REQUEST FOR APPLICATIONS (RFA)

District of Columbia

Office of the State Superintendent of Education (OSSE)

FY22-23-24 High-Impact Tutoring (HIT) Grants for Tutoring Programming, Strategic Program Supports, and Program Evaluation Services

Request for Application (RFA) Release Date
January 26, 2022

Pre-Application Conferences
February 1 and 3, 2022

Notice of Intent to Apply Deadline (Mandatory)
February 25, 2022

Application Submission Deadline
Thursday, March 10, 2022

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

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Checklist for Application

FY22-23-24 High-Impact Tutoring (HIT) Grants for Tutoring Programming, Strategic Program Supports, and Program Evaluation Services

☐ **The applicant submitted a Notice of Intent to Apply on or before Friday, February 25, 2022.** The Notice of Intent to Apply form can be found in Appendix A and should be submitted via email to Charlotte Nugent at charlotte.nugent1@dc.gov.

☐ **The applicant attended one of the suggested pre-application webinars (not mandatory).** Please see Section 2 for webinar dates, times, and registration.

☐ **The applicant completed all steps required by the RFA and submitted a complete application through OSSE's Enterprise Grants Management System (EGMS) that contains all the required information and attachments.**
- Please see Section 3 for an overview of the application components.
- Please see here for more information about registering for EGMS access: http://egmsfe.osse.dc.gov/info/credentials
- *Please note: All required application elements must be submitted by entering information directly into the required sections in EGMS. Unless otherwise stated in the application, information submitted via attachment will be considered as supplemental materials only.*

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

☐ **The applicant is incorporated and registered to operate in the District of Columbia (the District), including:**
- Registered with the District's Department of Consumer and Regulatory Affairs (DCRA) and is able to produce a "Certificate of Good Standing" as a condition of

> receiving funding. Please see Appendix C and this link for details: https://dcra.dc.gov/service/corporate-registration-details
> - Is able to produce a "Certificate of Clean Hands" from the District's Office of Tax and Revenue (OTR) as a condition of receiving funding. Please see Appendix C and this link for details: https://otr.cfo.dc.gov/page/certificate-clean-hands

☐ The application was submitted **by 3 p.m. EST on Thursday, March 10, 2022**, through EGMS.

PLEASE NOTE

Applications are due by 3 p.m. EST on Thursday, March 10, 2022. <u>The application deadline will be strictly enforced.</u>

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

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

Request for Applications

Section 1: General Information

1.1 Introduction

Overview of the District's High-Impact Tutoring (HIT) Initiative
The Office of the State Superintendent of Education (OSSE)'s HIT initiative, new in FY22, supports local education agencies (LEAs) and community-based organizations (CBOs) across the District to deliver high-quality high-impact tutoring programs designed to mitigate the effects of interrupted instruction that students have experienced during the COVID-19 pandemic. The initiative's $40 million investment over 3 years will target students who are academically behind and at risk of not graduating high school with college and career readiness knowledge and skills. The initiative will design and administer grants for CBOs; 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 the DC Public Library to expand access to their digital tutoring and homework help resources in targeted wards, among other activities.

About this RFA
The FY22-23-24 High-Impact Tutoring (HIT) Grants for Tutoring Programming, Strategic Program Supports, and Program Evaluation Services RFA invites organizations with strong fiscal infrastructure. The RFA seeks to support existing successful evidence-based tutoring programs to scale; support experienced evidence-based tutoring programs that can demonstrate the ability to deliver a new tutoring program to serve students in grades pre-K-12; and provide funding to organizations delivering strategic program supports and program evaluation services for high-impact tutoring.

For the purposes of this RFA, "high-impact tutoring" is defined as a structured and supervised tutoring program offered to District students before school, during school, or immediately after school for a minimum of at least two (2) times a week for a minimum of 60 minutes per week (grades pre-K-1) or 90 minutes per week (grades 2-12) for at least 10 weeks during a given school year. Please review OSSE's high-impact tutoring standards on page 3 of OSSE's high-impact tutoring guide for more information about OSSE's definition of high-impact tutoring.

1.2 Purpose of Funds

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

- The purpose of this funding program is to provide support to organizations with a demonstrated history of success providing tutoring programming to deliver high-quality high-impact tutoring programs designed to mitigate the effects of interrupted instruction that students have experienced during the COVID-19 pandemic. Additionally, we seek applications from organizations with expertise in proving strategic program supports for high-impact tutoring organizations, as well as program evaluation services for high-impact tutoring programming.

- The theory of action for each applicant's programming must be supported by data and research, when available, or other evidence of rationale.

- Funding is available for four types of awards: **Scaling High-Impact Tutoring Programming; Planning and Launch Grants; Strategic Program Supports;** and **Program Evaluation Services.** Applicants will be asked to identify which category of funding they seek, but the final determination of the category under which an application will be considered will be made by the grant review panel(s).

  - **Scaling High-Impact Tutoring Programming:** Applicants planning to offer evidence-based high-impact tutoring programming directly to District students at three (3) or more school or non-school sites, and to at least 150 students. For purposes of this RFA, "scaling" means expanding an existing tutoring program with evidence of success to more students.

  - **Planning and Launch Grants:** Applicants who wish to begin offering high-impact tutoring programming in the District for the first time and need funding to set up operations prior to offering programming, or who wish to develop and launch new tutoring programming not previously offered by the organization (e.g., an elementary school tutoring program looking to expand into middle school, or a literacy-focused program looking to expand to offering math tutoring). To qualify for a Planning and Launch Grant, applicants must propose a program of no longer than 12 months in which a maximum of 6 months will be used to plan and launch the proposed program, and at least 6 months will be used to deliver direct tutoring services to District students. Applicants who execute a successful Planning and Launch grant may apply for a Scaling grant in another grant competition.

  - **Strategic Program Support:** Applicants with demonstrated expertise in providing strategic supports to organizations and/or schools operating high-impact tutoring programs, including providing intensive training and professional

development on setting up and/or strengthening high-impact tutoring programs; supports for recruiting and training tutors; supports for new tutoring organizations or organizations launching new tutoring programming; supports for non-school sites to run effective high-impact tutoring; and creation of high-quality materials for organizations to use to implement tutoring.

o **Program Evaluation Services:** Applicants with demonstrated expertise conducting experimental and/or quasi-experimental program evaluations of high-impact tutoring initiatives to conduct a multi-year program evaluation of the effectiveness of high-impact tutoring in the District.

1.3 Funds Available and Funding Period

A total of approximately $32,500,000.00 is available for awards through this RFA over three fiscal years (FY22, FY23, and FY24), from the date of award through 9/30/24. Please see table below for additional dates relevant to the different types of awards.

In this award cohort with applications due in March 2022, OSSE anticipates awarding approximately $20 million. The balance of the funds will be awarded in future award cohorts under this program. Organizations may apply for only one award, unless they apply for a Scaling Grant and a Planning and Launch Grant for different types of programming. Please see table below for additional funding information relevant to the different types of awards.

Award Type	Funding Available	Grant Period	Expected Number of Awards
Scaling High-Impact Tutoring Programming	• Maximum of $1,750,000 • Minimum of $250,000	28 months (date of award – 9/30/24)	5-10
Planning and Launch Grants	• Maximum of $500,000 • No minimum	12 months (date of award – May 2023)	5
Strategic Program Support	• Maximum of $8 million • No minimum	28 months (date of award – 9/30/24)	1
Program Evaluation Services	• Maximum of $500,000 • No minimum	28 months (date of award – 9/30/24)	1

Please note that applicants awarded funds in FY22 for multiple years will need to complete a continuation application for years two and beyond. Continuation of awards is contingent upon:

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

1.4 Applicant Eligibility

All eligible applicant organizations must:
- If a non-profit organization, have 501(c)(3) nonprofit status as determined by the Internal Revenue Service (IRS). Applicant must submit their 501(c)(3) designation letter from the IRS as part of their application.
- Be incorporated and registered to operate in the District of Columbia, including:
  - Registered with the District's Department of Consumer and Regulatory Affairs (DCRA) and able to produce a "Certificate of Good Standing" as a condition of receiving funding. Please see Appendix C and this link for details: https://dcra.dc.gov/service/corporate-registration-details
  - Able to produce a "Certificate of Clean Hands" from the District's Office of Tax and Revenue (OTR) as a condition of receiving funding. Please see Appendix C and this link for details: https://otr.cfo.dc.gov/page/certificate-clean-hands
- Able to adhere to all rules and regulations as well as requirements for training, certification, clearance, and program/budget documentation described in Section 5: Award Administration of this RFA.
- While for-profit businesses may apply for this award, preference will be given to nonprofit applicants.
- LEAs are ineligible to apply for this grant competition at this time. In another future grant competition, eligibility may be expanded to LEAs.

