



OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

High-Impact Tutoring (HIT) Local Education Agency (LEA) Grant - Fiscal Year 2025 Frequently Asked Questions (FAQs) and Answers from Application Webinars

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1. Eligibility

Q: Is this grant for states outside of the District of Columbia?

A: No, this grant opportunity is for local education agencies (LEAs) in Washington, DC only.

Q: The request for applications (RFA) states that "Eligible DC public and public charter school local education agencies" can apply. Would schools within DC Public Schools (DCPS) be able to apply, or would it only be DCPS that is eligible to apply?

A: Individual schools cannot apply for the FY25 HIT LEA Grant directly. This grant opportunity is for LEAs only, which will apply for funding to support specific schools in their networks. For more eligibility details, please refer to the "Eligibility" section of the RFA document, which outlines who can apply and how schools can participate through their LEA.

Q: Can LEAs apply if they have not previously implemented a HIT program?

A: Yes, LEAs can apply for the grant even if they have not previously implemented a HIT program, per section 1.5 of the RFA. LEAs that have not previously implemented HIT programs are eligible if they have demonstrated a commitment to implementing a HIT program for their students by attending a professional development session on high-impact tutoring. Eligible LEAs must also meet all other eligibility and program requirements outlined in the RFA.

Q: Where can we access HIT professional development sessions for new LEAs?

A: CityTutor DC, a critical supports partner for HIT programs, provides professional development opportunities for high-impact tutoring called "Design Sprints." At this point, there are no Design Sprints scheduled, but you can [complete the Contact Us form](#) on CityTutor DC's website to indicate your interest in potential future professional development opportunities.

Additionally, CityTutor DC and OSSE developed a HIT LEA Toolkit to support LEAs with the design, implementation and continuous improvement of HIT programs. You can access the toolkit here: [High-Impact Tutoring Toolkit - CityTutor DC](#).

Q: If we are an LEA but want to implement this program in just one of our schools, are we eligible for the grant?

A: Yes. LEAs can propose eligible programs at one or more of the schools in their networks.

Q: Are single-site LEAs eligible to apply?

A: Yes, single-site LEAs are eligible to apply for this grant opportunity, if they meet the applicant eligibility found in RFA section 1.5 and the program(s) meets the program eligibility found in RFA section 1.6.

Q: For clarification, can an individual charter school apply?

A: Yes, single-site charter school LEAs are eligible to apply for this grant opportunity, if they meet the applicant eligibility found in RFA section 1.5 and the program(s) meets the program eligibility found in RFA section 1.6.

Q: Can someone confirm? I am with an individual school (DCPS is the LEA) and I was hoping to secure funds so that I could bring a HIT program to my school. More than 40 percent of our students are economically disadvantaged.

A: Individual schools cannot apply for the FY25 HIT LEA Grant directly. This grant opportunity is for LEAs only, which will apply for funding to support specific schools in their networks. For more eligibility details, please refer to the "Eligibility" section of the RFA document, which outlines who can apply and how schools can participate through their LEA. All schools are encouraged to connect with their LEA's central office to express interest in the grant.

Q: A charter school was excited to apply, but was listed as ineligible on the HIT School List. The school is a Community Eligibility Provision school, located in Ward 7; therefore, we should be eligible. Can you please confirm that we are still able to apply?

A: According to Section 1.5 of the RFA, this grant can support HIT programs at schools with 40 percent or more students who are economically disadvantaged *OR HIT programs at schools with less than 40 percent economically disadvantaged students, as long as they ensure that at least 80 percent of the students enrolled in the HIT program are economically disadvantaged.* The school, which does not have 40 percent or more students who are economically disadvantaged according to 2022-23 school year data, is eligible to apply for the grant as long as they ensure that 80 percent or more of the students in the proposed program are economically disadvantaged.

Q: My tutoring company is registered and based in Maryland. Can I apply for the grant?

A: No, this grant opportunity is only for LEAs based in Washington, DC.

2. Program Model

Q: Can tutoring be done during the school day or must it be offered before/after school?

A: Per RFA section 1.6.3, tutoring programs during the school year must be scheduled at school during the school day or adjacent to the school day (before or after school). Priority will be given to programs that are embedded in the school day schedule, as evidence shows that session attendance is better on average for school day programs compared to after or before school. Eligible programs must be scheduled at school, and schools must clearly designate spaces or rooms where students can focus on their HIT instruction.

