



Arkansas Tutoring Playbook for Public School Districts and Open-Enrollment Charter Schools

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Introduction

In recent years, the Arkansas Department of Education (ADE) has developed several tutoring initiatives to support the learning and development of Arkansas's students. The Arkansas Tutoring Playbook is intended as guidance for public school districts and open-enrollment charter schools on the tutoring programs available in Arkansas. The Arkansas Tutoring playbook includes information regarding the Arkansas Tutoring Corps, the High-Impact Tutoring Pilot Program, and the Literacy Tutoring Grant.

In addition, the Arkansas Tutoring Playbook includes information for tutoring providers that are interested in offering tutoring services in Arkansas. Public school districts and open-enrollment charter schools may find the provider information useful to understand how the Arkansas Department of Education will vet and maintain the approved provider lists for the [High-Impact Tutoring Program](#) and the [Literacy Tutoring Grant Program](#).

As you navigate the Arkansas Tutoring Playbook, please contact ade.tutoring@ade.arkansas.gov with any additional questions.

Overview of Tutoring in Arkansas

Overview of Arkansas Tutoring Programs

The Arkansas Department of Education (ADE) supports two different tutoring programs:

- **[The Arkansas Literacy Tutoring Grant Program](#)**: Established by the [LEARNs](#) Act in 2023, the Arkansas Literacy Tutoring Grant Program provides up to a \$1,500 grant for supplemental literacy tutoring to eligible students in grades K-3.
- **[The Arkansas High-Impact Tutoring \(HIT\) Pilot Program](#)**: Established by the [LEARNs](#) Act in 2023, the Arkansas High-Impact Tutoring Pilot Program provides grants to public school districts and open-enrollment public charters to implement high-impact tutoring programs in schools.

All three programs seek to increase access to high-quality individualized learning support for students who need it most. This document provides information about each of the three programs, including how they intersect and align to further the state's vision.

Tutoring in LEARNS

The [LEARNS Act](#) of 2023 outlines provisions for two types of tutoring grants for Arkansas's students:

1. The Arkansas High-Impact Tutoring Pilot Program; and
2. The Literacy Tutoring Grant Program.

The table below outlines the requirements set forth by the LEARNS Act for both programs.

	Arkansas High-Impact Tutoring Pilot Program	Literacy Tutoring Grant Program
Overview	Provide grants to public districts and open-enrollment charter schools to implement high-impact tutoring programs in schools.	Provides up to a \$1,500 grant for supplemental literacy support to eligible students in grades K-3.
Eligible Recipients/Participants	Public school districts and open-enrollment public charter schools. Public school districts and open-enrollment public charter schools that apply for the High-Impact Tutoring Pilot Program will determine criteria for which students are eligible for its high-impact tutoring program based on the academic performance of student groups across grades and subject and student assessment results, including standards-aligned or nationally normed student assessment results.	For the 2025-2026 school year, eligibility will be determined by the fall K-3 Screener.
Eligible Expenses	<ul style="list-style-type: none"> • Contracting with vendors that provide high-impact tutoring from an approved provider list; • Hiring or contracting tutors or providing stipends or other incentives to paraprofessionals, retired teachers, or community organizations to ensure maximum tutoring capacity; • Covering administrative expenses; and • Covering costs associated with tech-enabled solutions, such as licenses, software, and related devices. 	<ul style="list-style-type: none"> • Online or in-person, high-dosage tutoring services from a list of Division-approved providers whose employees are trained in the science of reading and hold valid teaching certificates in either elementary education or reading or baccalaureate or graduate degrees in education, English, or another subject area indicative of expertise in reading and literacy; and • Evidence-based digital literacy applications or software programs from a list of Division-approved programs that are in alignment with the science of reading.
Participating District/Charter Requirements	Participating public school districts and open-enrollment public charter schools will: <ul style="list-style-type: none"> • Launch and deliver high-impact tutoring services in accordance with the timeline established by the ADE; • Comply with all state and federal laws with respect to grant funds to spend 	Participating public school districts and open-enrollment public charter schools will: <ul style="list-style-type: none"> • Notify the parent of each eligible student of the process to apply for the grant and any other relevant information from the ADE.