Eligible applicant organizations for the **Scaling High-Impact Tutoring Programming** and **Planning and Launch Grant** award types must:
- Have a primary vision and program focus on delivering student interventions that help students reach academic outcomes.

- Have a demonstrated history of success (at least three (3) years) providing tutoring programming. Proven success with tutoring programming must include academic support that extends beyond "homework help" or supervised study halls.
- Have at least three (3) years of experience serving students in the target student population described in Section 1.8, either in the District or elsewhere.

Eligible applicant organizations for the **Strategic Program Support** award type must:
- Have a demonstrated history of success (at least 1 year) providing strategic program supports to organizations and/or schools operating high-impact tutoring programs.
- Experience supporting tutoring programs other than high-impact tutoring will not count toward the applicant's total experience. This experience should include providing all of the following: intensive training and professional development on setting up high-impact tutoring programs; supports for recruiting and training tutors; supports for new tutoring organizations or organizations launching new tutoring programming; supports for non-school sites to run effective high-impact tutoring; and creation of high-quality materials for organizations to use to implement tutoring.
- Have a primary vision and program focus on reaching District students with high-quality programming that helps students reach academic outcomes.
- 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.

Eligible applicant organizations for the **Program Evaluation Services** award type must:
- Have at least one (1) 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.
- Have experience in executing at least three (3) evaluation projects of educational programs which meet the standards for evaluation research in the *What Works Clearinghouse* Procedures and Standards Handbook, Version 4.1, *available at* *https://ies.ed.gov/ncee/wwc/handbooks*
- Have at least two (2) 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.
- Have at least two (2) prior examples of conducting interviews and designing surveys to assess the effectiveness of multiple educational programs and interventions.

1.5 Key Personnel

Scaling and Planning and Launch Grant award types: Proposed programming must be led by a project director or organizational leader with a minimum of five (5) years' experience in the education sector. Direct programming with schools/LEAs must be overseen by a staff member with at least five (5) years' direct experience working in schools or tutoring programming, including a minimum of three (3) years in an instructional leadership role such as principal, assistant principal, or dean, and/or in an organizational leadership role such as program director or manager.

Strategic Program Support award type: Proposed programming must be led by a project director or organizational leader with a minimum of 10 years' experience in the education sector, including at least 8 years' experience working in or supporting the District education system and 5 years' experience in an organizational leadership role (e.g., director, senior director, managing director, executive director, CEO). Direct programming with schools/LEAs must be overseen by a staff member with at least 5 years' direct experience working in District schools, including a minimum of 3 years in an instructional leadership role such as principal, assistant principal, or dean.

Program Evaluation Services award type: Proposed evaluation must be led by a project director or organizational leader with training in qualitative research and experimental or quasi-experimental methods. This person shall have a minimum of 5 years' experience in the education sector. Direct programming with schools/LEAs must be overseen by a staff member with at least 1 year of direct experience working in District schools.

1.6 Program Size and Locations

Applicants for the **Strategic Program Support** and **Program Evaluation Services** award types will work with schools and non-school sites funded by OSSE, as directed by OSSE.

Applicants for the **Scaling High-Impact Tutoring Programming** and **Planning and Launch Grant** award types must meet the following requirements:
- Organizations must apply to serve students at three (3) or more schools and/or non-school sites across the District.
- This includes all pre-K-12 District of Columbia Public Schools (DCPS) and public charter schools, as well as campuses providing educational services to students in the care of the District, as well as students attending Maya Angelou Academy at New Beginnings and the school at the Youth Services Center operated by the Department of Youth

Rehabilitative Services (DYRS), and the Inspiring Youth Program (IYP) operated by the Department of Corrections (DOC).

- Non-school sites could include, but are not limited to, locations such as nonprofits, Department of Parks and Recreation (DPR) recreation and community centers, DC Housing Authority (DCHA) public housing locations, or other community locations where tutoring programming can be effectively provided.

Program Location Preferences (Scaling High-Impact Tutoring Programming and **Planning and Launch Grant** award types only)

- Preference will be given to applicants who submit proof of partnership with school(s) and/or LEA(s) and/or non-school sites via a Letter of Intent (LOI) or Memorandum of Understanding (MOU) as part of their applications.
- OSSE will facilitate connections between applicants and interested schools via a virtual event held before the application due date. This event is optional for applicants. Please see Section 2.2 for more information.
- If not submitted with the application, OSSE will require verification of partnership with the school(s) and/or LEAs(s) and/or non-school sites before awarding funding.

Applicants for the **Scaling High-Impact Tutoring Programming** award type only:

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

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

1.7 Program Eligibility

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

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

Program Overview: Research on HIT[1] demonstrates that specific types of programs are more effective than others in accelerating student learning. Tutoring programs eligible for this grant funding will include the following program design features (**Scaling High-Impact Tutoring Programming** and **Planning and Launch Grant** award types only):

Program Length and Frequency: Eligible tutoring programs must offer consistent tutoring for the same students for at least 90 minutes per week (students in grades 2-12) or 60 minutes per week (students in grades pre-K-1) for at least 2 times per week for a minimum of 25 weeks during the school year (10 weeks for each individual student participant), though preference will be given to longer programs.

Individual students served by the program shall participate in tutoring for no fewer than 10 weeks, and in groups of no larger than 3 students per tutor. The programming for individual students may occur at any time during the grant period.

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

Program Schedule: HIT programs conducted during or immediately before or after the school day are approximately twice as effective as those conducted outside the school day.[2] We encourage applications for programs conducted during or adjacent to the school day (i.e., in the morning immediately before school or in the afternoon immediately after school). However, organizations serving students outside of the school day (e.g., in the evenings or on weekends, during the summer, or at a non-school location) but meeting the other programming requirements (tutor/student ratio, frequency, length, content, etc.) are encouraged to apply.

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

High-quality HIT programs must serve as an intentional use of additional time at school, with a specific focus on building prerequisite knowledge and skills while simultaneously integrating new learning that is part of the grade-level curriculum. Eligible programs must use high-quality instructional materials that align with students' core classroom content and grade-level standards. Preference will be given to programs that demonstrate a strong connection between

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

core curriculum at a student's school and tutoring program content, including but not limited to evidence of partnership and co-planning of programming with participating students' school staff.

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

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

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

Tutors: Eligible programs may draw tutors from many sources, including certified teachers; paraprofessionals, paraeducators or classroom aides; dedicated tutoring staff, such as full-time tutors, fellows, interns or apprentices; and/or trained volunteers, such as college students, community members, and/or other students of the same age or older as the students receiving

tutoring. Tutors must receive high-quality initial and ongoing training to remain effective in their roles. Programs using students as tutors must demonstrate a clear rationale for their program model and describe the tailored supports and training that student tutors will receive to be successful. Preference will be given to organizations that provide specific supports to tutors in how to build strong caring relationships with students.

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

Applicant programming for the **Strategic Program Support** award type must address the following priorities:

- **Priority 1: Building Capacity for Targeted LEAs/Schools to Deliver High-Impact Tutoring**
  - Develop tailored package of supports for 75 priority schools, identified by OSSE, to ensure high quality programming at each campus, including:
    - Intensive training and professional development (PD) targeted at high-need schools and tailored to the time of year and their specific HIT needs, and with stipends to encourage participation
    - Individualized coaching following the intensive PD to implement concepts covered
  - Conduct outreach to ensure LEAs/schools are prepared to offer HIT in the future, if not already offering HIT, including review of schools' specific situations and match-making with needed resources and supports from OSSE or elsewhere.

- **Priority 2: Tutoring Infrastructure and Ecosystem Supports**
  - Design and launch approach to attract new high-quality tutoring providers to the District.
  - Develop approach and programming to strengthen the tutor pipeline across the District by working with higher education institutions to source and develop teams of tutors prepared to support high-need schools.

- Design programming and supports to ensure tutoring CBOs can pay competitive wages to attract/retain tutors in the current market.
- Develop approach and dashboards, in coordination with OSSE, for schools to access data on HIT frequently to drive continuous improvement cycles and adjust programming.

- **Priority 3: Supports for Non-School Sites**
  - Provide supports to non-school sites offering tutoring across the District, including sponsoring communities of practice for leaders and tutors at these sites.

- **Priority 4: Development of High-Quality Tutoring Training and Materials for LEAs**
  - Revise and update OSSE's [high-impact tutoring standards](#) to incorporate new learning from the programming delivered under priorities 1-3, as well as learning from other OSSE-funded grantees.
  - Design and deliver high-quality professional development on in-demand topics as well as a training toolkit with modules aligned to OSSE's standards that can be delivered to all interested LEAs/campuses in both synchronous and asynchronous formats.

