



High-Impact Tutoring Pilot Program Grant

Request for Applications
2024

Essential information guiding application for and award of this grant is contained in this Request for Applications (RFA).

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SUBMISSION GUIDELINES

NOTE: Applicants must submit an electronic copy of the application. Electronic submissions must be received no later than 11:59 p.m. on **May 31, 2024**.

Completed applications should be sent:

Electronically:	<p>Dr. Brooke Butler ade.tutoring@ade.arkansas.gov</p> <ul style="list-style-type: none">• Subject of Email: High-Impact Tutoring Pilot Program Grant Application (Name of District and/or School)• Single PDF Document Titled: HIT Grant Application Spring 2024 (Name of District and/or School)• May be emailed directly or link to a shared Google Folder with access to download file
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Submission Guidelines:

- Applications that do not meet the specifications listed in this Request for Applications (RFA) may not be reviewed.
- Incomplete applications will not be reviewed.
- Applications should be double-spaced and in 10 or 12 Arial, Tahoma, or Times New Roman font.

Submission of a grant application indicates acceptance by the applicant of the appropriate federal and state administrative conditions. All applicants submitting applications in a timely manner will receive a **Grant Application Receipt Acknowledgment** by email.

All grant applications of awarded recipients, as submitted, will be published on the ADE website in compliance with LEARNS.

INTRODUCTION

On March 8, 2023, Arkansas Governor Sarah Sanders signed the LEARNS Act into law. Included in the expansive LEARNS Act is a provision to create the Arkansas High-Impact Tutoring Pilot Program. The Arkansas Division of Elementary and Secondary Education administered the first cycle of the program in the 2023-2024 school year, and is now opening applications for the second cycle for the 2024-2025 school year.

REGULATIONS AND GUIDANCE

Schools and districts wishing to apply for the High-Impact Tutoring Pilot Program **must** already have a master schedule in place that can accommodate the insertion of high-impact tutoring sessions during the school day, without requiring push-ins or pull-outs which would disrupt the student's access to core instruction.

Schools may use existing intervention time already built into the school day to offer tutoring services. However, high-impact tutoring grant funds may NOT be used to purchase intervention curriculum or materials that are not associated with the delivery of high-impact tutoring services from a high-impact tutoring provider on the [approved provider list](#). Schools and districts may use funds to purchase high-quality tutoring services that supplement the overarching intervention plan for students. For example, an intervention program may help a student across the breadth of their entire ELA curriculum, while tutoring services help supplement areas where they need the most attention to close larger learning gaps. Therefore, tutoring services may serve as a component of an intervention plan, but they may not replace it entirely. Please contact Brooke Butler at brooke.butler@ade.arkansas.gov with additional questions.

ELIGIBLE ENTITY

Eligible entities are entities categorized as a Local Education Agency (LEA).

APPLICATION DEADLINE AND PERIOD OF AVAILABILITY

The Arkansas High-Impact Tutoring Pilot Grant application window opens May 10, 2024 and closes on May 31, 2024.

This grant is only available for the 2024-2025 school year. All funds received as part of this grant must be spent during Fiscal Year 2025.

REPORTING & MONITORING REQUIREMENTS

Arkansas Public School districts and open-enrollment public charter schools chosen to participate in the High-Impact Tutoring Pilot Program will be provided with a template with minimum data-reporting requirements [see [data reporting template](#)]. Participants will be expected to provide the following data points to the ADE:

- Data regarding participating public school students' access to High-Impact Tutoring and implementation including geography, grade spans, and subjects.
 - How this data has changed over time;
 - The number of students who received high-impact tutoring;
 - The attendance of students who received high-impact tutoring; and

- The number of students eligible for high-impact tutoring in the program.
- Data on achievement and growth outcomes from participating public school students.
- Program successes and challenges.

Additional data may also be requested for implementation and progress monitoring to address research needs.

TOTAL FUNDING AMOUNT AVAILABLE

Approximately \$20 million is available for High-Impact Tutoring Pilot Program Grant awards for state Fiscal Year 2025.

Funding for subgrantees will be awarded to applicants demonstrating a solid plan for students with the highest need. Subgrantees selected through a competitive grant process will have identified a high-impact tutoring program that aligns with the goals outlined in this application. Subgrantees’ needs will be based on the number of eligible students in the school building. Student eligibility is based on: economic disadvantage, assessment results, reading levels, attendance rates, and retention risk.

GRANT APPLICATION TIMELINE, 2024-2025

Note: All dates are subject to change.