	Arkansas High-Impact Tutoring Pilot Program	Literacy Tutoring Grant Program
	<p>funds on approved uses only;</p> <ul style="list-style-type: none"> • Provide a funding or in-kind match to support high-impact tutoring; and • Annually report required data to the ADE including: <ul style="list-style-type: none"> ○ The number of unique students who participated in the high-impact tutoring program, and related student metrics including tutoring subject, grade level, attendance, dosage, prior performance on the state assessment, and demographic information; ○ How the public school district or open-enrollment public charter school maintained consistent access for participating students to non-core academic instruction; ○ How program grant funding was used by the public school district or open-enrollment public charter school and a summary of other resources, if any, used to provide high-impact tutoring; ○ Academic achievement or other criteria used to identify eligible students; ○ The impact on student academic and non-academic outcomes including interim assessments or other outcome metrics; and ○ Any additional private, federal, or local funds that the public school district or open-enrollment public charter used to support HIT. • Public school districts and open-enrollment public charter schools using a provider from the approved provider list must report the above information with respect to the provider. 	
Reporting Requirements	Annually, the ADE will provide a report to the General Assembly that includes:	Annually, the ADE will provide a report to the Arkansas State Board of Education that includes:

	Arkansas High-Impact Tutoring Pilot Program	Literacy Tutoring Grant Program
	<ul style="list-style-type: none"> • Data regarding participating public school students' access to high-impact tutoring and implementation including geography, grade spans, and subjects (how this data changed over time, the number of students who received high-impact tutoring, the attendance of students who received high-impact tutoring in the program, and the number of students eligible for high-impact tutoring); • Data on achievement and growth outcomes for participating students; and • Program successes and challenges. • Recommendations for policy changes in future years in order to ensure every child in Arkansas can access high-impact tutoring as needed • An overview of actions taken to support every participating public school district and open-enrollment public charter school to ensure that high-impact tutoring is available to every eligible child in Arkansas 	<ul style="list-style-type: none"> • Number of eligible students for literacy tutoring grants; • Number of eligible students who applied for literacy tutoring grants; • Number of eligible students who spent any amount of grant funding; • Number of eligible students who spent the full amount of grant funding; • Total amount of grant funding available, the total amount awarded from the application process, and the total amount expended; • Total amount of grant funding expended on approved literacy tutoring providers, overall and by provider; and • Student outcomes data provided by approved literacy tutoring providers.

Approved Providers in Arkansas (as of July 2025)

The Arkansas Department of Education published two separate approved provider lists for the High-Impact Tutoring Pilot Program and the Literacy Tutoring Grant Program. Approved providers for each program are listed below. For more information on an individual tutoring provider, select the tutoring provider from the list below.

[High-Impact Tutoring Pilot Program](#)

[Literacy Tutoring Grant Program](#)

Section I: Arkansas Tutoring Corps

Overview

In 2021, the Arkansas Department of Education and the Office of Education Renewal Zones launched the Arkansas Tutoring Corps to serve the academic needs of students across the state.

The goals of the Arkansas Tutoring Corps are three-fold:

1. To build a system of recruiting and training tutors who are equipped to meet the academic needs of students in their geographic area.
2. To expand the Arkansas Tutoring Corps across the state.
3. To connect tutors with organizations serving students with academic needs in Arkansas for employment as tutors.

Tutor Qualifications

Qualified applicants in the Arkansas Tutoring Corps include:

- students in educator preparation programs in higher education institutions;
- retired educators;
- educators currently serving in the classroom; and
- community members.

Tutoring applicants are required to pass child maltreatment and background checks and have completed training in literacy and/or math, building positive relationships with students and families, classroom/behavior management, and meeting learners' social and emotional needs. Applicants need to show evidence of training in the Science of Reading.

To apply to be a tutor through the Arkansas Tutoring Corps, complete and submit the application found [here](#).

For more information on the Arkansas Tutoring Corps, visit the [ADE website](#).

Section II: High-Impact Tutoring Pilot Program

Overview

As established by the LEARNS Act of 2023, the High-Impact Tutoring Pilot Program provides grants to public school districts and open-enrollment charter schools to cover major costs associated with delivering high-impact tutoring services during the school day for eligible students in grades K-12 for ELA and/or math beginning in the 2023-2024 school year.

Public school districts and open-enrollment charter schools must apply and be approved by ADE to participate in the High-Impact Tutoring Pilot Program and receive grant funding. Approved grantees are expected to leverage grant funding to provide support and resources for high-impact tutoring and submit tutoring data to the ADE [as required by the Arkansas State Board of Education](#).