Applicants' proposed projects for the **Program Evaluation Services** award type must address the following priorities:

HIT Evaluation Objectives
- Provide regular, proactive reporting on the implementation (i.e., fidelity and program characteristics) and outputs of OSSE-funded tutoring programs
- Support continuous improvement across OSSE-funded tutoring programs
- Conduct a rigorous evaluation of tutoring programs supported by the District to understand the impact of collective and individual tutoring initiatives on accelerated learning

HIT Evaluation Guiding Principles
- Provide a citywide perspective on effectiveness of HIT, evaluating how well the programs worked for different students across the District, as well as to compare effectiveness of different program models
- Reduce data collection burden on LEAs/CBOs through streamlined collection of common data aligned with partner organizations

- Collaborate with partner organizations, including LEAs, CBOs, District agencies, and national organizations, to develop the highest quality evidence of HIT's effectiveness in the District

Research Questions: Proposed evaluation projects must address at minimum the following research questions:

- **For each program model:**
  - What happened during the program?
  - What were the features of the model?
  - Was the model implemented with fidelity?
  - Did HIT work?
  - How much did student academic outcomes improve? (short-, medium-, long-term)
- **Across 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 Section 1.8)?

Evaluation Components: Proposed projects should include at minimum the following components:

- **Implementation overview and descriptive analysis:** The applicant's proposed project will conduct a descriptive evaluation of the scope of high-impact tutoring in the District, the degree to which tutoring reached at-risk students, and high-level outcomes comparing participating students to other students.
- **Causal analysis:** The applicant's proposed project will develop and implement a rigorous research design that will enable a causal analysis of the impact of the programs on student academic outcomes. While we anticipate that we will not be able to conduct an evaluation at the level of rigor of a randomized controlled trial (RCT), we welcome proposals from applicants describing rigorous quasi-experimental designs.

Time Period: The proposed project will evaluate the effectiveness of HIT programming across the entire 2.5-year period of the grant.

1.8 Target Student Population

All eligible organizations and programs must meet the following requirements:

- Grant funds may only be used to serve student participants attending a District public school (DCPS or public charter school) in grades pre-K-12.
- Programs at school sites will work with school staff to determine which students will receive tutoring based on need. Tutoring programming must be available to any student who attends a District school partnering with the applicant organization and who is part of the program's target population, and who is determined to need tutoring by school staff.
- Individual students may not be turned away from enrolling because of disability status or status as an English learner (EL), or any other class protected by District or Federal law.
- Students and their families may not be charged for enrollment or for any program services.

Applicants for the **High-Impact Tutoring Programming** and **Planning and Launch Grant** award types must meet the following requirements:

Target Population Requirements
- **At-risk[3] students:** As a requirement of U.S. Treasury funding, applicants' proposed programs must support students at schools and/or non-school sites in which least 50% of the student population is at-risk as defined by OSSE. Please visit OSSE's web site to see a list of schools that meet this threshold, and/or visit the DC School Report Card Resource Library to obtain data on percentages of at-risk students at each District school. Applicants must propose to work with a school in which at least 50% of students are at risk, and for non-school sites, should outline a clear plan to recruit and enroll students who attend schools in which at least 50% of students are at risk.
- OSSE will facilitate connections between applicants and interested schools on this list via a virtual event held before the application due date. Please see Section 2.2 for more information.

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

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

- **OSSE list of priority schools:** OSSE has developed a list of approximately 75 priority schools to support via the HIT initiative in which the student body is comprised of 70% or more at-risk[4] students. Applicants partnering with these specific schools will receive preference on their application. Please see OSSE's web site for the list of schools.
- **English learners (ELs):** with schools or non-school sites in which 20% or more of the students are English learners will be given preference. Please see OSSE's web site to obtain data on percentages of ELs at each District school.
- **Students with disabilities (SWDs):** Applicants with a history of effectively serving students with disabilities, as well as specific plans to serve students with disabilities in their programming, including for virtual/remote programming, will be given preference. To receive a higher score in this area, applicants should describe how their program will serve students with disabilities, including any history the organization has of serving students with disabilities, as well as any plans the organization has to consult or coordinate with the special education team at the students' school to identify specific supports that should be delivered as part of tutoring.
- **Students involved in the juvenile justice system:** Applicants who plan to partner with the Department of Youth Rehabilitative Services (DYRS) to provide programming inside the youth detention center will be given preference, as well as those planning to work with students under the supervision of Family Court Social Services Division (FCSSD) and students entitled to special education services while under the custody of the Department of Corrections (DOC).

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

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

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[4] *Id.*

Applicants for the **Strategic Program Support** award type will work with OSSE's list of priority schools. OSSE has developed a list of approximately 75 priority schools to support via the HIT initiative in which the student body is comprised of 70% or more at-risk[5] students. Please see OSSE's web site for the list of schools. Additionally, under priority 4, the successful applicant will develop high-quality tutoring materials and trainings available to all LEAs/schools in the District.

Applicants for the **Program Evaluation Services** award type will evaluate all OSSE-funded high-impact tutoring programming, regardless of location.

1.9 Program Evidence Requirements

Program Evidence Requirements: Preference will be given to tutoring programs that clearly describe how the program they propose to implement is an evidence-based intervention to improve outcomes for students that has strong, moderate, or promising evidence, as defined by the Elementary and Secondary Education Act (ESEA), Section 8101(21)(A).[6] The U.S. Department of Education's definition of "evidence-based" is included below.

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

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

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[5] *As defined by the Fair Student Funding and School-Based Budgeting Amendment Act of 2013, Section 4 (a) (2A) "at–risk" means a DCPS student or a public charter school student who is identified as one or more of the following:*
(A) Homeless;
(B) In the District's foster care system;
(C) Qualifies for the Temporary Assistance for Needy Families (TANF) program or the Supplemental Nutrition Assistance Program (SNAP); or
(D) A high school student that is one year older, or more, than the expected age for the grade in which the student is enrolled.
[6] U.S. Department of Education. Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments. September 2016.

(II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

1.10 Source of Funding

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

1.11 Requirements of Funding

This grant award is subject to this RFA, the assurances made in the submitted application, and the terms of the grant award notification, as well as all applicable federal statutes, regulations and Executive orders, including:

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

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

1.12 Permissible Use of Funds

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

        ○   Meet requirements of permissible use of federal funds within 2 CFR Part 200; and

        ○   Align with and support the project(s) described in the organization's application.

All grant project budgets will be reviewed by a review panel, as well as OSSE staff, to ensure that planned expenditures are allowable and are appropriate, reasonable, and necessary to support the grant objectives.

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

Allocability of costs: As stated in CFR § 200.405, if a project cost benefits two or more projects or activities in proportions that can be determined without undue effort or cost, the cost must be allocated to the projects based on the proportional benefit. For example, if an applicant receives a Program Evaluation Services grant, and an employee spends 50% of their time on the grant, only 50% of their salary can be charged to the grant. All staff paid with grant funds must keep time and effort records in accordance with the grantee's policy and 2 CFR Part 200, Subpart E.

Indirect costs: A grantee may apply a Negotiated Indirect Cost Rate Agreement (NICRA) negotiated with their cognizant agency for indirect cost to the grant funds and approved budget. If a grantee does not have a NICRA, the de minimis indirect cost rate is 10%.

Program income: As stated in 2 CFR 200, applicants may not propose to use this grant funding to cover any portion of programming that is already funded by program income. (ADD my 100k/90k example). Program income is defined as "gross income earned by the non-Federal entity that is directly generated by a supported activity or earned as a result of the Federal award during the period of performance…Program income includes but is not limited to income from fees for services performed, the use of rental or real or personal property acquired under Federal awards, the sale of commodities or items fabricated under a Federal award, license fees and royalties on patents and copyrights, and principal and interest on loans made with Federal award funds." For example, if a tutoring program costs $50,000 to operate at a specific school, and the applicant plans to charge the school a partnership fee of $5,000, the organization's submitted budget for this grant should not total more than $45,000. Additionally, if after the

grant award is made the applicant/grantee receives unanticipated program income, it must be used to reduce the federal award. Applicants should clearly state in their application the amount of program income they project they will receive for the relevant programming, if any.

Section 2: Schedule

2.1 RFA Release
The release date of the RFA is January 26, 2022 at 12 p.m. The RFA is available online on OSSE's web site and the Serve DC Grants Clearinghouse.

2.2 Pre-Application Conferences and School Connection Event
The suggested pre-application webinar will be held on the following dates:
- **Pre-Application Webinar #1:** Tuesday, Feb. 1, 2022, 11 am-12 pm EST
  - To register for this webinar, visit:
    https://register.gotowebinar.com/register/8761366467583872013
- **Pre-Application Webinar #2:** Thursday, Feb. 3, 2022, 3-4 pm EST
  - To register for this webinar, visit:
    https://register.gotowebinar.com/register/7205678460560060174

A virtual event for applicants to connect with District schools interested in bringing tutoring programming to their students will be held on the following date:
- **School Connection Webinar:** Tuesday, Feb. 8, 2022, 10-11 a.m. EST
  - To register for this webinar, visit:
    https://register.gotowebinar.com/register/4989190562240817422

Interested CBOs may present up to 2 slides at this webinar to provide school leaders more information about their programming. **Please indicate your interest in presenting at this webinar via the form on OSSE's web site by Friday, Feb. 4, 2022 at 5 p.m. Slide(s) to be used for the presentation must follow the format posted on OSSE's web site and must also be submitted via that form or via email to Charlotte Nugent at charlotte.nugent1@dc.gov by Friday, Feb. 4, 2022 at 5 p.m.** After the webinar's conclusion, both CBOs and school leaders will receive contact information for those who have indicated interest in a HIT partnership.

