



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

Fiscal Year 2022, 2023 and 2024 (FY22) (FY22-23-24)

High-Impact Tutoring (HIT) Grants for Tutoring Programming, Strategic Program Supports, and Program Evaluation Services

Frequently Asked Questions (FAQs) and Answers from Application Webinars

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A. Eligibility

A1. Q: Our company has been in business and working with students from underserved communities since the beginning of 2018. However, most of that tutoring was through 1:1 tutoring with private families. We did not begin work with schools and nonprofits until the summer of 2019 and we're currently partnered with a school in DC providing tutoring services. Would our work with families in LOCATION still be considered and allow us to meet that 3-year criterion?

A: For the Scaling High-Impact Tutoring Programming and Planning and Launch Grant award types, an eligible applicant must have at least three (3) years of experience with both successful tutoring programming and with the target population described in Section 1.8 of the RFA. These two sets of qualifications need not overlap each other directly. Please ensure that your application narrative clearly describes your minimum of three years of experience in **both areas** by: 1) describing a clear history of success for at least 3 years with tutoring programming; **and also**, 2) describing a clear history of success for at least 3 years serving students in the target population. To demonstrate that you have at least three years of experience in each area, you would need to demonstrate you have been doing each since March 2019 or earlier.

A2. Q: We are a current or former OSSE or DC government grantee. Are we eligible to apply?

A: An organization's status as a current or former OSSE or DC government grantee has no impact on award eligibility. Though, OSSE may take into account prior grant performance in determining final grant awards. Please review the RFA carefully to ensure that you are eligible for the terms of this grant. Further, if an applicant is a current OSSE grantee, per the RFA, the applicant may not propose to fund with this grant the same portion of programming that is already funded by other OSSE, District of Columbia, or federal grants. Applicants should be careful to construct their proposed grant budget so that there is no overlap with any portions of projects already funded by OSSE, the District government, or federal sources.

A3. Q: For the Strategic Program Support award type, does the 5 years of experience have to come from direct work with students in the District or elsewhere serving similar target program populations?

A: For the Strategic Program Support award type, applicants must have at least five (5) years of experience delivering supports and programming that serve students in the target student population described in Section 1.8 in the District itself. Please see page 9 of the RFA for this requirement. Additionally, the relevant experience need not be work directly with students, e.g. tutoring itself or other student-facing programs, but could be work with schools or organizations that support students in the target student population in the District, e.g., professional development for teachers or consulting for a school district.

A4. Q: For the past four years, my partner and I have owned and operated a highly effective, evidence-based for-profit tutoring franchise that we believe meet the criteria to be competitive for the grant. We have also started a non-profit with the sole mission of providing this tutoring model along with needed supports to students and communities that would otherwise not be able to access them. We would like to apply for this grant through our non-profit organization, but use the tutoring model, materials, programming, etc. of the for-profit tutoring service. Based on the above scenario, is the non-profit eligible to apply?

A: To be eligible to apply for this grant, the applying organization must meet the criteria on its own; it cannot meet eligibility criteria “through” another organization, entity, or person. So, the non-profit organization must be able to demonstrate that it has at least 3 years of demonstrated success with tutoring, as well as working with the target population, to be eligible. To demonstrate that the nonprofit has at least three years of experience in each area, you would need to demonstrate the nonprofit has demonstrated success with tutoring since March 2019 or earlier, as well as working with the target population since March 2019 or earlier.

A5. Q: For the launch grant, if the organization applying is relatively new, is the creator/founder behind the organization providing a demonstrated history of success providing tutoring programming prior to the creation of the organization sufficient in meeting that eligibility criteria (as the organization has not been in existence for three years)?

A: No. To be eligible to apply for this grant, the applying organization must meet the criteria on its own; it cannot meet eligibility criteria “through” another organization, entity, or person.

A6. Q: If we have a for-profit and a non-profit, can we apply for both entities?

A: Yes, separate organizations may apply for the grant independently. Organizations should create separate applications in EGMS. However, it is not OSSE’s intent to give more than one grant award to the same person or group of people. All final award decisions are left to the Superintendent’s, or his/her designee’s, discretion, and this may be a factor considered.

A7. Q: We began HIT tutoring this year, so are not eligible for the Scaling grant, but are we eligible for the Planning and Launch grant?

