schools or at an in-demand, non-school site.

Specifically, at least 10,000 students will receive high-impact tutoring funded by OSSE, and 90% of OSSE-designated priority schools will provide high-quality HIT programs for students in need of accelerated

⁴ As defined by Section 4(a) of the Fair Student Funding and School-Based Budgeting Amendment Act of 2013 (codified at DC Code § 38-2901(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 pages 39-40 of the District's ESSA Consolidated State Plan (<https://www2.ed.gov/admins/lead/account/stateplan17/dcconsolidatedstateplan.pdf>).

learning by September 2024. OSSE defines a “priority school” as a school identified as a comprehensive support and improvement school under DC’s Every Student Succeeds Act State Plan or a school with 70% or more of the student body designated as at-risk.⁵ There are currently 76 priority schools.

Supporting Goals: OSSE will provide oversight, resources, and coordination to ensure that:

- The majority of LEAs, community based organizations (CBOs), and non-school sites doing HIT have access to high-quality technical assistance and supports to improve their program quality and capacity;
- Schools and non-school sites with the most at-risk students are targeted for tailored HIT supports to develop high-quality programming for at-risk students;
- Students with need who are not reached by tutoring at their schools will have the opportunity to access tutoring at non-school sites in the community;
- Tutoring CBOs in the District have sufficient resources to meet tutoring demand from LEAs; and
- A robust program impact evaluation demonstrates whether HIT worked and provides valuable insight for continuous program improvement.

Part I: High-Impact Tutoring Grant Awards

Overview

The Learning Loss Program Emergency Act of 2021 directs OSSE to, among other requirements, “award multi-year grants, on either a formula or competitive basis, to District of Columbia Public Schools (‘DCPS’) schools, public charter schools, or community-based organizations to support evidence-based approaches to learning acceleration or high impact tutoring.”⁶ Part I of this report addresses this requirement.

A core pillar of OSSE’s strategy is to identify organizations with proven records for providing high-quality HIT services and fund them to reach more students, primarily those who are at-risk. OSSE ran two grant competitions in FY22. The first competitive grant was funded by OSSE and administered by OST in the DME and awarded \$3,192,464 to eight organizations to provide tutoring to 1,400 District students. The second grant competition was entirely managed by OSSE and awarded \$19.25 million across FY22, FY23, and FY24 to nine tutoring organizations, a strategic supports partner, and a program evaluation partner.

The grant competitions were designed to influence the way in which tutoring providers scale up and provide services. Both grants required providers to focus expansion efforts on reaching more at-risk students. Additionally, both Requests for Applications (RFAs) required providers to meet standards for

⁵ See *District of Columbia Revised State Template for the Consolidated State Plan*, U.S. DEP’T OF EDUC. (Aug. 28, 2017), <https://www2.ed.gov/admins/lead/account/stateplan17/dcconsolidatedstateplan.pdf>; see also, *Investments in Schools and School Support Under ESSA*, OFF. OF THE ST. SUPERINTENDENT OF EDUC., <https://osse.dc.gov/investmentinschools> (last visited June 28, 2022).

⁶ FISCAL YEAR 2022 BUDGET SUPPORT EMERGENCY ACT OF 2021, 2021 District of Columbia Laws Act 24-159 § 4172(a)(1).

research-based best practices. As a result, programs adjusted their models to align with the best evidence-based practices for HIT.

OSSE-OST HIT Grants

OSSE worked in close partnership with OST to administer a grant competition for HIT providers that launched in June 2021. OSSE transferred funds to OST through a memorandum of understanding (MOU) to support the grant. OST leveraged their experience managing grants for CBOs to run the HIT grant competition. Eight grantees were awarded \$3,192,464 in December 2022 for their proposals to enroll over 1,400 DC students in HIT programs to operate from January to June 2022. OST is monitoring the grantees and supporting the data collection process throughout the grant period, which ends July 31, 2022.

Criteria Used to Determine OST Grant Recipients

OST released an RFA for *School Year 2021-22 High-Impact Tutoring* in June 2021, inviting all eligible nonprofit organizations to apply for funding. The RFA (see OST School Year 2021-22 High-Impact Tutoring RFA in Appendix A) included the rubric used to evaluate grant proposals. All applications were read by three trained grant reviewers and were assigned scores based on the rubric.