Public school districts and open-enrollment charter schools are encouraged to partner with an [approved tutoring provider](#) to help design, deliver, and monitor tutoring services. Approved uses of grant funds include:

- Contracting with vendors that provide high-impact tutoring from an approved provider list;
- Hiring or contracting tutors or providing stipends or other incentives to paraprofessionals, retired teachers, or community organizations to ensure maximum tutoring capacity;
- Covering administrative expenses; and
- Covering costs associated with tech-enabled solutions, such as licenses, software, and related devices.

Additionally, selected participants will receive additional guidance from the ADE to support implementation (including this document). Public school districts and open-enrollment charter schools will be required to attend awardee webinars, check-ins with ADE staff, and submit tutoring implementation data. To assist participating grantees, the ADE will provide a template, guidance, and support on submitting data. See [Guidance for Implementing High-impact Tutoring Grants](#) for more information.

Defining High-Impact Tutoring

[Research](#) shows that high-impact tutoring is one of the most effective interventions to accelerate student learning. As defined by the Arkansas State Board of Education, high-impact tutoring means tutoring that is aligned with the following tutoring quality standards:

- Data-driven with student results, characteristics, and progress guiding decision-making;

- Provided in groups of four or fewer students or one-on-one (1-1);
- Provided for a minimum of three times per week, at least 30 minutes a session, or a comparable model that provides direct tutoring based on specific skills needed;
- Provided by a consistent tutor or consistent set of tutors that sustain strong relationships with students;
- Implemented during the school day; and
- 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.

Eligibility

For the 2025-2026 school year, participating public school districts and open-enrollment charter schools should plan to launch their High-Impact Tutoring Programs by November of 2025 or earlier.

Public school districts and open-enrollment charter schools with existing tutoring programs are encouraged to apply. However, an existing high-impact tutoring program is not required to receive funding for this pilot program. For an existing high-impact tutoring program to be funded through the High-Impact Tutoring Pilot Program, it must demonstrate that it meets all program requirements outlined in the application and is seeking funding to go beyond what it is currently offering.

Public school districts and open-enrollment charter schools awarded grants for the 2025-2026 school year must expend all funds by June 1, 2026.

Guidance for Implementing High-Impact Tutoring Grants

Determining Student Eligibility

As required by the Arkansas State Board of Education, participating public school districts and open-enrollment public charter schools must consider, at a minimum, the following criteria in determining student eligibility for the grant:

- Academic performance of student groups across grades and subjects; and
- Student assessment results, including standards-aligned or nationally normed student assessment results.

As part of the High-Impact Tutoring Program application process, public school districts and open-enrollment charter schools must provide the ADE with the needs assessment data used to determine eligible students.

Budget

The High-Impact Tutoring Pilot Program awards grants determined by the public school district or open-enrollment charter school need. For 2025-2026, an in-kind service or funding match is required from participating grantees. Examples include but are not limited to:

- dollar-for-dollar matching;
- in-kind matching of:
 - technology (e.g., Chromebooks);
 - instructional time and space;
 - adult supervision; and
 - administrative support.

Public school districts and open-enrollment charter schools must complete the [Budget and Budget Narrative](#) template when applying for the High-Impact Tutoring Grant Pilot Program. Applicants that do not submit a completed budget may not be considered for grant approval.

Selecting a High-Impact Tutoring Provider

Public school districts and open-enrollment charter schools choosing to partner with a provider must select an approved provider from the [approved provider list](#) published by the ADE. Applicants should consider individual public school district and open-enrollment charter school needs related to cost, tutor capacity, content, and grade level when selecting a tutoring provider partner.

Tutoring providers may assist public school districts and open-enrollment charter schools in data collection and reporting requirements. Public school districts and open-enrollment charter schools must contract directly with providers.

Scheduling In-School, High-Impact Tutoring

A public school district or open-enrollment public charter school should consider at least the following when scheduling students for High-Impact Tutoring during the school day:

- **Time:** How will tutoring be embedded during regular school hours to eliminate barriers to participation? How will public school districts and open-enrollment charter schools ensure tutoring sessions do not replace core instruction?
- **Frequency:** How will public school districts and open-enrollment charter schools ensure that each student consistently receives at least three 30 minute tutoring sessions a week with the same tutor or consistent set of tutors (or comparable tutoring model)?
- **Modality:** How will tutoring be delivered—in person, virtually, or both? How will this impact scheduling?
- **Tutor Availability:** Given tutors' work schedules, when are tutors most available?
- **Space:** What physical space is available to facilitate high-impact tutoring during the school

day?