A: No. Applicants for the Planning and Launch Grant must also have three years of demonstrated success with tutoring programming. This is because OSSE is looking for organizations with demonstrated success in tutoring, rather than new or untested organizations. Please see section 1.4 of the RFA for details.

A8. Q: Can you explain the 3-year experience requirement for the planning grant? What is the rationale?

A: Please see response to A7.

A9. Q: If we are a start-up company with less than three years of experience and have not worked with the target population, but the tutors and administration have decades of experience in teaching and tutoring similar to the target population, will we be eligible for the Planning and Launch grant?

A: No. Applicant organizations must have at least three (3) years of experience serving students in the target student population described in Section 1.8 of the RFA, either in the District or elsewhere. The applying organization must meet the criteria on its own; it cannot meet eligibility criteria “through” another organization, entity, or person.

A10. Q: If an organization has expertise in both program evaluation and strategic program support, can they apply for both award types?

A: No. The only case in which an organization may apply for two awards is for a Scaling and a Planning and Launch Grant. Please see page 7 of the RFA.

A11. Q: We have been offering an academic mentoring program for many years (20+) but began offering a tutoring program this past year. Does this qualify us to apply for a Scaling award type? Or should we apply under the “Planning and Launch Grant” type?

A: Your organization would not be eligible for either award type. Please see question A7 above.

A12. Q: Could we propose PROGRAM for the Planning and Launch grant category – if we tried to modify it to fit all of your criteria and regulations? Or are the models too different?

A: OSSE will only fund programs that meet all criteria in sections 1.5 through 1.9 of the RFA. Please review these sections carefully to ensure that your program meets the requirements. Additionally, OSSE will only fund HIT programming through this grant. OSSE will not fund other types of programming such as mentorship programs, leadership courses, life skills training, college preparation supports, etc.

A13. Q: Although tutoring is a component of our program, we are primarily a STEM-oriented program. We would use this grant to provide HIT for grades 2-5 at two schools where we currently operate. I wasn't sure whether to check the box for expansion or startup for this project. What is your recommendation?

A: Please see response to A12 above. Additionally, applicants already operating the proposed programming in the District are ineligible for the Planning and Launch Grant, and must apply for the Scaling award type.

A14. Q: If our HIT program is launched prior to the grant application deadline, would we still be eligible for the grant to launch new programming, or would we only be able to consider the Scaling grant?

A: The answer depends on whether your program is launched in the District or outside of the District. If within the District, then you would be eligible for the Scaling grant. If outside of the District, you would only be eligible for the Planning and Launch Grant. Please see section 1.4 of the RFA for details.

B. Program Model

B1. Q: What are the criteria for tutors?

A: Please see pages 13-14 of the RFA for the criteria for tutors.

B2. Q: Is OSSE accepting proposals from virtual-only tutoring providers?

A: No. Proposals must include at least 51 percent of funded programming that takes place in person, with the tutor and student at the same location. Please see section 1.7, page 13 of the RFA for details.

B3. Q: Could a hybrid model of instruction be proposed? For example, students are online with their tutors but there is a live person monitoring them.

A: The RFA requires that the majority of eligible applicants' programming must be provided in person. For the purposes of this grant, OSSE would consider the model described to be virtual/remote tutoring as the tutor and student are not in the same location. For this grant competition, OSSE will not accept proposals for 100 percent virtual/remote tutoring. Proposals must include at least 51 percent of funded

programming that takes place in person, with the tutor and student at the same location. Please see section 1.7, page 13 of the RFA for details.

B4. Q: Could other activities be included in the program? Such as reflection time, additional skill building, homework help, snack, etc.

A: Please see below for answers on the different parts of this question as they relate to the Scaling High-Impact Tutoring Programming and Planning and Launch Grant award types.

- **Homework help:** While OSSE is working with the DC Public Library to expand access to their high-quality, on-demand tutoring and homework support, OSSE will not fund proposals that include “homework help” or study hall components under this grant. Please see section 1.4 of the RFA for details.
- **Snacks and meals:** OSSE will not fund snacks as part of this grant competition. Consistent with federal cost principles, if an applicant wishes to include a meal as part of the proposed budget, there will be a high bar to prove that the purchase of food is necessary for the administration of this program. Grantees may expend non-grant funds to purchase snacks and meals for students.
- **Reflection time and skill building:** To be funded, organizations must propose projects with at least 90 minutes per week of HIT programming (60 minutes for students in kindergarten or first grade) for a minimum of at least two (2) times a week. This 60 or 90 minutes must be entirely composed of high-impact tutoring. If an organization proposes a program that goes beyond the 60 or 90-minute weekly minimums, it should be a structured program with clear outcomes and followed with fidelity, rather than a set of unrelated activities. Please see OSSE’s high-impact tutoring standards on page 3 of OSSE’s [high-impact tutoring guide](#) for more information about OSSE’s definition of high-impact tutoring, as well as sections 1.5 through 1.9 of the RFA, for the requirements programming must meet.