Activity	Deadline
Application Released:	May 10, 2024
Optional Webinars for Applicants :	May 15, 2024 (10am)
Application Due:	May 31, 2024
Application Review Period:	May 31, 2024 to June 30, 2024
Notice of Intent to Award:	June 30, 2024
Grant Period:	July 1, 2024 - June 30, 2025
End of Year Report Due:	June 1, 2025

PROGRAM DESCRIPTION

In evaluating potential programs and/or practices to support High-Impact Tutoring, schools and/or school districts are encouraged to utilize the [Hexagon Implementation Tool](#) developed by the National Implementation Network at the University of North Carolina at Chapel Hill.

Additionally, applicants are encouraged to reference [Arkansas’s Tutoring Playbook](#) for additional guidance on tutoring programs, requirements, and best practices.

A. Executive Summary

Provide a vision of the project and the alignment with the applicant’s high-impact tutoring plan. Summarize the amount of funding requested, introduce the grant project goals and activities, and explain how those activities will support advancing student learning and achievement.

B. Needs Assessment

Describe the needs assessment data analyzed to identify eligible students (e.g., state assessment data, benchmark data, school and community surveys).

C. Current Level of Implementation

Describe the current level of implementation (exploration, initial implementation, full implementation) of High-Impact Tutoring within the LEA.

D. High-Impact Tutoring Pilot Program Implementation

K-12 applicants describe how the identified school(s) and/or district will integrate a High-Impact Tutoring Program during the school day. Please provide information on the in-kind services and/or funds the district will utilize to support the High-Impact Tutoring Pilot Program.

E. Monitoring

Describe how the project will be monitored through data, including a plan for revising and using ongoing data to drive decisions, and describe the student performance assessments used to monitor progress toward meeting performance goals.

F. Budget

Applicants must complete and upload the FY25 High-Impact Tutoring Grants Budgets and Narratives:

- Budget Template: [FY25 Grant Budget and Narrative Proposal](#)

Provide an itemized budget breakdown and justification for each proposed purchase in each budget category listed in the Budget Template.

SCORING RUBRICS

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A. Executive Summary	All information is accurate and is delivered effectively. Knowledge is thorough. Extensive details and relevant examples are used to address the High-Impact Tutoring Pilot Program.	Knowledge is evident. Information includes details and strong examples that are used to address the High-Impact Tutoring Pilot Program.	Information is relevant, but details and examples did not address the High-Impact Tutoring Pilot Program.	Information is confusing or irrelevant. Did not address the High-Impact Tutoring Pilot Program.
B. Needs Assessment	Provides data that is aligned to the design of the program and uses clear and concise rationale.	Provides data that is aligned to the design of the program.	Provides data that is unaligned to the design of the program.	Provides no data.
C. Level of Current Implementation	Provides a clear and concise description of the current level of implementation (exploration, initial implementation, full implementation) of tutoring programs within the LEA.	Provides a description of the current level of implementation (exploration, initial implementation, full implementation) of tutoring programs within the LEA.	Provides a vague description of the current level of implementation (exploration, initial implementation, full implementation) of tutoring programs within the LEA.	Provides no or a limited description of the current level of implementation (exploration, initial implementation, full implementation) of tutoring programs within the LEA.

D. Proposed Implementation	Implementation Plan is organized and contains clear and comprehensive information. Plan provides clear and concise measurable performance metrics. Funding or in-kind match is explicitly explained and provides an adequate match to requested funding.	Implementation Plan is organized and contains enough information. Plan provides measurable performance metrics. Funding or in-kind match is explained and provides an adequate match to requested funding.	Implementation Plan is organized, but some components are missing. Plan does not include enough information to complete the project as envisioned. Proposed performance metrics are vague. Funding or in-kind match is vaguely explained and provides a somewhat adequate match to requested funding.	Plan is disorganized. Plan is missing key components. Plan does not include enough information to complete the project as envisioned. Proposed performance metrics are not measurable. Plan includes components that are not eligible for grant funding or aligned to grant purpose. Funding or in-kind match is vaguely or not explained and does not adequately match requested funding.
E. Monitoring	The proposed program and/or practice will be monitored through data-driven decision-making. Plan includes a concise and clear plan for revising and using ongoing data-driven decision-making. Identifies specific student performance assessments used to monitor progress toward meeting performance goals. Selected monitoring assessments are nationally normed and provide a growth target for students.	The proposed program and/or practice will be monitored through data-driven decision-making. Plan includes a plan for revising and using ongoing data-driven decision-making. Identifies a specific student performance assessment used to monitor progress toward meeting performance goals.	The proposed program and/or practice will be monitored through data-driven decision-making. Identifies a specific student performance assessment used to monitor progress toward meeting performance goals.	The proposed program and/or practice will be monitored through data-driven decision-making or identifies a specific student performance assessment used to monitor progress toward meeting performance goals.