There were several eligibility requirements for the HIT grant, described in Section A.3 of the RFA. Applicants were required to:

- Have non-profit 501(c)(3) status for at least five years;
- Be in good standing with the Internal Revenue Service (IRS) and the District; and
- Have 5 years of experience as tutoring providers.

Programs also had to meet programmatic eligibility criteria to ensure their proposals aligned with advancing the grant's purpose of expanding high-quality HIT programming to at-risk students. The program requirements ensured fidelity to the evidence-based best practices outlined in OSSE's HIT Guidance (see High Dosage Tutoring in Appendix A). They include requirements such as a maximum 3:1 student-tutor ratio; a minimum of 90 minutes of programming a week; and a minimum of two tutoring sessions a week for at least 10 weeks per student. Additionally, HIT must be planned for during the school day or adjacent to the school day and the curriculum must connect to a student's core school curriculum, rather than provide remediation or homework help. Finally, grant applicants could only propose evidence-based interventions that had strong, moderate, or promising evidence for improving student outcomes, as defined by the standards of the US Department of Education's *What Works Clearinghouse*.⁷

The evaluation rubric reflects OSSE's programmatic and organizational preferences, and Sections A.2.3, A.2.5, and A.2.6 of the RFA describe these priorities. Preference was given to programs that target certain student groups, such as those in high-need grades and high-need content areas, especially early elementary literacy and middle school math. Additionally, points were allotted for those applicants who

⁷ *What Works Clearinghouse Procedures and Standards Handbook*, U.S. DEP'T OF EDUC., <https://ies.ed.gov/ncee/wwc/handbooks> (last visited June 28, 2022).

worked with justice-system involved youth, English learners, and those disengaged during the 2020-21 school year.

The rubric scoring system also gives preference for various elements within an applicant’s program model, as well as for demonstrating evidence of their program’s effectiveness. For example, applicants scored higher as the minutes or frequency of tutoring increased as well as when their proposed student-teacher ratios were lower than the maximum. They also received more points if their programming was to be conducted during the school day because evidence suggests that tutoring is most effective when integrated into the school day rather than after school hours.⁸ For demonstrating evidence of success, applicants that provided evidence of effectiveness for the program’s implementation by their own organization was preferred, with secondary preference for applicants that provided statistically significant positive outcomes for implementation by another organization.

The application was reviewed using a rubric with five sections of criteria:

- 1) Organizational History and Staff Experience,
- 2) Need, Description and Justification of Program(s),
- 3) Program Measures,
- 4) School and Family Partnership, and
- 5) Budget and Budget Narrative.⁹

OST Grant Recipients and Award Amounts

The OST School Year 2021-22 HIT grantees are shown in Figure 1:

Figure 1

OST Grantee	Award
AARP	\$ 518,855
Higher Achievement	\$ 162,839
Horton’s Kids, Inc	\$ 200,000
Kid Power	\$ 219,437
Reading Partners	\$ 750,000
Springboard Collaborative	\$ 371,333
The House, Inc.	\$ 220,000
The Literacy Lab	\$ 750,000
Total	\$ 3,192,464

⁸ Andrew J. Nickow, Philip Oreopolous, and Vincent Quan, *The Impressive Effects of Tutoring on PreK-12 Learning: A systematic Review and Meta-Analysis of the Experimental Evidence*, ED WORKING PAPER, ANNENBERG INSTITUTE AT BROWN UNIVERSITY, 20 (267) (July 2020), www.doi.org/10.26300/eh0c-pc52.

⁹ See *School Year 2021-22 High Impact Tutoring Request for Applications*, LEARN24 (June 18, 2021), https://learn24.dc.gov/sites/default/files/dc/sites/learn24/page_content/attachments/SY%2021.22.OST_HIT_RF_A.pdf (for the complete rubric).

Student Progress

OST grantees submit student-level data on a quarterly basis to OSSE. The data captures the number of students enrolled in HIT, program elements, and student attendance at tutoring sessions. Please see Appendix B for details on the data elements collected.

OST collected data from the eight CBO grantees through March 31, 2022 and will collect a final round of data in July 2022 at the end of the grant period. The CBOs will submit final detailed narratives to OST and OSSE by August 31, 2022, summarizing students' academic progress in the HIT program.