B5. Q: How much program expansion would count for the Scaling grant? For example, if you already serve 900 students, would you need to serve 100 more students to be eligible? Or 50? Or is there a limit to the minimum extra students you need to serve to be considered “scaling” (assuming you are already over 150)?

A: As stated in the RFA at page 6, “scaling” means expanding an existing tutoring program with evidence of success to more students. There is no minimum number of additional students an organization must add to meet the requirements for the Scaling award type. Organizations applying for this award type should provide a clear explanation of how the additional students represent a significant expansion for their program. Additionally, for applicants proposing to serve fewer than 300 students initially, applicants applying for a Scaling award type must propose a plan to serve at least 150 students initially, as well as a clear plan to reach 300 or more students over the timeline of the grant. Please see page 6, page 11, and all of section 1.6 of the RFA for details.

B6. Q: What is the minimum number of students you need to add if you are expanding if you are already over 150 students served?

A: Please see the response to question B5 above.

B7. Q: Due to some school’s sizes, what happens if 150 students are not available?

A: There is no minimum requirement for the number of students an organization must serve per school. Applicants applying for a Scaling award type should present a clear plan to serve 3 or more school and/or non-school sites, with at least 150 students initially, and a clear plan to reach 300 or more

students over the timeline of the grant. If a grantee fails to serve 300 students, OSSE may consider this to be a violation of the grant's terms and conditions and impose corrective action or enforcement actions as necessary. Please see page 6 and section 1.6 of the RFA for details.

B8. Q: Can HIT be offered during summer break?

A: Yes! OSSE welcomes applications from organizations planning to offer summer HIT programming.

B9. Q: Our program is located onsite at apartment complexes and serves students who reside there. We partner with the local feeder schools. Must we serve all students (say 3rd graders) at the school, or can we limit to children in at the targeted housing communities?

A: Yes, applicants may limit programming to students who reside in a particular location where the tutoring is being offered. However, applicants should ensure that the target population meets the requirements described in section 1.8 of the RFA, including a clear plan to recruit and enroll students who attend schools in which at least 50% of students are at risk, and that no student is turned away from enrolling because of disability status or status as an English learner (EL), or any other class protected by District or Federal law.

B10. What is the rationale for requiring students to receive a minimum of 10 weeks of high-impact tutoring programming?

A: Research generally shows that the more programming a student receives, the better his or her outcomes with high-impact tutoring. Please see section 1.7 of the RFA for more details.

B11. I see that the minimum programming length for an organization is 25 weeks in the school year. Can this be split up across the school year, for example, in the fall and spring semesters, or must it be continuous?

A: Yes, the 25 weeks of programming may be split up across the school year, especially to accommodate scheduled school breaks.

B12. Can the schools or OSSE allow students to receive a letter grade for participation in high-impact tutoring?

A: OSSE discourages the practice of giving letter grades for HIT programming. The purpose of HIT is not to meet promotion or graduation requirements, but to serve as an accompaniment to grade level instruction. To engage students in HIT, schools can create other incentives or celebrations to recognize student participation that do not involve letter grades.

B13. Q: What means are available for vetting tutors?

A: Grant reviewers will be looking for applicants to describe a clear approach for recruiting and training tutors. OSSE will not vet tutors on behalf of grantees. Additionally, grantees must be able to adhere to all training, certification, and clearance requirements for tutors outlined in the RFA. Please see the application question about tutors for more detail, as well as sections 1.7, 5.5, 5.6, and 5.7 of the RFA.

B14. Q: Can a vendor offer schools multiple programming options?

A: OSSE understands that organizations may offer multiple types of programming beyond HIT, and that in your discussions with schools, it is possible that schools will be interested in other programming you may offer in addition to HIT. However, this grant will only fund HIT programming. Organizations should only include HIT programming in their application and budget proposal, and in discussions with schools,

organizations should make clear that any funding from this grant will only fund the HIT portion of programming.