2.3 Questions
Questions regarding the RFA must be submitted via email to Charlotte Nugent at charlotte.nugent1@dc.gov with subject line: High-Impact Tutoring Grant Question. Questions and answers received by 5 pm EST on Thursday, February 3, 2022 will be published on Monday, February 7, 2022. Questions and answers received by 5 pm EST on Thursday, February 10, 2022

will be published on Monday, February 14, 2022. Questions and answers will be located on [OSSE's web site](#).

2.4 Intent to Apply

All eligible entities seeking to receive funding under this RFA must submit a Notice of Intent to Apply (Appendix A), signed by an authorized official of the organization, via email to Charlotte Nugent at charlotte.nugent1@dc.gov **on or before February 25, 2022. Failure to submit a Notice of Intent to Apply will result in disqualification and the organization's application will not be reviewed.**

2.5 Contact Person(s)

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

- Charlotte Nugent, High-Impact Tutoring Program Manager, Office of the Chief of Staff, charlotte.nugent1@dc.gov

2.6 Applications Due and Submission Requirements

Applications are due on Thursday, March 10, 2022, by 3 p.m. EST and must be submitted through OSSE's Enterprise Grants Management System (EGMS) at grants.osse.dc.gov.

- **Applicants must agree to EGMS' Central Data Assurances prior to accessing their grant application.**
- **Applicants are encouraged to submit applications early to avoid any technical difficulties. OSSE strongly encourages submitting applications at least one day early to ensure that avoidable technical issues do not cause you to miss the submission deadline.**
- **Successfully submitted applications' status will change to "Submitted for Review" in EGMS. Applications without this status before the deadline will not be reviewed.**
- If you experience technical problems with EGMS, please review the [EGMS User Manual](#) or contact the OSSE Help Desk at (202) 719-6500 between 7 a.m. and 3 p.m. As submission ends at 3 p.m. on the due date, we recommend calling well before then with any technical issues.
- Submissions with any missing application components or documents will be considered incomplete and will not be reviewed.
- Additional documents not requested will not be reviewed and will be removed from the application materials.

2.7 Updates

Information and updates regarding the grant competitions will be emailed to all potential

applicants that submit a Notice of Intent to Apply.

2.8 Awards Announcement

Awards will be announced via EGMS, email, and the OSSE website. OSSE estimates that it will award the grant by May 15, 2022; however, this date may change. OSSE will disseminate grant award notifications (GANs) following the awards announcement.

Section 3: Application

3.1 Application Content

The application in EGMS contains all of the following sections or "tabs." Unless noted, each section must be completed as instructed in the system. **Please note: If your organization is applying for both the Scaling and Planning and Launch Grant award types, you must submit two separate applications in EGMS, one for each award type. Please do NOT submit a single application for both award types.**

- Overview Pages (*informational; nothing to complete*)
  - General Information (*informational; nothing to complete*)
  - Review Panel (*informational; nothing to complete*)
  - Rubric (*informational; nothing to complete*)
- Organization Contact Information
- Scaling High-Impact Tutoring Programming
  - Including logic model and theory of change
- Planning and Launch Grant
  - Including logic model and theory of change
- Strategic Program Support
  - Including logic model and theory of change
- Program Evaluation Services
- Detailed Planning Expenditures
  - Budget Overview
  - Summary of Planned Expenditures
  - Salaries and Benefits
  - Professional Services
  - Equipment
  - Supplies and Materials
  - Other Objects
  - Budget Summary

- Supporting Documentation
    - IRS 501(c)(3) determination letter, if applicable
    - Letter(s) of intent or MOUs from schools, LEAs, or other partner entities, if applicable
- Assurances
- Submit (*application is not complete until it is submitted through this tab*)
- Application Print (*hard copies of applications may be printed through this tab*)
- Application History *(the history of who has accessed and modified the application may be viewed through this tab)*

3.2 Application Questions

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

Scaling High-Impact Tutoring Programming and Planning and Launch Grant Award Type Questions

- **Project and Organization Overview: Eligibility**
    - Provide an overview of the proposed project.
    - Describe the applicant organization's mission and vision, including how its primary vision and program focus on delivering student interventions that help improve academic outcomes.
    - Describe the organization's demonstrated history of success (at least 3 years) providing tutoring programming in the District of Columbia and/or elsewhere.
    - Describe the organization's experience (at least 3 years) serving students in the target program population described in Section 1.8, either in the District or elsewhere.
- **Organization Overview: Key Personnel**
    - Name the key personnel that will manage and deliver the program as well as personnel that will manage the grant and describe their experience and qualifications. Be sure to describe clearly how their experience and qualifications meet the requirements described in Section 1.5.
- **Program Size**
    - Describe the total number of students and sites your program will reach, and where the sites are located, including the names of the schools (if known).

- o **Scaling award type only:** Describe the additional number of students and/or sites this grant funding will allow you to reach beyond your previous funding levels. If applying to serve fewer than 300 students initially, describe plans to expand to reach 300 or more students over the time period of the grant.
- **Program Model**
  - o Describe how the organization's tutoring program model meets the program requirements as described in Section 1.7 of the RFA, except for content and materials. Include an overview of the length, frequency and duration of tutoring; program schedule; program measures and data use; and tutors. Please be sure to describe how your program meets all requirements described in Section 1.7.
- **Program Content and Materials**
  - o Describe the program's content area focus and grade level focus; how the tutoring program will complement the core instruction of the academic day, specifically the curriculum used and content to be addressed; whether and how supplementary digital tools/curricula will be used; how the program encourages strong relationships between students and tutors; and how the program ensures close alignment with students' in-school curricula. Please be sure to describe how your program meets all requirements for content and materials described in Section 1.7 of the RFA.
  - o State the percentage of funded student programming hours that will be offered in-person versus virtual/remote. Describe whether or not the program is currently capable of providing virtual/remote tutoring in the event of a site closure, and if not, the plan to become capable within 60 days of grant award. Describe your organization's overall plan for the provision of virtual/remote tutoring in the event of a tutoring site closure.
- **Target Student Population**
  - o All sites:
    - ▪ Describe your program's recruitment and enrollment policies, and how they meet the requirements listed in Section 1.8 of the RFA. School sites only: Describe how you plan to work with school staff to identify students to enroll in your program.
    - ▪ Describe how the proposed program will serve students at schools and/or non-school sites that are at least 50% at-risk students. If a non-school site is proposed, describe a clear plan to recruit and enroll students who attend schools in which at least 50% of students are at risk.
    - ▪ Describe the measures you will take to work with any of the "target population preferences" listed, including OSSE's list of priority schools;

English learners; students with disabilities; and/or students involved with the juvenile justice system, if applicable.

- o Non-school sites only: If applicable, describe your plans to provide programming at preferred locations, including wards 1, 4, 5, 6, 7, or 8; to students residing in public housing and/or short-term family housing; and partnerships with specific LEAs.

- **Program Evidence Requirements**
  - o Select which of the following standards is met by your organizations' tutoring program model for which you are seeking funding.
    - Level 1: Strong evidence
    - Level 2: Moderate evidence
    - Level 3: Promising evidence
    - Level 4: Rationale based on high-quality research findings AND includes ongoing efforts to examine the effects of the program
    - None of the above
  - o Describe how the organization's program model meets the U.S. Department of Education evidence standard described in Section 1.9 of the RFA, if applicable.
  - o If the program does not meet the evidence standard (if "none of the above" is selected), describe the evidence the organization does have on the effectiveness of the proposed program.

- **Program Measures and Data Use**
  - o Describe the program's approach for working with school staff to identify and enroll students in need of tutoring, or, if a non-school site, the approach for identifying, recruiting, and enrolling students in the community in need of tutoring.
  - o Describe the measurable objectives the program tracks, including the types of outputs and outcomes tracked, why the information is tracked, and how the information is used. Describe data collection methods and tools.
  - o Describe the formative and summative assessments used to measure student progress, including pre- and post-intervention assessments.
  - o Describe how the program will use assessment data to tailor the program to students' needs and to provide individualized instruction.
  - o Describe any changes or improvements made to the program based on data collected in previous years.
  - o Describe how data from the tutoring program will be relayed back to the student's school. Describe how student progress will be relayed to family members.
  - o Describe data practices in place to ensure that student data or other PII is maintained securely and not shared with any outside parties.
  - o Please attach your program's logic model and/or theory of change below.