OSSE HIT Grants

With students across the District receiving tutoring through the initial OST HIT grant, OSSE announced another round of grant funding for high-impact tutoring in January 2022, with applications due on March 10, 2022. Thirty-two eligible submissions were considered, with a goal of awarding \$20 million across FY22, FY23, and FY24. On May 6, 2022, OSSE announced that 11 preliminary awardees would be issued for one of three types of grant awards: 1) Scaling High-Impact Tutoring Programming, 2) Strategic Program Supports, and 3) Program Evaluation Services.

After finalizing grant budgets with the 11 awardees, OSSE has communicated the intention to provide \$19.25 million to these organizations throughout fiscal years 2022-2024, with approximately \$1.173 million obligated for the remainder of FY22. Per OSSE's grant policy, as fiscal year budgets are approved annually, OSSE will confirm funding with the grantees and officially provide each annual award once they complete a continuation grant application process each year.

Contingent on expected awards being fully funded through fiscal year 2024, grantees will scale high-impact tutoring to over 8,000 students, with a focus on at-risk students in high-need content areas and grade spans. Additionally, the Strategic Program Supports awardee will provide training and build capacity for LEAs and CBOs to implement and scale HIT. The Program Evaluation Services awardee will evaluate the effectiveness of grantee HIT programs. Because grantees are relying on multi-year HIT awards to strategically plan for their programs, if funds are diminished, some grantees may not achieve all the goals of their HIT grant proposals.

Among the grantees are nine tutoring providers (Blueprint, City Year, Math Matters at George Washington University, Kid Power, Maryland Teacher Tutors, Reading Partners, Saga Education, Springboard Collaborative, and The Literacy Lab), one recipient of the Strategic Program Supports award (CityTutor DC), and one recipient of the Program Evaluation Services award (Annenberg Institute). While an additional preliminary award was issued to the AARP Foundation as a tutoring provider, they declined the award because of a decision by their national headquarters to close operations in DC as they make changes to their business model. Four of the awardees are also OST grantees: Kid Power, Reading Partners, Springboard Collaborative, and The Literacy Lab.

The tutoring providers' proposed programs will reach more than 8,000 students over the FY22-24 grant period. Six grantees will exclusively tutor students in elementary schools, two in middle schools only, one

will exclusively focus on high school, and two grantees will tutor students in all three school levels. Six of the providers will offer English language arts (ELA) tutoring and five will tutor students in math. Tutoring providers designed their proposals and set scaling goals contingent upon receiving full award amounts in fiscal years 2022, 2023, and 2024. If tutoring programs are not fully funded across the multi-year grant period, providers will likely need to adjust their goals and implementation plans.

As the Strategic Program Supports awardee, CityTutor DC will provide professional development and tailored supports to school and LEA leaders, fund and support eight non-school tutoring sites, incubate and help launch new tutoring programs in the District, and cultivate tutoring pipelines. These activities will be ongoing throughout the course of the 28-month grant period.

Criteria Used to Determine OSSE Grant Recipients

OSSE released an RFA for all FY22-24 HIT Grants on January 26, 2022, that had many similarities to the OST RFA. The RFA (see Appendix A) includes details on the grant review process, the criteria for awarding each grant award type, and the rubric used to evaluate grant proposals. Like the OST grant, the applications were read by three trained grant reviewers. They assigned scores based on a rubric that reflected many of the same priorities as the OST grant rubric.

OSSE's eligibility requirements for the HIT Tutoring grant awards were similar to OST's eligibility criteria, with a few notable distinctions. Three differences in eligibility for tutoring providers are listed below (for all eligibility guidelines, see Sections 1.4, 1.5, 1.6, 1.7, and 1.8 of the RFA, found in Appendix A).

- **Personnel and Programming Experience:** OSSE eligibility criteria also included a specific number of years of experience in the education sector for different key staff members, as well as three years of organizational experience working with the target population, as described in Section 1.8 of the RFA. The target population includes students with disabilities, English learners, justice-involved youth, and students at OSSE-designated priority schools.
- **School Partnerships:** All tutoring providers must partner with schools with populations of 50% or more at-risk students. This is a requirement of the US Treasury ARPA funding and criteria approved by the District's Office of Budget and Performance Management.
- **Non-profit Status:** Non-profit applicants for the OSSE HIT grants were shown preference through scoring, but for-profit entities were also eligible to apply.