B15. A: How many staff/employees is an applicant required to have to apply for the Strategic Program Supports award type?

A: There is no minimum or maximum team size for applicants applying for this award type. OSSE expects applicants to review the RFA carefully and deliver a proposal for completing the work as they see fit, considering the request is for five kinds of intensive supports for 75 or more schools for 28 months. Additionally, applicants must describe a clear project plan and management approach for how they would manage the project. Please see the application questions on page 31 of the RFA for details.

B16. Q: If you propose serving students at a school that has 49% of students at-risk, is that allowed?

A: No. Applicants must propose to partner with schools in which at least 50% of students are at risk. Please see section 1.8 of the RFA for details.

B17. Q: Can a proposed program be blended (virtual and/or face to face)?

A: Proposals must include at least 51% of funded programming that takes place in person, with the tutor and student at the same location. The other 49% of proposed programming could include virtual programming. Please see section 1.7, page 13 of the RFA for details.

B18. How many schools must we serve?

A: Applicants for the Scaling and Planning and Launch Grant award types must propose a plan to serve three or more schools and/or non-school sites. Please see section 1.6 of the RFA for details.

B19. Q: If we are applying for the Scaling award type, can we include schools where we currently offer programming but not high-impact tutoring?

A: You may include the schools, but the proposed programming must be high-impact tutoring. So, you would need to work with the schools to shift to high-impact tutoring, instead of your previous non-HIT tutoring program, for it to be funded in this grant. If the schools do not want to make this shift, please do not include those schools in your application or budget proposal. Please review sections 1.5 through 1.9 of the RFA to ensure your proposed programming meets all requirements.

B20. Q: Does the proposed tutoring model have to match previous tutoring experience? We would like to adopt a new curriculum. The chosen curriculum is similar to previous tutoring we've done, but we do not have data with the specific program we'd like to use.

A: OSSE understands that organizations sometimes change the curricula or materials they use to improve program outcomes. Grant reviewers will be looking for a clear description of your three or more years of success with your previous curriculum, as well as a clear and compelling description of the program's content and materials that meets all program requirements and describes a program likely to be effective in improving student academic outcomes. Please see the application questions in section 3.2, page 26 of the RFA for details, as well as Appendix B; page 44 for the rubric requirements; and section 1.7 for more details on program content.

B21. Q: If I have a non-profit arm, but the tutoring that I would use would come from my for-profit arm, am I eligible to apply under the non-profit and use the for-profit model?

A: Yes. OSSE is not concerned about the source of the tutoring curriculum or program model; rather, OSSE is looking for program models that meet all the requirements laid out in sections 1.5 through 1.9 of

the RFA. Additionally, the nonprofit organization must meet the eligibility criteria to apply for the grant. Please see section 1.4 of the RFA for details.

B22. Q: The application states on page 12 that to be eligible for the grant tutors will deliver all funded programming in-person except to comply with DC laws, regulation, executive actions, or public health guidance requiring remote instruction. On page 13, the application states that majority of eligible applicants' programming must be provided in person (at least 51%). In other places, the application appears to state that tutoring could be completely virtual and a slide at the information session alluded to that too.

A: Please see responses to questions B2, B3, and B17 above.

B23. Q: If we are applying for the Planning and Launch grant as a virtual tutoring program and obtain a letter of intent (LOI) from a priority school who is interested in our program, will we be considered for approval?

A: Only if the programming at this school is part of a larger proposed project in which at least 51% of funded programming is in person. OSSE will not fund proposals in which 100% of proposed programming is virtual. For example, an applicant could propose partnerships with 5 schools for 100 students at each school, 3 of which are in person (300 students, or 60% of all students) and 2 of which are virtual (200 students, or 40% of all students). Please see responses to questions B2, B3, and B17 above.

B24. Q: In reference to the number of students being served, does the total number need to be above the number of students the organization normally serves? And what fiscal year would be used to determine that base line?

A: Yes. Applicants applying for a Scaling award type should propose a plan to serve more students than they serve in the current fiscal year (fiscal year 2022, which runs from October 1, 2021 to September 30, 2022). Organizations applying for this award type should provide a clear explanation of how the additional students represent a significant expansion for their program. Additionally, for applicants proposing to serve fewer than 300 students initially, applicants must propose a plan to serve at least 150 students initially, as well as a clear plan to reach 300 or more students over the timeline of the grant. Finally, these numbers should all describe students served with HIT specifically, NOT simply the overall number of students served by the organization across all types of programs. Please see page 6 and section 1.6 of the RFA for details.