ALLOWABLE COSTS

Per Act 237

An eligible entity that receives a High-Impact Tutoring Program grant may use the funds per the guidelines below.

- 1) Hiring, contracting with, or providing stipends for tutors;
- 2) Administrative expenses, including as-needed additional staff to support high-impact tutoring implementation;
- 3) Costs associated with technology-enabled tutoring solutions and devices and
- 4) Contracting with approved tutoring providers for products and services related to high-impact tutoring.

To ensure tutoring is accessible to all eligible and identified students, districts should consider how to mitigate their per pupil cost. ADE will consider per pupil funding requests when making award decisions and will fund per pupil costs in line with the reasonable market costs provided by approved vendors. In instances where there is a significant difference between expected and actual student attendance or dosage of tutoring services, ADE reserves the right to adjust the awarded grant amount.

Grant Administration Coordination

To ensure compliance with the grant and Act 237, as well as to facilitate a culture of data reflection and continuous improvement, applicants should consider leveraging a district-level coordinator for the grant. Specifically, districts should consider who will be responsible for:

- coordinating tutoring programs with the selected, approved high-impact tutoring provider(s),
- collecting and reviewing data, and
- making just-in-time programming adjustments to meet the needs of students based on the availability of data.

For budgeting purposes, districts should either provide a tutoring coordinator as part of an in-kind match or account for a tutoring coordinator in their proposed budget. Districts may request funding to support the role of a grant administration coordinator. Grant funding requests should align with the expected scope of work expected of such a coordinator. Grant funding will not supplement other duties this individual may have outside of the high-impact tutoring grant program.

Tutoring coordinators ideally hold the following responsibilities:

- Manage relationships with the tutoring provider(s), ensuring timely data collection and reporting, ensuring tutor quality and quality student-tutor interactions, and other duties necessary to ensure a smooth implementation of the tutoring program;
- Ensure tutoring services are scheduled and occur at the appropriate time in the school day;
- Partner with the tutoring provider(s) to ensure students are in attendance for their scheduled tutoring services and receive adequate dosage;
- Ensure alignment between the tutoring provider and school curriculum materials; and
- Ensure timely data reporting to the ADE monitor the success of the program.

Unauthorized Activities

The following items cannot be funded and should not be requested:

- 1) Purchase of tutoring services from an unapproved vendor that does not appear on the list of [DESE-Approved High-Impact Tutoring Vendors](#);
- 2) Travel;
- 3) Capital expenses, such as acquisition, renovation, or enhancement of a facility, technology leases, elevators, water main valves, permanent fixture of equipment/furniture, including installation of playground and/or fitness equipment;
- 4) Acquisition of any vehicle;
- 5) Construction and any related construction activities, such as architectural renderings and engineering activities (including ADA compliance);
- 6) Recurring operational expenses to include administrative and programmatic activities, such as utilities, teaching, administrator salaries, professional dues or memberships, and transportation of students;
- 7) Indirect costs;
- 8) Employee hiring/recruitment expenses, such as employment of a placement firm or travel for prospective employees;
- 9) Non-educational, non-informative promotional/novelty items for advertising, events, or recruiting;
- 10) Gift certificates, food or alcoholic beverages, school apparel for staff or students;
- 11) Fines and penalties or lobbying expenses; and

- 12) Costs associated with the initial licensure or renewal of teacher licensure (including costs of continuing education credits for professional development coursework completed at a college or university).

Appendix A: Definitions

***High-Impact Tutoring* means instruction that is:**

- 1) Data-driven with student results, characteristics, and progress guiding decision-making;
- 2) Provided in small groups (i.e., four or fewer) or one-on-one (1-1);
- 3) Provided for a minimum of three times per week for approximately 30 minutes per session, or a comparable model that provides direct tutoring based on specific skills needed;
- 4) Provided by a consistent tutor or consistent set of tutors that sustain strong relationships with students;
- 5) Implemented during the school day; and
- 6) Supplemental to core academic instruction and not a replacement for such instruction. Supplemental instruction may include small group instructional time where students might otherwise be working independently.