Eligibility criteria for the Strategic Program Supports (SPS) grant and the Program Evaluations Services (PES) grant was customized for those award types. Below are the key requirements (for all eligibility guidelines, see Sections 1.4, 1.5, 1.7, and 1.8 of the RFA, found in Appendix A):

- Eligibility criteria for the Strategic Program Supports grant:
 1. Have a demonstrated history of success (at least one year) providing strategic program supports to organizations and/or schools operating high-impact tutoring programs.
 2. Have a primary vision and program focus on reaching District students with high-quality programming that helps students reach academic objectives.
 3. Have at least five years of experience delivering supports and programming that serve students in the target student population (described in Section 1.8) in the District.
- Eligibility criteria for the Program Evaluation Services grant:

1. Have at least one prior example of evaluating high-impact tutoring programming in urban settings and/or for low-income students of color. Experience evaluating tutoring programs other than high-impact tutoring will not count toward the applicant's total experience.
2. Have experience in executing at least three evaluation projects of educational programs which meet the standards for evaluation research in the *What Works Clearinghouse Procedures and Standards Handbook, Version 4.1*.¹⁰
3. Have at least two prior examples of conducting qualitative and quantitative analysis of student educational outcomes. This may include measures such as attendance, test scores, or graduation rates, among others.
4. Have at least two prior examples of conducting interviews and designing surveys to assess the effectiveness of multiple educational programs and interventions.

Preferences for OSSE HIT grantees are detailed in the RFA and reflected in the rubric scoring system to ensure grants were awarded to the organizations that would best serve DC students with innovative, evidence-based HIT program models. The preferences for HIT providers were similar to those used for the OST grant review process. The rubric favored applicants that demonstrated strong evidence for improving student outcomes, showed a history of working with target student populations (such as students with disabilities, English learners, or justice-involved youth), and proposed HIT models with lower student-tutor ratios or more minutes of tutoring per week than the eligibility guidelines required.

Preferences for the SPS and PES award types were given to organizations that could demonstrate success with projects that were similar to those included in their grant proposal. The complete picture of all preferences for the OSSE HIT grants can be found in the RFA, listed in Appendix A.

The HIT grant rubrics for each award type reflect applicant preferences and evaluate applications based on the strength and clarity of their proposals. The rubrics begin on page 43 of the RFA.

OSSE Grant Recipients and Award Amounts

The OSSE Fiscal Year 2022-2024 High-Impact Tutoring Grant recipients are shown in Figure 2:

Figure 2

Scaling HIT Awardees	Intended FY22-24 Award	FY22 Award
Blueprint Schools Network	\$1,636,545	\$235,954
City Year	\$1,680,000	\$186,852
GWU Math Matters	\$1,277,104	\$73,611
Kid Power	\$1,323,744	\$124,036
Maryland Teacher Tutors	\$1,222,697	\$151,895
Reading Partners	\$1,009,491	\$1
Saga Education	\$1,287,897	\$1

¹⁰ *What Works Clearinghouse Procedures and Standards Handbook, Version 4.1*, U.S. DEP'T OF EDUC., <https://ies.ed.gov/ncee/wwc/handbooks> (last visited June 28, 2022).

Springboard Collaborative	\$1,502,417	\$1
The Literacy Lab	\$1,564,864	\$128,838
TOTAL – Scaling Awardees	\$12,504,760	\$901,188
All other HIT Awardees		
CityTutor DC (Strategic Program Supports)	\$6,260,000	\$192,443
Annenberg Institute (Program Evaluation Services)	\$486,835	\$79,548
TOTAL - ALL HIT GRANTS	\$19,251,594	\$1,173,179

Figure 2 demonstrates that partner organizations will scale up HIT programming in fiscal years 2023 and 2024. Reading Partners, Saga Education, and Springboard Collaborative will begin HIT programming in fiscal year 2023 and requested all awarded funds to be issued in fiscal years 2023 and 2024. OSSE’s grants management platform, however, will only generate a formal Grant Award Notification if a budget is submitted for the current fiscal year. Therefore, these three organizations submitted a fiscal year 2022 budget of \$1 to satisfy this technical requirement.