Q: I saw in the RFA that there is a preference for tutoring during the school day over after school. Can you speak more to this? We have some current partners that tutor during the day but are seeking funding for after school tutoring. We had an after-school program this past year that was highly impactful.

A: Per RFA section 1.6.3, tutoring must be scheduled at school during the school day or adjacent to the school day (before or after school). Priority will be given to programs that are embedded in the school day schedule, as evidence shows that session attendance is better on average for school day programs compared to after or before school, and dosage is an indicator of positive academic growth outcomes. That said, afterschool HIT programs are eligible for this grant funding.

Q: Is this grant for online tutoring?

A: Per the RFA, section 1.6.10, eligible programs will be delivered in-person or through synchronous online sessions, with students present in school and the tutors providing live instruction from a remote location. If the tutoring is conducted online, there must be a staff member affiliated with the HIT program in the room with students to provide coaching support, technical assistance, and ensure the session runs as planned.

Q: Is there a limit to how many programs we can run?

A: No, there is no limit to the number of programs an LEA can run, as long as it fits the eligibility requirements identified in RFA section 1.6. However, the maximum grant award for all programs at an LEA is \$2 million and all eligible programs must run for at least 16 weeks.

Q: Do the 90-minute tutoring sessions need to take place at once, or can they be broken up (i.e., two 45-minute sessions)?

A: Per section 1.6.5 of the RFA, eligible programs must offer HIT sessions to each enrolled student two to five times a week. For each HIT student in grades K-1, the total number of minutes per week across all sessions must be at least 60 minutes. For each HIT student in grades 2-12, the total number of minutes they receive of HIT across all sessions must be at least 90 minutes.

Q: Are you able to have a 16- or 20-week program AND a summer program?

A: Yes, eligible proposal can include school year programs (of minimum of 16 weeks) as well as summer programs.

Q: Will OSSE provide a list of recommended curricula or specific guidelines for choosing curriculum?

A: OSSE does not currently have a list of recommended HIT curricula to share but is exploring the possibility of creating one in the future.

CityTutor DC, the recipient of OSSE's FY22-24 HIT strategic program supports grant, developed a HIT LEA Toolkit in partnership with OSSE to support LEAs with the design, implementation and continuous improvement of HIT programs, which can be accessed here: [High-Impact Tutoring Toolkit - CityTutor DC](#). The toolkit includes resources for selecting curricula for HIT programs.

Finally, CityTutor DC and OSSE developed [HIT math curricula](#) for grades 3-6 that is available at no cost on their website. The lessons are aligned with the Common Core State Standards (CCSS) and were designed for tutors who are not trained teachers or have limited math content knowledge.

3. Grant Application, Priorities, and Scoring Rubric

Q: The point of contact (POC)/-point person whose resume needs to be uploaded in the Enterprise Grants Management System (EGMS), is that one per LEA or one per school site?

A: LEAs are required to submit the resume of ONE staff member who will oversee the implementation of grant-supported HIT programs.

Q: Which office within DCPS or which POC at DCPS is applying for the funding on behalf of DCPS?

A: OSSE is unable to answer this question. Please consult with DCPS' central office.

4. Budget and Funding

Q: Can this grant be used to fund programming other than tutoring (e.g., a mentoring program, a teen leadership program?)

A: No. This grant is for HIT programming only. Please do not include other types of programming in your application or budget request.

Q: Are stipends for student tutors (e.g., high school students tutoring younger students) an eligible use of funds?

A: Yes. Stipends for all types of tutors, including student tutors, are an allowable use of funds.

Q: Are incentives for attendance/participation in HIT programming (food, field trips, etc.) an eligible use of funds?

A: Non-food incentives for attendance and participation in HIT programs are allowable at a reasonable cost, including costs for field trips, at a maximum of \$25 per student total. Food items that support the goals of your HIT program may be allowable at reasonable costs on a case-by-case basis. In the grant budget, applicants should provide a justification and detailed costs for requested food expenses.

Q: Is it \$1,000 of eligibility per student per 20 weeks (and thus \$2,000 per student per 40 weeks)? Or is this initial grant only for the first 20 weeks?

A: The grant provides up to \$1,000 per student for all programs scheduled for 20 weeks or more during the school year, but preference will be given to LEAs that propose more than 20 weeks of school year programming. The grant will also award up to \$200 per student for providing four weeks or more of summer programming.