B25. Q: If our program ends up lowering our overall student enrollment goals this year to reflect the challenges we have faced during Omicron, but we plan to increase our overall number of students served next year, are we still eligible for the "Scaling" grant? For example, we originally planned to serve 950 students for the 2021-22 school year. Let's say we changed the 950 to 650 students for the 2021-22 school year, but we are still trying to serve 950 students in the 2022-23 school year. Would we be eligible to apply?

A: Yes. Please see response to B24 above.

B26. Q: For evidence of evaluation, what results will OSSE be looking for? For example, data or attendance or report cards?

A: Please see section 1.9 of the RFA for details, as well as the application questions about the program's evidence base.

B27. Q: This year ORGANIZATION launched a math HIT tutoring program in partnership with 3 DCPS middle schools. Even though the ORGANIZATION is newer to HIT programming, we have a proven record of tutoring and in-classroom support that far exceeds 3 years. With that background in mind, is it a required 3-year minimum of high-intensity tutoring or, for instances where a HIT program is being launched, would a proven record of elementary and middle school tutoring also be acceptable?

A: Yes, a demonstrated record of success with tutoring that is not high-impact tutoring is acceptable. OSSE understands that many qualified organizations will not have offered HIT for 3 or more years. However, to be funded, the proposed program model must align to all RFA requirements in sections 1.5 through 1.9.

B28. Q: Can we include tutoring in science subjects as part of this grant application (e.g., biology, chemistry, and physics)? What about the visual arts?

A: No. OSSE will only fund proposals for English language arts (ELA) and/or math tutoring at this time. Please see page 12 of the RFA for this requirement.

B29. Q: Must the proposed tutoring program provide *both* math and ELA tutoring services?

A: No. Proposed programs may offer tutoring in ELA only, math only, or both.

B30. Q: Is there a current evaluator working with OSSE on Afterschool Programs?

A: OSSE does not have an “afterschool programs” program or division. However, the HIT program at OSSE does not currently have an evaluation partner.

B31. Q: Are you looking for the evaluator to design programming and implement professional development? Are you are looking for the firm to have the capacity to offer design programming and implement professional development?

A: Please see sections 1.5 through 1.9 of the RFA for requirements for the Program Evaluation Services award type.

B32. Q: Given that the PROGRAM model follows cohorts of youth over all four years of high school, would a twelve-month Planning and Launch grant allow for us to plan for, say, four or five months and then implement over the remaining months? And would you then allow us to propose a scale up grant to follow the same cohort of youth over at least twenty-four more months?

A: Proposals for a Planning and Launch Grant award type must contain at least 6 months of HIT programming with students. Please see section 1.2 of the RFA for details. Additionally, Planning grantees will have the opportunity apply for a Scaling grant after the successful completion of their Planning grant period. Please see section 1.2 of the RFA for details. Finally, any Scaling grants an organization received would only extend through the lifetime of OSSE HIT program, which is September 30, 2024. Please see section 1.3 of the RFA for details.

B33. Q: Could we replicate PROGRAM after school during the school year and then over the summer?

A: Yes, proposed programming may take place after school and over the summer. Please see section 1.7 of the RFA for details.

B34. Q: According to OSSE’s presentation and [high-impact tutoring guidance](#), HIT is not “for struggling students only or treated like punishment.” However, the RFA does encourage programs to work with school staff to determine the students that will receive tutoring based on need, and most of the time,

school staff chooses students who are struggling the most. Can you provide some clarification of how we don't cross that line?

A: Applicants must be able to describe a clear approach for working with school staff to identify and enroll students in need of tutoring, and programs at non-school sites in the community must have a clear approach for identifying, recruiting, and enrolling students in the community in need of tutoring. Please see page 13 of the RFA for details on these requirements, as well as the application questions. These intentional approaches must go beyond identifying a student as simply “struggling” or “having a hard time,” and should identify specific academic areas in which the student would benefit from tutoring. Additionally, the selection of students for HIT will be dependent upon the curriculum and scope of the applicant’s HIT program. Some HIT programs more closely align to grade level content, whereas other interventions align to more foundational skills, suggesting different students may be chosen depending on how the program is structured.