Below are examples from the [NSSA High-Impact Tutoring District Playbook](#) of common scheduling approaches public school districts and open-enrollment charter schools may consider as they implement High-Impact Tutoring into the school day.

1. *Extension Periods/Parallel Blocks*

Instruction in targeted classes is divided into two blocks of time (e.g., double blocks of math). During the first block, all students receive whole-group core instruction in their original classes. During the second block, students are regrouped into homogenous small groups led by other teachers of the same grade or content and tutors to give them additional individualized instructional time.

For middle or high schools, tutors can come into the classroom for the second block, as opposed to pulling students out of the classroom.

For elementary schools, students may be pulled from their non-core classroom instruction into smaller, homogeneous groups based on mastery level and student need of core content.

2. *Intervention Periods*

A new period is added to the school day or existing intervention times are used. During these periods, teachers assign students or students self-select into the provided tutoring options, college advisory sessions, or social-emotional learning blocks for that day.

3. *Flex Blocks*

A school repurposes an already scheduled period that is flexible, such as advisory or homeroom, for tutoring.

For high schools, avoid scheduling tutoring during the first or last period to boost attendance.

For elementary or middle schools, if the program relies on high school tutors, coordinate with local high schools and align flex blocks with their service-learning periods.

4. *Electives*

One of a student's elective periods is used as a dedicated tutoring block.

Collecting and Monitoring Data for Continuous Improvement

Effective programs collect data on program implementation to monitor and evaluate the program's success and to refine the program as part of a cycle of continuous improvement. Additionally, data collection is a required component of this grant opportunity.

Approved grantees should coordinate early and often with their provider partner (if selected)

to ensure all required grant data can be collected timely and accurately. Tutoring provider partners may have more data available that goes above and beyond what is required by the grant. Grantees should develop a culture of monitoring and continuous improvement in partnership with their approved provider partner where data is routinely reviewed to understand program successes, challenges, and progress towards grant goals.

Grant applicants should plan to allocate human capital to support and monitor the High-Impact Tutoring program.

[The National Student Support Accelerator](#) has developed protocols for monitoring tutoring programs grantees may wish to consider as part of their data monitoring routines:

- ☐ Identify who is responsible for reviewing each type of data.
- ☐ Create and routinely use protocols for reviewing data and distilling insights to inform decisions.
- ☐ Review disaggregated data to ensure equity of services.
- ☐ Set up processes for communicating data (and the insights distilled from it) to relevant stakeholders.
- ☐ Make informed decisions and take action based on data, resulting in continuous improvements.
- ☐ Establish standards for effective implementation of the tutoring model and improve standards over time.

For additional considerations regarding monitoring for continuous improvement, consult the NSSA's toolkit for [evaluation and improvement](#).

LEARNS Data Reporting Requirements

Pursuant to the LEARNS Act, ADE must provide an annual report to the General Assembly informed by data reported by public school districts and open-enrollment charter schools.

ADE must collect the following information from public school districts and open-enrollment charter schools to report on annually to the General Assembly:

- 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.

Public school districts and open-enrollment charter schools must report to ADE the number of students who participated in the program and the following related student metrics:

- tutoring subjects;
- grade levels;

- Attendance; and
- dosage.

Public school districts and open-enrollment charter schools must be able to report on the above student-level data to qualify for the High-Impact Tutoring Pilot Program.

Failure to submit all district-requirement data as part of this grant opportunity may result in the grantee being in non-compliance with the ADE. Issues uncovered by the ADE will be communicated to the subgrantee and could result in immediate rectification or a corrective action plan. If a corrective action plan is required, all future monitoring activity will include adherence to the corrective action plan commitments. Subgrantees that have persistent and/or extended non-compliance with grant activities may lead to termination of the subgrant.

Public school districts and open-enrollment charter schools should reference the information provided in the above sections to use the template and questions below to ensure they meet reporting requirements. Disaggregated data should be included whenever possible.

The ADE has developed a data collection template that will be shared directly with grantees. ADE will work with all grantees to ensure they meet grant reporting requirements, including the data elements outlined in the data collection template.