Q: Do you have a sample of what needs to be included in the "Detailed Rationale?" In other words, what information must be included in that section?

A: We do not have a sample, but encourage you to use that section to provide further details about why you decided to include the budget line-items in each section, the cost structures for certain line-items (i.e., how tutor compensation is calculated), etc.

Q: For the performance milestone table, do you have a one-pager for the percentages (i.e., 1 – 10 percent, 2 – 10 percent) or do we need to reference the slides previously mentioned?

A: See Appendix B in the RFA 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 round of funds.

Q: Can we pay students a stipend for tutoring their peers?

A: Stipends for all types of tutors are allowable for this grant.

Q: When the grant ends, will LEAs be responsible for taking over the costs? Will OSSE provide any funding to support?

A: Please refer to page 10 of the RFA. The award period for this grant starts on the date of the grant award notification and ends on Sept. 30, 2025, the end of the fiscal year. Continued funding in FY26 and FY27 for HIT programs is dependent upon the approval of a budget enhancement and accompanying budget/statutory authority, or on whether OSSE secures alternate fund sources, such as federal funds.

Q: This question only applies to DCPS: Since DCPS' OSSE grant-funded budgets live fully with OSSE in our new DIFS financial system, what would be the process of receiving these funds since this would not be a reimbursable grant? Did OSSE ensure a mechanism in place to ensure we would be able to receive these funds appropriately if awarded?

A: The systems that DCPS currently uses to receive OSSE funds for reimbursable grants are the same systems that will be used for this grant. The key difference is that instead of submitting and requiring approval through reimbursement requests, DCPS will be expected to submit evidence that they have achieved performance milestones, which will then be reviewed and approved by OSSE, in order to receive funds. The processes are the same, but the types of documentation will be different – rather than submitted invoices or proofs of payment, DCPS will need to provide data, Memorandum of Understandings (MOUs) and any other documentation listed in Appendix B of the RFA.

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

Q: When will the application questions be posted in EGMS? The RFA does not provide the specific questions that we need to respond to.

A: The application and questions were posted to EGMS on Wednesday, July 17, 2024. Please visit grants.osse.dc.gov to start an application. New EGMS users must request credentials. Instructions for becoming an EGMS user are available at grants.osse.dc.gov/info/credentials. To view the application for a LEA, the registered user must be linked to that LEA within EGMS.

Q: Will the pre-application webinar slide deck be emailed to or shared with us?

A: The two pre-application webinar slides and recordings are published on the [OSSE HIT website](#). The first pre-application webinar occurred on Monday, July 22, 2024; the [slides](#) and [recording](#) are linked. The second pre-application webinar occurred on Tuesday, July 23, 2024; the [slides](#) and [recording](#) are linked.

Q: What do I do if I cannot access the FY25 LEA HIT Grant application in EGMS?

A: If an applicant is not able to access the grant in EGMS, please complete the following steps: 1) make sure the applicant selects the correct fiscal year (FY25), and 2) ensure the person who is trying to access the application is connected to the selected LEA through their EGMS registration. Individuals can only access an LEA's application if they are linked to an LEA. If a potential applicant continues to have issues, they can reach out the HIT program team at HIT.grants@dc.gov.

Q: How do I access the document (RFA) referred to in the webinars?

A: The RFA can be found here: [High-Impact Tutoring \(HIT\) LEA Grant - Request for Application \(RFA\)](#) and on the [OSSE HIT Website](#).

Q: In EGMS, the performance milestone drop-down menu only includes options for Performance Milestones 1-7. If my LEA is conducting summer programming, how should we list our eighth and ninth milestones?

A: Milestone 8 and Milestone 9 can be listed by reusing Milestones 1 and 2, respectively, from the drop-down menu. Please input budget amounts for each summer program milestone that align with the percentages in the table of Appendix B in the RFA.

6. Compliance and Reporting

Q: Since this grant is not paid out via reimbursement, will LEAs need to retain documentation of expenses (payroll, invoices, receipts, etc.)?

A: Yes, per RFA Section 5.3.1, a grant recipient may be asked to provide fiscal documentation of 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.

Q: Can you provide any insight into the data collection format for session-level attendance data? Will it be similar to how partners/DCPS has had to submit in past years?

A: OSSE is still finalizing the data collection process, which will likely be similar to how data was collected in past years of the HIT initiative. We aim to streamline the collection process as much as possible to minimize burden on all parties.