Finally, the purpose of HIT is to serve as an accompaniment to grade level instruction and should be treated like other parts of the student’s instructional program. HIT should not be treated as a punishment and should not be structured so that students would feel shame or embarrassment for attending HIT programming.

C. Partnerships

C1. Q: What criteria did OSSE use to identify "priority schools" for purposes of this grant?

A: For purposes of this grant, “priority schools” are those K-12 schools in the District in which at least 70% of students are at-risk, and/or are labeled as [Comprehensive Support and Improvement \(CSI\) school](#).^{*} The list of these schools can be found on OSSE’s [HIT website](#). This includes Cardozo Education Campus, Eliot-Hine Middle School, and Langley Elementary School, which are CSI schools but have fewer than 70% at-risk students.

C2. Are subgrantees allowed for this award? What about subcontractors?

A: Subgrantees are not permitted in this grant competition. However, subcontractors are permitted. Organizations planning to use subcontractors should provide a clear explanation for and rationale for using subcontractors in their application materials.

C3. Q: Can an organization apply as a subcontractor with another organization?

A: Applicants may subcontract with other organizations to carry out parts of their proposed projects; please see response to question C2 above. However, only one organization may apply for the grant. OSSE will not jointly award a grant to multiple organizations. Thus, any applicants seeking to partner should determine which organization will serve as the grant applicant, and which organization(s) will work as subcontractors to the applicant if an award is received.

C4. Q: We are a 501(c)(3). In past grants, ORGANIZATION received the award, undertook financial management and provided technical assistance. But we subcontracted direct service provision to Indigenous neighborhood-based nonprofit organizations. Is that possible for a Planning and Launch grant?

A: Please see responses to C2 and C3 above.

C5. Q: In a Planning and Launch proposal, do we need to identify the schools and the nonprofit organizations with which we would work?

A: Please see section 1.8 of the RFA for details, as well as page 46 of the RFA for the rubric.

C6. Q: Must applicants wait to hear from school leaders before seeking MOUs and letters of support for providing programming?

A: No. Once CBOs who presented during the Feb. 8 School Connection webinar receive contact information for interested school leaders from OSSE, applicants may reach out directly to the school leaders. School leaders may also contact applicants. Additionally, applicants may feel free to contact schools and local education agencies (LEAs) with which they have pre-existing partnerships, relationships, or contact information.

C7. Q: ORGANIZATION currently contracts with SCHOOL. So I cannot ask the principal about partnering with SCHOOL related to the OSSE HIT Program Grant?

A: Please see response to C6 above.

C8. Q: If tutoring must be in-person, can our virtual program partner with an in-person tutoring organization to provide the virtual sessions? If yes, do you know an in-person organization who would need a partner?

A: For the question about partnership, please see responses to questions C2 and C3 above. OSSE is unable to provide supports for applicants looking to partner on applying for this grant. For the question about in-person and virtual tutoring, please see responses to questions B2, B3, and B17 above.

D. Grant Application, Priorities, and Scoring Rubric

D1. Q: Does the grant provide preference for Certified Business Enterprises (CBEs), certified Minority Business Enterprises (MBEs) or certified Small Business Enterprises (SBEs)?

A: No, the grant does not give preference to CBEs, MBEs or SBEs. Please see pages 43-55 of the RFA for details on the grant scoring rubric.

D2. Q: Can an organization still apply if they are still in the process of registering with the Department of Consumer and Regulatory Affairs (DCRA), obtaining a Certificate of Good Standing, and obtaining a Certificate of Clean Hands from the Office of Tax and Revenue (OTR)?

A: Yes, an organization may still submit an application if these three steps are not yet complete. However, grantees will not receive funding until these steps are complete. OSSE encourages grantees to begin these processes as soon as possible so as not to delay receiving funding if you are awarded the grant.

E. Budget and Funding

E1. Q: May an organization include expenses in the proposed grant budget from staff members on a central team at the organization that provides services for multiple sites or locations, including sites or locations not funded by this grant?