- **Tutors**
  - Describe who will tutor students in your program, as well as the applicant's approach to training tutors, and the specific supports provided to tutors in how to build strong caring relationships with students, if applicable.
    - Programs using students as tutors must include a clear rationale for their program model and describe the tailored supports and training that student tutors will receive to be successful.
- **Project Plan and Management Approach**
  - Describe your timeline for completing key milestones in this project and how the organization will approach project management to ensure the project remains on track.
  - Describe how you will work with OSSE to adjust program goals, measures, and approaches over time as schools' needs for HIT supports change.
- **Budget and Financial Management**
  - Describe the financial controls in place to manage federal grants. Describe a history of success managing federal grants.
  - Describe whether the organization has ever received any adverse opinion, qualified opinion, or finding of material noncompliance in single audit findings in the last five (5) years and whether those have been resolved, and current status if not resolved.
  - Describe in detail how the organization plans to raise revenue for the proposed program (e.g., fundraising events, private donations, government initiatives, etc.). Include details on other funding sources the organization is applying for or has secured for the program, including whether the organization plans to charge fees to schools or sites with which it partners, and if so, the projected fees (program income) you will receive per school/site and for the entire program.
- **Budget Narrative**
  - **High-Level Summary**
    - Include a high-level summary of how funding will be spent across all budget categories, using at least one paragraph per initiative in the project and a summary total for each initiative.
    - These thematic paragraphs should cover items across all budget tabs (i.e., salaries, professional services, supplies and materials, etc.).
  - **Fiscal Year Breakdown**
    - Estimate how much within each initiative will be spent within FY22 (date of award through September 30, 2022), FY23 (October 1, 2022 through September 30, 2023) and FY24 (October 1, 2023 through September 30, 2024).
  - **Overall Budget Impact**

- o What percentage of the organization's overall budget does this project represent?
  - o Describe how the project fits in to the overall strategy of the organization.
- **Reasonableness and Cost Assumptions**
  - o Explain how the applicant arrives at the amount of funding requested for each line item, given the number of students served, the number of staff, and the level and type of impact expected.
  - o Use per-unit costs, market prices, historical data or other benchmarks where possible.
  - o Explain the number and length of any professional development sessions. Use GAO rates for per diem for travel.
  - o Overall, apply the federal definition of "reasonable costs," using 2 CFR §200.404, in which proposed costs do not exceed what a "prudent person" would pay.
  - o This description should cover items across all budget tabs (i.e., salaries, professional services, supplies and materials, etc.).
- **Other OSSE Grants**
  - o List any other current grants the applicant receives from OSSE, including name, fiscal year(s), and award amounts.

Planning and Launch Grant Award Type Additional Questions
- Applicants will be asked to respond to the same questions as the Scaling award type, as well as the following:
- (check box for type: new to District or launch new program type)
- **Program Need and Rationale**
  - o Describe the need and rationale for your proposed tutoring program launch.
- **Program Launch Plan**
  - o Describe the plan for your program's development and launch over a 12-month period, with a maximum of 6 months in the planning phase and minimum of 6 months serving students directly with high-impact tutoring programming.
- **Risk Management**
  - o Describe any risks foreseen in designing and launching the new program, and how the applicant plans to mitigate these risks.

Strategic Program Support Award Type Questions
- **Project and Organization Overview and Eligibility**

- o Describe the organization's mission and vision, including how its primary vision and program focus on serving District students with intentional opportunities that help students reach academic outcomes.
- o Describe the organization's demonstrated history of success (at least 1 year) providing strategic program supports to organizations and/or schools operating high-impact tutoring programs, as well as the organization's five (5) years of experience serving students in the target student population described in Section 1.8 in the District.

- **Key Personnel**
  - o Name the key personnel that will manage and deliver the program as well as personnel that will manage the grant, and their experience and qualifications, and how they meet the qualifications laid out in Section 1.5 above.

- **Priority 1: Building Capacity for LEAs to Deliver High-Impact Tutoring**
  - o Describe the applicant's approach to developing and launching a tailored package of supports for 75 priority schools to ensure high quality programming at each campus, including intensive training and PD targeted at high-need schools and tailored to the time of year and their specific HIT needs, and with stipends to encourage participation, as well as individualized coaching following the intensive PD to implement concepts covered.
  - o Describe your plan for conducting outreach to ensure LEAs/schools are prepared to offer HIT in the future, if not already offering, including review of schools' specific situations and matching with needed resources and supports from OSSE or elsewhere.
  - o Please note: We anticipate the selected partner for this award type may also support LEAs directly with funding to ensure high-quality HIT data collection at the school level. However, applicants need not describe a plan to support this as part of their application.

- **Priority 2: Tutoring Infrastructure and Ecosystem Supports**
  - o Describe the applicant's plan to offer programming to strengthen the tutor pipeline across the District by working with higher education institutions to source and develop teams of tutors prepared to support high-need school; and design programming and supports to ensure tutoring CBOs can pay competitive wages to attract/retain tutors in the current market, including market research data that supports this plan.
  - o Describe the applicant's plan to and develop an approach and dashboards for schools to access data on HIT frequently to drive continuous improvement cycles and adjust programming.

- **Priority 3: Supports for Non-School Sites**
  - Describe the applicant's plan to provide supports to non-school sites offering tutoring across the District, including sponsoring communities of practice for leaders and tutors at these sites.
- **Priority 4: Development of High-Quality Tutoring Materials**
  - Describe the applicant's plan to revise and update OSSE's high-impact tutoring standards to incorporate new learning from the programming delivered under priorities 1-3, as well as learning from other OSSE-funded grantees; and to design and deliver high-quality professional development on in-demand topics as well as a training toolkit with modules aligned to OSSE's standards that can be delivered to all interested LEAs/campuses in both synchronous and asynchronous formats.
- **Program Measures and Data Use**
  - Describe the measurable objectives the program tracks, including the types of outputs and outcomes tracked, why the information is tracked, and how the information is used. Describe the data collection methods and tools used.
  - Describe the organization's approach to continuous improvement, or how the program will use data to tailor the program to evolving school needs. Describe any changes or improvements already made the proposed programming based on data collected previously.
  - Describe how the organization's programming meets the evidence standard described in Section 1.9 of the RFA, if applicable. If the program does not meet the evidence standard, describe the evidence the organization does have on the effectiveness of the proposed program(s).
  - Please attach your organization's logic model and/or theory of change below.
- **Project Plan and Management Approach**
  - Describe your timeline for completing key milestones in this project and how the organization will approach project management to ensure the project remains on track.
  - Describe how you will work with OSSE to adjust program goals, measures, and approaches over time as schools' needs for HIT supports change.
  - Describe any plans to sub-contract the proposed work to other entities, including which project(s) and entities.
- **Budget and Financial Management**
  - Describe the financial controls in place to manage federal grants. Describe a history of success managing federal grants.
  - Describe whether the organization has ever received any adverse opinion, qualified opinion, or finding of material noncompliance in single audit findings in

the last five (5) years and whether those have been resolved, and current status if not resolved.

- o Describe in detail how the organization plans to raise revenue for the proposed program (e.g., fundraising events, private donations, government initiatives, etc.). Include details on other funding sources the organization is applying for or has secured for the program, including whether the organization plans to charge fees to schools or sites with which it partners, and if so, the projected fees (program income) you will receive per school/site and for the entire program.

- **Budget Narrative**
  - **High-Level Summary**
    - o Include a high-level summary of how funding will be spent across all budget categories, using at least one paragraph per initiative in the project and a summary total for each initiative.
    - o These thematic paragraphs should cover items across all budget tabs (i.e., salaries, professional services, supplies and materials, etc.).
  - **Fiscal Year Breakdown**
    - o Estimate how much within each initiative will be spent within FY22 (date of award through September 30, 2022), FY23 (October 1, 2022 through September 30, 2023) and FY24 (October 1, 2023 through September 30, 2024).
  - **Overall Budget Impact**
    - o What percentage of the organization's overall budget does this project represent?
    - o Describe how the project fits in to the overall strategy of the organization.
  - **Reasonableness and Cost Assumptions**
    - o Explain how the applicant arrives at the amount of funding requested for each line item, given the number of students served, the number of staff, and the level and type of impact expected.
    - o Use per-unit costs, market prices, historical data or other benchmarks where possible.
    - o Explain the number and length of any professional development sessions. Use GAO rates for per diem for travel.
    - o Overall, apply the federal definition of "reasonable costs," using 2 CFR §200.404, in which proposed costs do not exceed what a "prudent person" would pay.
    - o This description should cover items across all budget tabs (i.e., salaries, professional services, supplies and materials, etc.).
  - **Other OSSE Grants**

- o List any other current grants the applicant receives from OSSE, including name, fiscal year(s), and award amounts.