In addition to the information provided in the reporting template, public school districts or open-enrollment public charter schools are required to report on the following questions:

- How did the public school district or open-enrollment public charter school maintain consistent access for participating students to non-core academic instruction?
- How did the public school district or open-enrollment public charter school use grant funding to provide high-impact tutoring?
- How did the public school district or open-enrollment public charter school identify eligible students?
- What additional private, federal, or local funds did the public school district or open-enrollment public charter school use to support high-impact tutoring?
- What was the program's impact on student academic and non-academic outcomes?

The ADE will work directly with grantees to collect all required information as part of the grant opportunity.

For additional information and guidance on implementing HIT programs, please refer to the following resources:

- National Student Support Accelerator: [High-Impact Tutoring District Playbook](#)
- National Student Support Accelerator: [District Playbook Workbook](#)

Section III: Literacy Tutoring Grant Program

Overview

The ADE launched the Arkansas Literacy Tutoring Grant Program, a new program that will provide thousands of families up to \$1,500 which can be used towards literacy tutoring services for eligible K-3 students.

Under the LEARNs Act, approved parents may only spend the Literacy Tutoring Grant program on:

1. Online or in-person, high-dosage tutoring services from a list of approved providers whose employees are trained in the science of reading and hold valid teaching certificates in either elementary education or reading or baccalaureate or graduate degrees in education, English, or another subject area indicative of expertise in reading and literacy; and/or
2. Evidence-based digital literacy applications or software programs from a list of state-approved programs.

The Arkansas Department of Education (ADE) administers the Literacy Tutoring Grant Program and is partnering with [ClassWallet](#), an organization that provides a digital wallet technology platform, to distribute the funds directly to approved providers.

The Arkansas Literacy Tutoring Grant Program connects families with high-quality tutors who have been approved by the Arkansas Division of Elementary and Secondary Education. To be eligible to serve as a tutor, an individual must be a certified teacher in elementary education or reading, or have a degree in education, English, or another subject indicative of expertise in reading and literacy, and all tutors must have training on the science of reading.

Science of Reading

All approved providers and programs for the Literacy Tutoring Grant are required to be in alignment with the science of reading. According to the Right to Read Act, the science of reading is defined as “the study of the relationship between cognitive science and educational outcomes, also referred to as scientific reading instruction.” [[Arkansas Right to Read Act](#), A.C.A. § 6-17-429]

For more information on the science of reading, visit the [ADE website](#).

Student Eligibility

For the 2025-2026 school year, eligible students for the Literacy Tutoring Grant meet the following criteria:

- For students in grades K-2, eligible students scored in the following percentiles on the beginning-of-year K-2 literacy assessment. Students achieving at or below the:
 - Lowest 10th percentile for Kindergarten;
 - Lowest 15th percentile for grade 1;
 - Lowest 20th percentile for grade 2.
- For students in grade 3, eligible students scored at or below the 25th percentile on the prior school year end-of-year literacy assessment.
- Current students in grade 3 who were not promoted are eligible students.

Subject to available funding, priority for Literacy Tutoring Grants could be given in the following order:

- Students who were retained the previous year;
- Students in the lowest 15% of the reporting category in kindergarten through grade three;
- The remaining lowest quartile of grade 3;
- The remaining lowest quartile of grade 2;
- The remaining lowest quartile of grade 1;
- Kindergarten students who were identified as “at risk” on the high-quality literacy screener required under the statewide student assessment system; and
- Additional students who were identified as “at risk” on the high-quality literacy screener required under the statewide assessment system.

These students will be identified by the ADE based on 2025-2026 fall K-3 Screener or recent third grade retention. **Public school districts and open-enrollment public charter schools are responsible for notifying eligible families through letters provided by the ADE as required by law.**

The ADE will create a waitlist for families who register but who are not awarded due to limited funding. If additional funding is available, the ADE will make awards to families on the waitlist based on the order in which the families registered.

Guidance for Leveraging Literacy Tutoring Grants

Under LEARNNS, public school districts and open-enrollment charter schools are required to notify families of their student's eligibility for the Literacy Grant Program.

To assist in communication to families, the ADE has developed a template letter and mail merged student information for public school districts and open-enrollment charter schools to send out to eligible families.