A: Yes. An organization may charge central team salaries as direct costs to the grant if those costs can be identified specifically with the Federal award or otherwise directly assigned to such activities relatively easily with a high degree of accuracy. Please see 2 CFR 200.413 for more information on charging costs as direct costs. Further, all costs charged to the award must provide an allocable benefit to the award in accordance with the relative benefits received. 2 CFR 200.405(a). To demonstrate allocability,

organizations must maintain time and effort documentation in accordance with 2 CFR 200.430(i) and their own time and effort policy. For example, if a central team supports five sites, and the organization places 20% of a staff member's salary in the proposed grant budget, the organization must be able to produce documentation, when requested, demonstrating that the staff member indeed spent 20% of his/her time on the grant. It would not be sufficient to simply state that the team supports five sites, and thus each staff member's salary is billed at 20%, without maintaining documentation to support structuring the budget in this way.

E2. Q: Can funding cover any activities that take place prior to the anticipated award date?

A: No. Budget proposals should only cover activities from the date of award (approximately May 16, 2022) through September 30, 2024.

E3. Q: I know the funding is multi-year (28 months), but it is necessary to apply for the continuation of funds at the end of Year 1, correct? is there a second continuation of funds as well?

A: Yes. Awardees will be awarded funds through September 30, 2024 via the initial award in May 2022, but to obtain the funds, must complete an application for a continuation award for both FY23 and FY24. Those applications will likely be available in October 2022 and October 2023, respectively.

E4. Q: How does the OSSE reimbursement process work?

A: Grant awardees must first expend funds and then submit a reimbursement to OSSE. Please review section 5.3 of the RFA for details. The reimbursement must meet certain standards to be approvable, and OSSE may request changes or updates to the reimbursement request. Once an approvable reimbursement request has been submitted, OSSE has 30 days to reimburse the grantee. Grantees will receive more information in a post-award webinar about the reimbursement process.

E5. Q: Is the maximum award amount per year or per grant period?

A: The maximum award amount is for the entire grant period. Please construct your budget proposals to reflect the entire grant period. Please see section 1.3 of the RFA for more information on the grant periods.

E6. Q: Does the grant include start-up funds or a start-up period before programming begins?

A: Only the Planning and Launch Grant award type contains a 6-month startup period. For the other three award types, proposed programming must begin immediately upon grant award. Please see sections 1.2 and 1.3 of the RFA for details on the grant periods.

E7. Q: Could this funding be used in conjunction with 21st Century Community Learning Centers (CCLC) funds, or do students need to be unduplicated? For example, if we have a community-based 21st CCLC program, could we use these funds to bring in qualified tutors to provide a higher-quality program?

A: There are two questions here, one about funding and one about the proposed program.

- **Funding:** Funding may be used in conjunction with other federal grants, but as stated in the RFA, applicants may not propose to fund with this grant the same portion of programming that is already funded by other OSSE, District of Columbia, or federal grants. Please see sections 1.10, 1.11, and 1.12 of the RFA for more information on use of funds.
- **Proposed program:** While an applicant could use grant funds to pay or recruit more qualified tutors, the entire proposed tutoring program must meet the program model standards for this grant competition. Please see sections 1.5 through 1.9 of the RFA for more details on the

program model requirements. OSSE will not fund a proposal to hire tutors for a program that is not HIT.

E8. Q: What are the allowable charges that could be included in a school partnership fee? This was referenced on page 21 of the RFA, but was not clear if this pertained to already established partnerships or also applied to Planning and Launch grantees.

A: OSSE does not have any restrictions on how organizations arrange their fee structures or funding models. However, applicants' proposed budgets must meet federal requirements on program income. These rules apply to applicants for all award types. Please see page 21 of the RFA for details.

F. Online Application and the Enterprise Grants Management System (EGMS)

F1. Q: Where should I go if I have questions about EGMS?

A: Potential applicants may contact the EGMS help desk by calling (202) 719-6500 or emailing osse.callcenter@dc.gov. There is also a recorded [EGMS training](#) on OSSE's website.

F2. Q: Is there a word or page limit for the separate narrative questions in EGMS?

A: Yes, each narrative question has a 5,000-character limit.

F3. Q: Can you save information in the application and submit when done, or do you have to complete the application in one sitting?

A: Yes, EGMS permits you to save your work and return to the application at a later time.

F4. Q: Is there a template we must follow for the logic model and/or theory of change files?

A: No. Applicants may use their own format or template for these documents. However, OSSE does have a [sample logic model](#) and a [logic model training](#) on our web site that you may use, if you wish.

F5. Q: Is it necessary to have a separate logic model and theory of change, or is one of these sufficient?