Program Evaluation Services Award Type Questions

- **Key Personnel**
  - o Name the key personnel that will manage and deliver the program as well as personnel that will manage the project, and their experience and qualifications, and how they meet the qualifications laid out in Section 1.5 of the RFA.
- **Evaluation Methodology**
  - o Describe a proposed methodology and research design sufficient to achieve the evaluation objectives, principles, and components described above, as well as to answer the proposed research questions.
- **Project Plan and Management Approach**
  - o Describe the key milestones for the evaluation project, timeline for completing them, and how the applicant will approach project management to ensure the project remains on track.
  - o Describe how you will work with OSSE to adjust evaluation methods if needed as HIT program evolves and changes.
- **Budget and Financial Management**
  - o Describe the financial controls in place to manage federal grants. Describe a history of success managing federal grants.
  - o Describe whether the organization has ever received any adverse opinion, qualified opinion, or finding of material noncompliance in single audit findings in the last five (5) years and whether those have been resolved, and current status if not resolved.
  - o Describe in detail how the organization plans to raise revenue for the proposed program (e.g., fundraising events, private donations, government initiatives, etc.). Include details on other funding sources the organization is applying for or has secured for the program.
- **Budget Narrative**
  - **High-Level Summary**
    - o Include a high-level summary of how funding will be spent across all budget categories, using at least one paragraph per initiative in the project and a summary total for each initiative.
    - o These thematic paragraphs should cover items across all budget tabs (i.e., salaries, professional services, supplies and materials, etc.).
  - **Fiscal Year Breakdown**
    - o Estimate how much within each initiative will be spent within FY22 (date of award through September 30, 2022), FY23 (October 1, 2022 through

September 30, 2023) and FY24 (October 1, 2023 through September 30, 2024).

- **Overall Budget Impact**
  - What percentage of the organization's overall budget does this project represent?
  - Describe how the project fits in to the overall strategy of the organization.
- **Reasonableness and Cost Assumptions**
  - Explain how the applicant arrives at the amount of funding requested for each line item, given the number of students served, the number of staff, and the level and type of impact expected.
  - Use per-unit costs, market prices, historical data or other benchmarks where possible.
  - Explain the number and length of any professional development sessions. Use GAO rates for per diem for travel.
  - Overall, apply the federal definition of "reasonable costs," using 2 CFR §200.404, in which proposed costs do not exceed what a "prudent person" would pay.
  - This description should cover items across all budget tabs (i.e., salaries, professional services, supplies and materials, etc.).
- **Other OSSE Grants**
  - List any other current grants the applicant receives from OSSE, including name, fiscal year(s), and award amounts.

Section 4: Scoring

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

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

Section 5: Award Administration

5.1 Decision and Notifications of Awards

In order to be awarded a grant, organizations must establish eligibility by submitting an application to OSSE in accordance with the relevant program statute(s) and this RFA. Each awarded applicant will receive a Grant Award Notification (GAN) generated through OSSE's EGMS that will include the award amount, award agreement, terms and conditions of the award, and any supplemental information required. Once OSSE has fully approved the application and issued an official GAN, grantees may then receive payment for allowable expenditures for which obligation was made during the grant period. Grantees may be required to make amendments to their or other application sections to meet grant requirements. Denied applicants will be granted access to reviewer scores and comments.   All funding decisions are final and are not subject to review, appeal, or protest.

5.2 Terms and Conditions

- Funding for this award is contingent on available funds. The RFA does not commit OSSE to make an award.
- OSSE reserves the right to accept or deny any or all applications if OSSE determines it is in the best interest of OSSE to do so. OSSE shall notify the applicant if it rejects that applicant's proposal. OSSE may suspend or terminate an outstanding RFA pursuant to its own grant-making rule(s) or any applicable federal or local regulation or requirement.
- OSSE reserves the right to issue addenda and/or amendments subsequent to the issuance of the RFA, or to rescind the RFA.
- OSSE shall not be liable for any costs incurred in the preparation of applications in response to the RFA. Applicant agrees that all costs incurred in developing the application are the applicant's sole responsibility.
- OSSE may conduct pre-award on-site visits to verify information submitted in the application and to determine if the applicant's facilities are appropriate for the services intended.

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

5.3 Reimbursement Process

OSSE has implemented a reimbursement process for all grantees. Grant award payments are reimbursable on a monthly (and no later than quarterly) basis. Program costs must be paid by the grantee to the payee prior to requesting reimbursement; it is not sufficient for costs merely to be incurred. Compliance with programmatic and fiscal implementation and reporting will be considered in paying reimbursement requests. To receive reimbursement for grant program expenditures, OSSE grantees must complete and submit a reimbursement request electronically using EGMS.

5.4 Audits

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

5.5 Training and Certifications

Mandated Reporter Training: Grantees are required to comply with District law[7] pertaining to mandated reporting. Certain individuals providing direct services to students may be identified as a mandated reporter. Mandated reporters are professionals obligated by law to report known or suspected incidents of child abuse and/or neglect. Such individuals will be required to undertake mandated reporting training at https://dc.mandatedreporter.org/login. In addition, grantees with staff working directly with students must have a policy on how staff, volunteers,

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[7] *See* D.C. Code §4-1321.02.

or contractors are informed or trained for suspicion of abuse and neglect and how to contact the organization's mandated reporter.

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

5.6 Staff and Volunteer Clearance Requirements

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

- DC Child and Family Services Agency (CFSA) Child Protection Registry (CPR) and signed affidavit one-year after the initial CFSA CPR Check is completed
- Federal Bureau of Investigation (FBI) criminal background check and signed affidavit one-year after the initial FBI Check
- Metropolitan Police Department (MPD) criminal background check and signed affidavit one-year after the initial MPD Check, and
- National Sex Offender Registry (NSO) and signed affidavit one-year after the initial NSO check.

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

All clearances must be valid for the duration of the grant period or renewed prior to expiration, and align with the program site requirements (DCPS, DCPCS, etc.). Employees, volunteers, or contractors who are newly hired or under contract by the organization and have unsupervised contact with youth must have background checks and clearances submitted to the appropriate agencies within the first week of employment and the organization must maintain proof of submission within the personnel file.

In the event that any staff, volunteer, or contractor has a background check returned with an issue or indication of past criminal history, the said result must be communicated to OSSE within two (2) business days. Said staff, volunteers, or contractors involved may not have unsupervised interactions with youth until OSSE has made a determination.

5.7 Monitoring, Compliance, and Reporting

Grantees will cooperate with any evaluation or monitoring of the program, such as providing OSSE requested data and access to records and pertinent staff. Monitoring efforts are designed to determine the recipient's level of compliance with federal and/or District requirements and identify specifically whether the grantee's operational, financial and management systems and practices are adequate to account for program funds in accordance with federal and/or District requirements. Failure to maintain compliance with such requirements may result in payment suspension, disallowance of costs or termination of the grant.

Grantees shall be required to cooperate with all data, information, or record requests by OSSE. Such data, information, or records may include but is not limited to enrollment and demographics of student participants, attendance, collection of students/family consent forms, and distribution and entry of student surveys. OSSE may use such data, information, or records for the evaluation of the program and reporting on outcomes regarding the program and activities carried out with grant funds. OSSE may share any data, information, or records received with third-party evaluators, other OSSE-designated organizations, and/or the LEA where the student is enrolled to the extent permissible under any applicable law and OSSE's data-sharing policies. The recipient shall be required to reply and acknowledge OSSE's requests within 48 hours and to provide requested data, information, or records within ten (10) business days. Grantees will collect and maintain on file permission from students' families to collect and disseminate this data as required under the federal Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99).

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

Within 1 week of beginning programming, grantees must be able to provide when requested:
- Confirmed list of all program site(s)
- Hours of programming each student receives, per site
- General program schedule, per site (i.e. number of days per week that tutoring is offered)

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

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

Program Reporting: Grantees will be required to complete quarterly program reports. Reports must be completed for the following time periods: April 1 – June 30; July 1 – September 30; October 1 – December 31; and January 1 – March 31. OSSE will provide additional detail to grantees as to the content of program reports in advance of the first reporting deadline. Reports may include but are not limited to the following:
- Total number of students served throughout the program
- Data analysis and summary of participant outcomes and achievement
- Summary of program successes, challenges, and planned adjustments to programming to improve student outcomes

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

General Documentation
OSSE staff members must have access to the following items when requested:
- Data related to performance against grant goals and objectives
- Representative samples of student and staff files, including:
    - Supporting documents on participant attendance, including access to daily attendance or sign-in sheets as requested
    - Personnel files for time reporting, background checks, and certificates of completion for required training
- Certificates of Insurance
- DC Department of Consumer and Regulatory Affairs (DCRA) current Certificate of Good Standing
- DC Office of Tax and Revenue (OTR) current Certificate of Clean Hands

- DCRA current Charitable solicitation Basic Business License

5.8 Confidentiality

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

5.9 Nondiscrimination in the Delivery of Services

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

5.10 Conflict of Interest

All grant recipients shall ensure that no individual in a decision-making capacity will engage in any activity, including participation in the selection of a vendor, the administration of an award, or an activity supported by award funds, if a conflict of interest or the appearance of a conflict of interest would be involved. A conflict of interest would arise when the individual, any member of the individual's immediate family, the individual's partner, or an organization that employs, or is about to employ, any of the aforementioned, has a financial or personal interest in the firm or organization selected for a contract.