Superintendents can access and download pre-populated letters for eligible students by logging into [Digi Locker](#) using their State Active Directory credentials to login. Superintendents are encouraged to use this letter as their required correspondence to the parents or guardians of each eligible student.

Superintendents are also encouraged to coordinate with each principal in their district and their state Literacy Coaches (if applicable) to assist in disseminating information about this opportunity.

Information for Families

Parents and/or guardians of eligible students will apply for \$1,500 in grant funds through the link provided on the notification letter. Families will need the following information to submit an application:

- Student ID
- Student name
- Parent/guardian name
- Parent/guardian phone number
- Parent/guardian email address

Once the application is submitted, ADE will verify the family and student information and eligibility for the program. ClassWallet will then notify parents of their approval status and next steps for receiving funds including setting up a ClassWallet account. Families should expect to receive an email on their approval status within two weeks.

Families whose applications were approved will receive an email from ClassWallet with instructions on setting up an account. To create an account with ClassWallet families will need to complete the following steps:

1. Login with link provided in the ClassWallet email.
2. Agree to the Parent Agreement and Acknowledgment/Affidavit that:
 - a. The child will remain in an Arkansas public school or open-enrollment charter school; and
 - b. Parents and/or guardians will spend funding only on allowable expenses.

Once approved, parents and/or guardians will be able to find approved providers and digital literacy applications/software and make payments through the ClassWallet marketplace using the following steps:

1. Login to your ClassWallet account.
2. Locate and contact a tutoring provider.
3. Make a payment to the tutoring provider within the ClassWallet Platform after services have been provided.

ADE will review the submitted invoices to ensure the services are allowable and approve the expenses. Expenses will be approved or rejected in 5-10 business days.

LEARNs Reporting Requirements

Pursuant to LEARNs, the ADE must annually report the following information to the Arkansas State Board of Education:

- Number of eligible students for literacy tutoring grants;
- Number of eligible students who applied for literacy tutoring grants;
- Number of eligible students who spent any amount of grant funding;
- Number of eligible students who spent the full amount of grant funding;
- Total amount of grant funding available, the total amount awarded from the application process, and the total amount expended;
- Total amount of grant funding expended on approved literacy tutoring providers, overall and by provider; and
- Student outcomes data provided by approved literacy tutoring providers, by provider.

Section IV: Information for Tutoring Providers

Provider Criteria

The High-Impact Tutoring Pilot Program and the Literacy Tutoring Grant Program have different provider criteria based on the requirements of each tutoring program.

For the High-Impact Tutoring Grant program, providers may be evaluated on the following criteria:

- Provider experience in providing high-impact tutoring services;
- Types of student performance data collected;
- Evidence of impact on student outcomes;
- Grade levels and content areas served;
- Tutor experience, training, and content expertise; and
- Alignment to high-impact tutoring.

Once approved, tutoring providers must uphold the criteria mandated by the ADE annually to remain on the Arkansas high-impact tutoring approved provider list.

For the Literacy Tutoring Grant Program, providers are evaluated on the following criteria:

- Capacity to provide literacy tutoring services to students in kindergarten through grade three (K-3);
- Tutor qualifications:
 - All tutors are trained in the science of reading and hold either:
 1. A valid teaching certificate in elementary education or reading;
 2. A bachelor's degree in education, English, or another subject area indicative of expertise in reading and literacy; or
 3. A graduate degree in English, or another subject area indicative of expertise in reading and literacy.
- Alignment to the science of reading; and
- Evidence of student outcomes and data collection methods.

For the Literacy Tutoring Grant program, approved providers will be evaluated by the ADE for continued eligibility to ensure the effectiveness of the Literacy Tutoring Grant program in improving eligible students' reading abilities using one or more of the following criteria:

- State-approved literacy screeners or other assessments using data collected by the ADE;
- An assessment used by the tutoring provider that collects both baseline data and at least one additional assessment after the baseline data collection;

- Evidence of positive and statistically significant learning gains in literacy as determined by a third-party researcher; or
- Evidence of parent satisfaction with student literacy gains from literacy tutoring services as measured by a valid and reliable survey.

Additionally, all tutors in Arkansas should comply with Arkansas's background check requirements in accordance with [Ark. Code § 6-17-414 \(2014\)](#). Details on [background check requirements are available here](#).