Student Progress

As mentioned in the description of the grant, the Scaling HIT awardees will begin HIT programming in the 2022-2023 school year, with one exception. Maryland Teacher Tutors’ proposal included summer programming, and they will begin providing HIT to 84 students at two schools starting in July 2022. Providers will be required to submit the same student-level data as the OST grantees on a quarterly basis (see Appendix B for data points to be collected). Data must be reported to OSSE approximately three weeks after the quarter ends. Therefore, the first round of HIT data will be collected on October 21, 2022.

The data will be used to inform the program evaluation study conducted by our PES grantee, the Annenberg Institute. For more information about their grant and how they will use the data, see Part III of this report. Additionally, each grantee will be required to submit a quarterly report of student academic progress based on their formative and summative assessments.

Part II: DC Agency Partnerships

In accordance with the Learning Loss Program Emergency Act of 2021, OSSE is working in partnership with DC agencies and a private entity to advance the goals of the HIT initiative, and Part II of this report details those engagements.¹¹

¹¹ FISCAL YEAR 2022 BUDGET SUPPORT EMERGENCY ACT OF 2021, 2021 District of Columbia Laws Act 24-159 §§ 4172(a)(2)—4172(a)(3).

While OSSE is in discussion with multiple DC agencies to explore potential partnerships for advancing HIT, OSSE has entered formal agreements with two agencies to date, DCPL and DCPS, to support the expansion of HIT. Each partnership is discussed in more depth below.

OSSE also procured services from CityTutor DC in March 2022 to provide technical assistance, professional development, and other resources for schools, LEAs, and non-school tutoring sites to support them with HIT implementation.

DC Public Schools (DCPS)

OSSE works closely with DCPS on many aspects of implementing the HIT initiative. For example, OSSE signed an MOU with DCPS for \$2.8 million across FY22, FY23, and FY24 to fund full-time “HIT Manager” positions at 10 of the 12 DCPS comprehensive support and improvement schools.¹² DCPS is currently hiring the HIT Managers, with the goal of onboarding them in July and August 2022.

HIT Managers will be tasked with the development, coordination, management, and continuous improvement of high-quality HIT programming for students at these schools. Participating schools are expected to complete professional development and trainings sponsored by OSSE’s strategic program support partner, CityTutor DC, to develop HIT managers into in-house experts on HIT programming and implementation. As of June 2022, seven schools have already participated in City Tutor DC’s “Design Sprints,” an intensive multi-week learning series for schools preparing to offer HIT programming. The remaining three schools will attend a Design Sprint or receive customized support from CityTutor DC in summer or fall 2022.

DC Public Library (DCPL)

In July 2022, DCPL and OSSE signed an MOU with the goal of expanding access to tutoring via Brainfuse HelpNow, an online tutoring service for high schoolers where students can request and schedule their own tutoring sessions. DCPL will execute a campaign to promote, facilitate, and track student use of Brainfuse HelpNow, with a particular focus on engaging students who attend school in high-need neighborhoods. Brainfuse HelpNow is currently available to all DC library customers. OSSE will provide \$400,000 to support this campaign.

There will be three phases of the DCPL campaign, which launched upon completion of the MOU in June 2022 and will continue through September 2023.

- 1) **Phase One - Pilot Research:** Along with the launch of an awareness campaign, DCPL will conduct pilot research focused on user market research to learn about any barriers that high school students face to accessing and benefiting from Brainfuse HelpNow and explore

¹² See *School Improvement Plans Under Every School Succeeds Act (ESSA)*, OFF. OF THE ST. SUPERINTENDENT OF EDUC., <https://osse.dc.gov/page/school-improvement-plans-under-every-student-succeeds-act-essa> (last visited June 28, 2022) (for a list of District comprehensive support and improvement schools).

potential solutions. This phase will culminate in defining metrics and targets for the number and percent increase of high school students engaging with the tutoring service.

- 2) **Phase Two - Campaign:** The second phase will include a marketing campaign to increase awareness of Brainfuse and its availability to high schoolers and their caregivers, with a focus on Wards 1, 5, 7, and 8 and students who attend one of 15 priority schools designated by OSSE. Data analytics on Brainfuse usage will be collected in this phase as well.
- 3) **Phase Three - Evaluations:** In the third phase, DCPL will assess the campaign's progress against the agreed-upon metrics, conduct additional user research to assess the success of the outreach and messaging campaign, and provide a plan to adjust or course-correct based on learnings.