5.11 Vaccination Requirements

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

Appendix A

Official Intent to Apply Notification

(Must be received by OSSE no later than February 25, 2022)

TO: Charlotte Nugent
          charlotte.nugent1@dc.gov

FROM: _____
          (Organization Name)

RE: Intent to Apply for FY22-23-24 High-Impact Tutoring (HIT) Grants for Tutoring
          Programming, Strategic Program Supports, and Program Evaluation Services

_____

Organization Name: _____

Organization Address: _____

                          _____

Contact Person: _____

Contact Person Telephone: _____

Contact Person Email: _____

Award Type(s) Planning to Apply For:

☐   Scaling High-Impact Tutoring Programming
☐   Planning and Launch Grant
☐   Strategic Program Supports
☐   Evaluation Services

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

Submission of the intent to apply assures that the applicant understands that the deadline for these grant applications is 3 p.m. EST on Thursday, March 10, 2022, and that late applications will not be reviewed.

Appendix B – Scoring Rubric

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

Rubric Questions – Scaling and Planning and Launch Grant Award Types

Narrative Application (40 points)	Score Not Assignable	Limited/ Weak	Fair	Good	Strong/ Exceptional
Project and Organization Overview and Eligibility: Applicant meets all eligibility	0	1.25	2.5	3.75	5

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

use data to ensure at least 50% of students served are at-risk.					
Program Measures and Data Use: Applicant has a comprehensive approach to identifying and enrolling students in need of tutoring, tracking data and measuring program outcomes, as well as for continuous program improvement, and shows a track record of successfully modifying/improving programming and outcomes based on data. Applicant has a clear plan for the administration and use of formative and summative assessments for student progress; clearly describes how the program will use assessment data to tailor the program to students' needs; and has a clear plan for communicating student progress to both the student's school and family.	0	1.25	2.5	3.75	5
Project Plan and Management Approach: Applicant describes a high-quality management approach with clear milestones; a feasible timeline for entire project; and a clear and reasonable approach to adapting the program administration as schools' needs for HIT supports evolve.	0	.75	1.5	2.25	3
Budget and Financial Management: Applicant describes a successful history of managing federal grants; clear internal controls for grant management that meet all federal standards; and a clear plan to raise or generate revenue outside of OSSE to fully fund the project, if applicable.	0	.75	1.5	2.25	3
Logic Model: All elements of the program logic model are well-defined, and model demonstrates a well-formed theory of change for the program as evidenced by a clear and	0	.5	1	1.5	2

logical progression from program inputs through outcomes.					
Additional Preferences (35 points)	**Score Not Assignable**	**Limited/ Weak**	**Fair**	**Good**	**Strong/ Exceptional**
Site Partnerships: Applicant has submitted evidence of partnership (in the form of an MOU or letter of intent (LOI)), with the following percentage of proposed tutoring sites/locations: • 75% or more of proposed sites = Strong/exceptional • 50%-74% of proposed sites = Good • 25%-49% of proposed sites = Fair • 1%- 25% of proposed sites = Limited/weak • No partnership MOUs or LOIs submitted = Score not assignable	0	.75	1.5	2.25	3
Program Evidence Standard: Applicant programming meets the standard of evidence described in Section 1.9 of the RFA. • Yes, level 1 = Strong/exceptional • Yes, level 2 = Good • Yes, level 3 = Fair • No, but applicant clearly describes evidence they do have showing program effectiveness = Limited/weak • No, and the applicant does not provide evidence of program effectiveness = Score not assignable	0	.75	1.5	2.25	3
High-Need Program Areas: Program will serve students in any grade of middle school and/or high school math and/or English language arts (ELA). (yes/no)	0				3

Tutoring Frequency: Program will offer more than 90 minutes of tutoring per week to students in grades 2-12. • 181 or more minutes per week = Strong/Exceptional • 136-180 minutes (e.g., 45 minutes, 4x per week) = Good • 91-135 minutes (e.g., 45 minutes, 3x per week) = Fair • 90 minutes only (e.g., 45 minutes, 2x per week) = Score not assignable	0	N/A	1	1.5	2
Program Length: Program will serve individual students for more than 10 weeks during the school year. • 26 or more weeks = Strong/exceptional • 21-25 weeks = Good • 16-20 weeks = Fair • 11-15 weeks = Weak/Limited • 10 weeks only = Score not assignable	0	.5	1	1.5	2
Connection to Curriculum: Applicant provides a clear and compelling description of the connection between core curriculum at a student's school and tutoring program content, which could include evidence of partnership and co-planning of programming with participating students' school staff. (yes/no)	0				2
Tutor/Student Relationships: Applicant provides a clear and compelling description of the specific supports provided to tutors in how to build strong, caring relationships with students. (yes/no)	0				2
OSSE List of Priority Schools: Applicant proposes to provide tutoring programming to schools on OSSE's list of priority schools with	0	.75	1.5	2.25	6

whom they do not yet partner, and/or proposes expanding to support more students within a school on OSSE's list of priority schools. • 7 or more schools = Strong/exceptional • 5-6 schools = Good • 3-4 schools = Fair • 1-2 schools = Limited/weak • No schools proposed are on OSSE's list = Score not assignable					
English Learners (ELs): Applicant describes plan to work with schools or non-school sites where 20% or more of the students are English learners.	0				2
Students with disabilities (SWDs): Applicant clearly describes how their program will serve students with disabilities, including any history the organization has of serving students with disabilities, as well as any plans the organization has to consult or coordinate with the special education team at the students' school to identify specific supports that should be delivered as part of tutoring. (yes/no)	0				2
Justice-involved youth: Applicant plans to partner with the Department of Youth Rehabilitative Services (DYRS) to provide programming inside the youth detention center will be given preference, as well as those planning to work with students under the supervision of Family Court Social Services Division (FCSSD) and students entitled to special education services while under the custody of the Department of Corrections (DOC). (yes/no)	0				3

	Score Not Assignable	Limited/ Weak	Fair	Good	Strong/ Exceptional
Non-School Sites Only: Applicants proposing to provide tutoring at non-school sites describe a clear plan to provide programming at preferred locations, including wards 1, 4, 5, 6, 7, or 8; to students residing in public housing and/or short-term family housing; and/or partnerships with specific LEAs. • 75% or more of proposed sites = Strong/exceptional • 50%-74% of proposed sites = Good • 25%-49% of proposed sites = Fair • 1%- 25% of proposed sites = Limited/weak • No proposed sites meet these criteria = Score not assignable	0	.75	1.5	2.25	3
Nonprofit Applicant: Applicant is a non-profit organization with 501(c)(3) nonprofit status as determined by the Internal Revenue Service (IRS). (yes/no)	0				2
Additional Criteria for Planning and Launch Grants Only (6 Points)	Score Not Assignable	Limited/ Weak	Fair	Good	Strong/ Exceptional
Program Need and Rationale: Applicant describes compelling need and rationale for proposed tutoring program launch, including using data from the District, and/or applicant's past programming, and/or research publications to justify program need.	0	.5	1	1.5	2
Program Launch Plan: Applicant describes clear and credible plan for program's development and launch over a 12-month period, with a maximum of 6 months in the planning phase and minimum of 6 months	0	.5	1	1.5	2

serving students directly with high-impact tutoring programming.					
Risk Management: Applicant describes risks foreseen in designing and launching the new program and provides clear and credible plans to mitigate these risks.	0	.5	1	1.5	2
Budget (25 Points)	Score Not Assignable	Limited/ Weak	Fair	Good	Strong/ Exceptional
Budget High-Level Summary: Summary of costs and budget line items is clear and aligns with activities of the described project.	0	2.5	5	7.5	10
Reasonable: Costs meet federal definition of "reasonable" (does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost).	0	1.75	3.5	5.25	7
Allocable: Costs meet federal definition of "allocable," including the following: (1) Is incurred specifically for the Federal award; (2) Benefits both the Federal award and other work of the non-Federal entity and can be distributed in proportions that may be approximated using reasonable methods; and (3) Is necessary to the overall operation of the non-Federal entity and is assignable in part to the Federal award.	0	1.25	2.5	3.75	5
Timeline: Proposed budget can reasonably be expended within the grant time frame (28 months).	0	.75	1.5	2.25	3