Provider Application

Interested tutoring providers may apply and provide services for both the High-Impact Tutoring Pilot Program and Literacy Tutoring Grant Program through the same [application](#). If a provider meets the qualifications for both the High-Impact Tutoring Pilot Program and the Literacy Tutoring Grant Program, they will be an approved tutoring provider for both programs. The tutoring provider will appear on the vetted list for the [High-Impact Tutoring Program](#) and [Literacy Tutoring Grant Program](#). If the provider only meets the requirements for one of the tutoring programs, they will not be designated as an eligible tutoring provider for both programs.

The approved tutoring provider application process is rolling; applications will be reviewed periodically by the Arkansas Department of Education.

Individuals Applying as Tutoring Providers

Individuals applying as tutoring providers for the Literacy Tutoring Grant Program must first [apply](#) through the [Arkansas Tutoring Corps](#).

Literacy Tutoring Grant Program

If the individual has the necessary tutor qualifications (see below), they will also be eligible to opt into tutoring for the Literacy Tutoring Grant Program. Once individuals are admitted to the Arkansas Tutoring Corps, the Arkansas Tutoring Corps will administer a secondary form for individuals to fill out to opt into providing tutoring services as part of the Literacy Tutoring Grant Program. The individual tutors will register through [ClassWallet](#), a third-party billing system connecting students to tutors, for students' families or guardians to select.

Tutors for the Literacy Tutoring Grant Program must hold **at least one** of the following credentials:

1. Valid teaching certificates in elementary education or reading.
2. Bachelor's degree in education, English, or another subject area indicative of expertise in reading and literacy.
3. Graduate degree in English, or another subject area indicative of expertise in reading and literacy.

Additionally, all tutors must be trained in the science of reading. The Arkansas Tutoring Corps may provide additional training in the science of reading if necessary through [Arkansas IDEAS](#).

Provider FAQ

Question	Arkansas High-Impact Tutoring Pilot Program	Literacy Tutoring Grant Program
How do I apply to be an approved provider?	Tutoring providers apply to the High-Impact Tutoring Pilot Program through the application . Some questions in the application pertain only to the Literacy Tutoring Grant Program. High-Impact Tutoring Pilot Program applicants should not be deterred from applying if these questions are not applicable and do not plan to provide services as part of the Literacy Tutoring Grant Program.	Tutoring providers apply to the Literacy Tutoring Grant Program through the same application as the High-Impact Tutoring Pilot Program. Some questions in the application pertain only to the Literacy Tutoring Grant Program.
Who can apply as a tutoring provider?	Applicants must provide tutoring during the school day and provide evidence of their organization's impact on improving student outcomes. Any applicant that meets the eligibility requirements in the application, including background checks, will be approved.	<p>Applicants must provide literacy tutoring and meet LEARNS Act requirements that all tutors are trained in the science of reading and hold either:</p> <ol style="list-style-type: none"> 1. A valid teaching certificate in elementary education or reading; 2. A Baccalaureate degree in education, English, or another subject area indicative of expertise in reading and literacy; or 3. A Graduate degree in English, or another subject area indicative of expertise in reading and literacy. <p>Any applicant that meets the eligibility requirements in the application, including background checks, will be approved. Please note specific eligibility requirements for tutors in the Literacy Tutoring Grant Program. Ineligible applicants will be denied.</p>

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Can individuals apply as tutoring providers?	Yes. Individuals intending to apply as tutoring providers for the High-Impact Tutoring Program can apply through the Arkansas Tutoring Corps. For more information, click here .	Yes. Individuals intending to apply as tutoring providers for the Literacy Tutoring Grant Program can apply through the Arkansas Tutoring Corps. For more information, click here .
What are the “high-impact” requirements?	<ul style="list-style-type: none"> • Data-driven with student results, characteristics, and progress guiding decision-making; • Provided in groups of four or fewer students) or one-on-one (1-1); • Provided for a minimum of three times per week, at least 30 minutes a session, or a comparable model that provides direct tutoring based on specific skills needed; • Provided by a consistent tutor or consistent set of tutors that sustain strong relationships with students; • Implemented during the school day; and • 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. 	<ul style="list-style-type: none"> • Tutoring services must be from an approved literacy tutoring provider to ensure quality tutoring aligned to the science of reading.
Are there restrictions on how much a provider can charge for their services?	There are no restrictions on the cost of the tutoring provider. Tutoring providers must charge the same service rate for students in the High-Impact Tutoring Pilot Program and those who are not.	There are no restrictions on the cost of the literacy tutoring provider. Tutoring providers must charge the same service rate for students utilizing funds from the Literacy Tutoring Grant Program and those who are not.
What is the billing process for tutoring services?	For the High-Impact Tutoring Pilot Program, providers should work directly with their contracted public school district or open-enrollment charter school partners for billing and reimbursements.	For the Literacy Tutoring Grant Program, a third-party billing system, ClassWallet , will connect families to tutoring providers and manage payment for services.