A: No. Organizations often use these terms interchangeably, so OSSE understands applicants may not have both documents. Applications may submit one, the other, or both. However, applicants must submit at least one of these two documents.

F6. Q: Can you please confirm that the scoring rubric included with the application in EGMS is meant as written? Specifically, are Priorities 1 & 2, as well as Priorities 3 & 4, meant to have the same definitions?

A: This was an error in the application that has been fixed. Thank you for bringing it to our attention. The 4 priorities have different definitions. Please also see pages 51-52 of the RFA for the definitions.

G. Competition Timeline and Details

G1. Q: Is the next grant cohort planned for next year or is it still to be determined?

A: While OSSE does hope to offer another cohort of this grant, the timeline is still to be determined.

G2. Q: Can an organization that is not planning to present during the School Connection Webinar on February 8 still attend the webinar?

A: Yes, any organization is welcome to attend. Please register for the webinar on our [HIT web site](#).

G3. Q: Is there another means to provide the educational organizations anticipated on receiving these HIT (High Impact Tutoring) programs a brief PowerPoint presentation of our program?

A: Yes, after Feb. 25, 2022, there will be another chance for organizations who missed the Feb. 8 School Connection Webinar to share information with schools. Any applicants who registered for the webinars and/or submitted a Notice of Intent to Apply will be contacted directly by OSSE about this opportunity.

A. Compliance

H1. Q: Will tutors need to adhere to vaccination or other common medical requirements (e.g., taking a TB test) if they are tutoring virtually?

A: Please see Section 5.11 of the RFA, which notes that a grant recipient must comply with all District laws and regulations and Mayor's Orders regarding District COVID-19 vaccination requirements. This requirement applies to any requirements in effect throughout the period of the grant. Please refer to Section IV. of [Mayor's Order 2021-99](#), currently in effect, which requires that grantees shall ensure that each of their employees, agents, and subcontractors who provide goods or perform services in person in District facilities or worksites, or who have in-person contact with other persons in order to complete their work under the contract or grant, have been either: (i) fully vaccinated against COVID-19, or (ii) granted one of the exemptions identified in the Order. If a tutor performs 100% of tutoring duties virtually without in-person contact with students, then no, the tutor will not need to adhere to vaccination or other common medical requirements of grantees performing in-person work with the public. However, individual schools or non-school sites may have specific policies that tutors must follow. It would be grantees' responsibility to ensure that tutors adhere to all policies of partner organizations. Additionally, if the tutor ever performs tutoring duties in person, the tutor would need to follow vaccination requirements outlined in Mayor's Orders currently in effect and any other applicable District laws and regulations.

H2. Q: Are organizations that use virtual tutors from outside of the United States eligible for this grant competition?

A: Payment of salaries to people living outside of the United States is subject to a number of legal requirements. At this time, we are not considering funding proposals that would pay tutors residing outside of the United States. Organizations that plan on using unpaid virtual tutors from outside of the United States (i.e., using them as volunteers) are eligible to apply; however, all volunteers are subject to training, certification, and clearance requirements. Please refer to sections 5.5 and 5.6 of the RFA for more details on these requirements for all volunteers, staff and contractors.

H3. Q: If a virtual tutor is located outside the United States, will OSSE accept (national, local, and police) background checks from the tutor's country of origin?

A: No. Grantees are required to maintain on file background checks from the institutions listed in section 5.6 of the RFA. Background checks from other institutions will not be considered compliant with this grant.

H4. Q: Does a tutoring provider, working in the classroom alongside the teacher, need to maintain a bullying prevention policy in accordance with the requirements of the Youth Bullying Prevention Act of 2012 (page 37)?

A: Yes. All grantees that provide services, activities, or privileges to youth must maintain a Bullying Prevention Policy. Please see section 5.5 of the RFA for details.

H5. What are applicants' responsibilities around protecting the privacy of students participating in virtual tutoring?

A: Applicants must understand and follow the requirements outlined in the Family Education Rights and Privacy Act (FERPA) when conducting virtual programming with students. This includes developing appropriate safeguards to protect students' personal identifiable information (PII), including rules for tutors around not conducting tutoring sessions from public places (e.g., coffee shops) where students' faces could be seen by adults not authorized to work with the student. OSSE encourages applicants to view the resources available at <https://studentprivacy.ed.gov/> .