Part III: Program Evaluations

This section of the report discusses the requirement to conduct program evaluations on the effectiveness of the HIT initiative, pursuant to Section 4172(a)(4) of the FY22 Budget Support Act.¹³ As previously mentioned in Part I, the HIT grant competition concluded with the selection of the initiative's evaluation partner, the Annenberg Institute, which will conduct a robust evaluation of the effectiveness of HIT across FY22, FY23, and FY24. In FY22, OSSE is also working with The Lab to lead an implementation study of the OST grantees in order to support the continuous improvement of the HIT initiative. In the future, The Lab will also support OSSE's collaboration with the Annenberg Institute.

HIT Program Evaluation Partner: Annenberg Institute

In May 2022, the Annenberg Institute was awarded a grant to conduct a robust evaluation of OSSE's HIT initiative. The Annenberg Institute will design and carry out a multi-year quasi-experimental program evaluation of the effectiveness of high-impact tutoring in the District. The study will evaluate the HIT initiative during the entire 28-month grant period. Below are the research questions and evaluation components listed in the RFA (for a full description of the PES grant, see the OSSE FY22-24 HIT Grant RFA in Appendix A).

Research Questions: The Annenberg Institute's evaluation will address, at minimum, the following research questions:

- For each tutoring program model:
 - What happened during the program?
 - What were the features of the model?
 - Was the model implemented with fidelity?

¹³ FISCAL YEAR 2022 BUDGET SUPPORT EMERGENCY ACT OF 2021, 2021 District of Columbia Laws Act 24-159 § 4172(a)(4).

- Did HIT work? How much did student academic outcomes improve over the short-, medium-, and long-term?
- Across tutoring program models:
 - How did impact vary across models?
 - What are the characteristics of successful models?
 - Why were particular models more successful than others?
 - Did HIT reach our targeted student population (see RFA Section 1.8)?

Evaluation Components: The Annenberg Institute’s evaluation will include, at minimum, the following components:

- Implementation overview and descriptive analysis:
 - A descriptive evaluation of the scope of HIT in the District, the degree to which tutoring reached at-risk students, and high-level outcomes comparing participating students to other students.
 - Causal analysis: A rigorous research design that will enable a causal analysis of the impact of the programs on student academic outcomes via quasi-experimental methods.

OSSE and the Annenberg Institute will initiate planning for the evaluation study in July 2022. OSSE will receive interim results from the Annenberg Institute throughout the study period, including before the July 2023 report to Council, and will receive full results in the fall of 2024.

Implementation Study with The Lab

OSSE signed a commitment memo with The Lab to enlist their support to analyze the effectiveness of the HIT initiative from March 2022 through fiscal year 2024. In spring 2022, The Lab conducted an implementation study of the eight OST grantees to generate insights about their successes and challenges to inform future HIT initiative strategies, technical assistance, and grantee supports.

From March to May 2022, The Lab worked with OSSE and OST to examine the four models of HIT delivered by OST grantees AARP, Higher Achievement, Horton’s Kids, and The House. Interviews were conducted with program officers, site coordinators, and school staff. The team also observed tutoring and the CBO’s data collection and reporting processes. A total of 21 interviews and observations were conducted across six school-based and non-school sites.

The Lab, OSSE, and OST jointly identified four learning goals for the study:

- 1) Learn how tutoring providers selected and implemented their tutoring model;
- 2) Understand barriers to implementation;
- 3) Identify how students were selected to receive tutoring; and
- 4) Determine how tutoring providers approached data collection and reporting.

In summer 2022, The Lab will report on findings from the study and provide a set of recommendations on how they can be incorporated into OSSE’s HIT strategy. Specifically, OSSE will draw on the report to inform future RFAs, make program design adjustments, and deliver technical assistance to address challenge areas for tutoring providers.

The Lab will also support OSSE and the Annenberg Institute with the HIT initiative program evaluation by informing the design of the evaluation in fiscal year 2022 and subsequently offering feedback on the study implementation process.