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What are the qualification requirements for tutors?	<p>Tutors for the High-Impact Tutoring Pilot Program must meet Arkansas's requirements for background checks. The Arkansas Department of Education will collect data on tutors from tutoring provider applicants for the purpose of communicating that information to public school districts and open-enrollment charter schools participating in the pilot.</p>	<p>In addition to meeting Arkansas's requirements for background checks for any individual provider of services directly to students, tutors for the Literacy Tutoring Grant Program must hold at least one of the following credentials:</p> <ol style="list-style-type: none"> 1. Valid teaching certificates in elementary education or reading. 2. Baccalaureate degree in education, English, or another subject area indicative of expertise in reading and literacy. 3. Graduate degree in English, or another subject area indicative of expertise in reading and literacy. <p>Additionally, all tutors must be trained in the science of reading.</p>
How will applications be reviewed?	<p>Tutoring provider applications for the High-Impact Tutoring Pilot Program will be reviewed by the Arkansas Department of Education. A rubric will be used to ensure tutoring providers meet the requirements for the High-Impact Tutoring Pilot Program. Sections marked "<i>For literacy tutoring grant programs only</i>" are not applicable to High-Impact Tutoring Pilot Program applications. Please submit all information through the application. The Arkansas Department of Education may request more information if necessary.</p>	<p>Tutoring provider applications for the Literacy Tutoring Grant Program will be reviewed by the Arkansas Department of Education. The same rubric will be used to ensure tutoring providers meet the requirements for the Literacy Tutoring Grant Program. Please note sections marked "<i>For literacy tutoring grant programs only</i>" are specific to the Literacy Tutoring Grant application. Please submit all information through the application. The Arkansas Department of Education may request more information if necessary.</p>
When will providers be notified of their selection?	<p>Applicants will receive notification at the contact email provided in the application to notify them of their approval status. For the High-Impact Tutoring Program, applications are reviewed on a rolling basis.</p>	<p>Applicants will receive notification at the contact email provided in the application to notify them of their approval status. For the Literacy Tutoring Grant Program, applications are reviewed on a rolling basis.</p>
Are online tutoring providers eligible to apply?	<p>Yes. The High-Impact Tutoring Pilot Program allows online tutoring.</p>	<p>Yes. Public school districts and open-enrollment charter schools can use the Literacy Tutoring Grant Program</p>

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		for evidence-based digital literacy applications or software programs and online, high-dosage tutoring services in addition to in-person tutoring programs.
When will the approved provider list be published?	The approved list for the High-Impact Tutoring Pilot Program is published on the Arkansas Department of Education's website .	The approved list for the Literacy Tutoring Grant Program is published on the Arkansas Department of Education's website .
How will students access tutoring providers?	For the High-Impact Tutoring Pilot Program, the state will notify participating public school districts and open-enrollment charter schools of available tutoring providers. Public school districts and open-enrollment charter schools are responsible for contacting approved tutoring providers to contract for tutoring services.	For the Literacy Tutoring Grant Program, public school districts and open-enrollment charter schools will share a letter with all eligible students that includes instructions for how to register for an account with ClassWallet, the website where families can go to access funds and find available tutors. Families will need to set up an account with ClassWallet, using the instructions provided in the letter shared by districts, to access available tutoring providers.
What are the background check requirements?	All tutors should comply with Ark. Code § 6-17-414 (2014) . Details on background check requirements are available here .	All tutors should comply with Ark. Code § 6-17-414 (2014) . Details on background check requirements are available here .
Who do I reach out to with questions?	Please contact ade.tutoring@ade.arkansas.gov with any questions regarding the High-Impact Tutoring Pilot Program.	Please contact ade.tutoring@ade.arkansas.gov with any questions regarding the Literacy Tutoring Grant.