Rubric Questions – Strategic Program Supports Award Type

Narrative Application (70 points)	Score Not Assignable	Limited/ Weak	Fair	Good	Strong/ Exceptional
Mission and Vision: Applicant has compelling mission and vision focused on serving District students specifically	0	1.25	2.5	3.75	5
Experience with HIT Supports: Applicant has compelling and demonstrated history of success (at least 1 year) providing strategic program supports to organizations and/or schools operating high-impact tutoring programs specifically	0	3.75	7.5	11.25	15
Experience with Target Population: Applicant has compelling track record of at least five (5) years of experience serving students in the target program population described in section 1.8 of the RFA.	0	1.25	2.5	3.75	5
Priority 1: Applicant proposes approach to support OSSE's priority schools that is clear, detailed, feasible, and likely to be effective, including a clear plan for outreach to and follow-up with schools.	0	1.75	3.5	5.25	7
Priority 2: Applicant proposes comprehensive and creative approach to supporting the tutoring ecosystem in DC that achieves all the goals outlined in the RFA and is clear, detailed, feasible, and likely to be effective.	0	1.75	3.5	5.25	7
Priority 3: Applicant proposes comprehensive and creative approach to supporting non-school tutoring sites in DC that achieves all the goals	0	1.75	3.5	5.25	7

	Score Not Assignable	Limited/ Weak	Fair	Good	Strong/ Exceptional
outlined in the RFA and is clear, detailed, feasible, and likely to be effective.					
Priority 4: Applicant proposes comprehensive and creative approach to developing high-quality tutoring materials that achieves all the goals outlined in the RFA and is clear, detailed, feasible, and likely to be effective.	0	1.75	3.5	5.25	7
Program Measures and Data Use: Applicant has a comprehensive approach to tracking data and measuring program outcomes, as well as for continuous program improvement, and shows a track record of successfully modifying/improving programming and outcomes based on data.	0	1.75	3.5	5.25	7
Project Plan and Management Approach: Applicant describes a high-quality management approach with clear milestones; a feasible timeline for entire project; a clear and reasonable approach to adapting the project as needs evolve; and a clear plan and rationale for sub-contracting any part of the project.	0	1.25	2.5	3.75	5
Budget and Financial Management: Applicant describes a successful history of managing federal grants; clear internal controls for grant management that meet all federal standards; and a clear plan to raise revenue outside of OSSE to fully fund the project, if applicable.	0	1.25	2.5	3.75	5
Budget (30 Points)	Score Not Assignable	Limited/ Weak	Fair	Good	Strong/ Exceptional
Budget High-Level Summary: Summary of costs and budget line items is clear and aligns with activities of the described project.	0	2.5	5	7.5	10

Reasonable: Costs meet [federal definition] of "reasonable" (does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost).	0	2	4	6	8
Allocable: Costs meet [federal definition] of "allocable," including the following: (1) Is incurred specifically for the Federal award; (2) Benefits both the Federal award and other work of the non-Federal entity and can be distributed in proportions that may be approximated using reasonable methods; and (3) Is necessary to the overall operation of the non-Federal entity and is assignable in part to the Federal award.	0	1.5	3	4.5	6
Timeline: Proposed budget can reasonably be expended within the grant time frame (28 months).	0	1.5	3	4.5	6

Rubric Questions – Program Evaluation Services Award Type

Narrative Application (70 points)	Score Not Assignable	Limited/ Weak	Fair	Good	Strong/ Exceptional
Applicant Experience: Applicant meets all requirements for past experience, including having at least one (1) prior example of evaluating high-impact tutoring programming in urban settings and/or for low-income students of color, and has a compelling description and demonstrated success in the past projects described.	0	5	10	15	20

Key Personnel: Personnel meet all minimum qualifications, and demonstrate qualifications and depth of experience necessary to effectively manage the program.	0	3.75	7.5	11.25	15
Evaluation Methodology: Applicant's proposed methodology and quasi-experimental research design are of sufficient rigor and quality to meet the evaluation objectives, principles, and components described, as well as to answer the proposed research questions.	0	5	10	15	20
Project Plan and Management Approach: Applicant describes a high-quality management approach with clear milestones; a feasible timeline for entire project; and a clear and reasonable approach to working with OSSE to adapt the project as needs evolve.	0	2.5	5	7.5	10
Budget and Financial Management: Applicant describes a successful history of managing federal grants; clear internal controls for grant management that meet all federal standards; and a clear plan to raise revenue outside of OSSE to fully fund the project, if applicable.	0	1.25	2.5	3.75	5
Budget (30 Points)	**Score Not Assignable**	**Limited/ Weak**	**Fair**	**Good**	**Strong/ Exceptional**
Budget High-Level Summary: Summary of costs and budget line items is clear and aligns with activities of the described project.	0	2.5	5	7.5	10
Reasonable: Costs meet federal definition of "reasonable" (does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost).	0	2	4	6	8

Allocable: Costs meet [federal definition](#) of "allocable," including the following: (1) Is incurred specifically for the Federal award; (2) Benefits both the Federal award and other work of the non-Federal entity and can be distributed in proportions that may be approximated using reasonable methods; and (3) Is necessary to the overall operation of the non-Federal entity and is assignable in part to the Federal award.	0	1.5	3	4.5	6
Timeline: Proposed budget can reasonably be expended within the grant time frame (28 months).	0	1.5	3	4.5	6

Appendix C – Assurances

Program-Specific Assurances

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

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

1. Will comply with activities necessary to carry out a robust program evaluation and reporting for the high-impact tutoring program, including sharing student-level participant data with OSSE and/or designated third party organizations.
2. Will seek and receive approval from OSSE before implementing any project changes with respect to the purposes for which the proposed funds are awarded. This includes any changes to key personnel specified in the application.
3. Will comply with requests for robust monitoring and compliance for the grant, including, but not limited to, regular reports describing the implementation of the programming.

Central Data Assurances

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

Lobbying

If the grant is federally funded and as required by Section 1352, Title 31 of the U.S. Code and implemented at 28 CFR Part 69, for persons entering into a grant or cooperative agreement

over $100,000, as defined at 28 CFR Part 69, the applicant certifies, to the best of his or her knowledge and belief, that:

A. No federal appropriated funds have been paid or will be paid, by or on behalf of the aforesigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement;

B. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the aforesigned shall complete and upload Standard Form LLL, "Disclosure of Lobbying Activities," in accordance with its instructions;

C. The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

D. If awarded a grant, the applicant assures that it shall file a disclosure form at the end of each calendar quarter in which there occurs any event that requires disclosure or that materially affects the accuracy of any previously filed disclosure under 28 CFR Part 69, "New Restrictions on Lobby." See 28 CFR § 69.110(c).

Debarment, Suspension, and Other Responsibility Matters

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

A. The applicant certifies that it and its principals:

  a. Are not presently debarred, suspended, proposed for debarment, excluded, disqualified, declared ineligible, sentenced to a denial of Federal benefits by a State or Federal Court, or voluntarily excluded from covered transactions by any Federal department or agency.

  b. Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes; commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, receiving stolen property, making false claims, or obstruction of justice; or commission of any other offense indicating a lack of business integrity or business honesty that seriously and directly affects your present responsibility;

c. Are not presently indicted for or otherwise criminally or civilly charged by a government entity (Federal, State, or local) with commission of any of the offenses enumerated in subparagraph (i) of this certification; and

d. Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default.

B. The applicant certifies that it and its principals are not proposed for debarment or presently debarred because of any actions by the District of Columbia Contract Appeals Board, the Office of Contracting and Procurement, or any other District contract regulating Agency.

C. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application. The applicant must fully describe any indictments, charges, convictions, or legal proceedings (and the status and disposition thereof) and the surrounding circumstances in writing and provide documentation of the circumstances.

D. If awarded a grant, the applicant assures that it shall give immediate written notice to OSSE if it failed to disclose information relating to the conditions above or, if due to changed circumstances, the applicant or any of its principals now meet the conditions above.

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

A. The applicant is ineligible to receive this grant from the date a contribution or solicitation for a contribution was made and continuing for one year after the general election for which the contribution or solicitation for contribution was made, whether or not the contribution was made before the primary election, to any of the following:
   a. An elected District of Columbia official who is or could be involved in influencing or approving the award of this grant;
   b. A candidate for elective District of Columbia office who is or could be involved in influencing or approving the award of this grant; or
   c. A political committee affiliated with a District candidate or elected District official described in (i) or (ii) above.

B. The applicant is ineligible to receive this grant from the date a contribution or solicitation for a contribution was made and continuing for eighteen (18) months after that date:
   a. A constituent-service program or fund, or substantially similar entity, controlled, operated, or managed by:

       i. An elected District official who is or could be involved in influencing or approving this grant; or

      ii. A person under the supervision, direction, or control of an elected District official who is or could be involved in influencing or approving this grant;

b. A political party; or

c. An entity or organization:

       i. That a candidate or elected District official described in (a) or (b) of this paragraph, or a member of his or her immediate family, controls; or

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

Compliance with Tax and Other Payments

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

Certificate of Good Standing

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