Part IV: Administrative Costs

This final section of the report offers an accounting of direct and indirect administrative costs for the HIT initiative in FY22. The Act caps administrative costs at 10 percent. In FY22, administrative costs were four percent. A breakdown of these costs is shown in Figure 3.

OSSE stood up a team of three staff members to plan and oversee the HIT initiative. A HIT Program Manager, Program Specialist, and Grants and Operations Associate were hired and on-boarded during the period of October 2021 through April 2022. The team helps define program goals and strategy and incorporate best practices and the latest HIT research into HIT programming. Additionally, they initiate and manage the implementation of all HIT program activities, including the grant competitions and partnerships described in this report.

Figure 3

HIT Administrative Costs Summary	
Salaries: ESSER III	\$258,405
Salaries: ARPA-County	\$138,430
Grant Reviewers	\$14,211
Grant Contract Support	\$20,000
Supplies, PD, Other	\$25,789
Total Administrative Costs	\$456,835
Total HIT FY22 Allocation	\$12,455,270
Total % Administrative Costs	4%

Conclusion

OSSE’s vision is to close the achievement gap and ensure people of all ages and backgrounds are prepared to succeed in school and in life. In support of this vision, the HIT initiative was designed with a particular focus on vulnerable students, many of whom experienced significant disrupted instruction during the pandemic and already faced opportunity and achievement gaps in relation to their peers prior to March 2020.

As detailed in this report, OSSE funded two grant competitions and launched two formal DC government partnerships with DCPL and DCPS in fiscal year 2022 to extend the reach of HIT, focusing on at-risk students across the District. We are anticipating the release of findings from an implementation study with The Lab and looking forward to kicking off a multi-year evaluation study of HIT in the District with

the Annenberg Institute. Looking ahead to fiscal years 2023 and 2024, OSSE will continue to work with urgency to fund projects that will provide high-quality HIT to DC students, with a goal of ensuring access to this evidence-based learning program for all at-risk DC students.

Appendix A: Links to Key Resources

- 1) [OST School Year 2021-22 High-Impact Tutoring Request for Applications \(RFA\)](#) - The Request for Applications for the first HIT grant competition, managed by the Office of Out of School Time Grants and Youth Outcomes, includes a description of the grant opportunity, eligibility requirements for applicants, applicant preferences, the evaluation rubric and review process, and grant monitoring and reporting information.
- 2) [High-Dosage Tutoring: A Proven Strategy to Accelerate Student Learning](#) - OSSE published guidance on High-Impact Tutoring (HIT), which is referred to in the document as High-Dosage Tutoring, on March 15, 2021. It is written as a guide for Local Education Agencies that are interested in learning about HIT and/or are considering implementing HIT as a learning acceleration program for their students.
- 3) [OSSE FY22-FY23-FY24 HIT Grant Request for Applications \(RFA\)](#) - The Request for Applications for the second HIT grant competition, managed by OSSE, also includes a description of the grant opportunity, eligibility requirements for applicants, applicant preferences, the evaluation rubric and review process, and grant monitoring and reporting information.

Appendix B: Data Collected from HIT Grantees

The following student-level data points are currently collected on a quarterly basis from OST HIT grantees in fiscal year 2022. The same data will be collected from OSSE’s fiscal year 2022 through fiscal year 2024 HIT provider grantees on a quarterly basis.

LEA/Student/Tutoring Data	Program Data	Student Attendance Data
<p>LEA Information</p> <ul style="list-style-type: none"> • LEA Name and Code • School Name and Code • Student ID <p>Demographic Information</p> <ul style="list-style-type: none"> • First Name • Last Name • DOB • Gender • Street Address • City • State • Zip code <p>Tutoring Information</p> <ul style="list-style-type: none"> • Organization Name • Tutoring Location • Tutoring Received in ELA and/or Math 	<p>Program Information</p> <ul style="list-style-type: none"> • Number of Tutoring Sessions Per Week • Subject Covered • Session Minutes • Student-Tutor Ratio • Number of Tutors that are Teachers, Community Members, Students/Peers • Number of Tutors that are paid vs. unpaid/volunteers, broken out by each category of tutor listed above 	<p>Attendance Information</p> <ul style="list-style-type: none"> • Session Dates • Subject • Attendance Code (whether or not the student attended each session date listed) • Modality (in-person or virtual)