



High-Impact Tutoring Program Grant

Request for Applications
2026-2027

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

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HIGH-IMPACT TUTORING PURPOSE & DEFINITION

As established by the LEARNS Act, this pilot program will provide grants to districts and charter schools to cover major costs associated with delivering high-impact tutoring services during school for eligible students in grades K-12 for ELA and/or math during the 2026-2027 school year.

High-Impact Tutoring means instruction that is:

- 1) Implemented throughout the school day, rather than as a before or after school program;
- 2) Supplemental to core academic instruction;
- 3) Provided in small groups (i.e., four or fewer students);
- 4) Provided by a consistent set of tutors throughout the school year; **and**
- 5) Provided at least three (3) times per week.

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 **August 21, 2026.**

Intent to Submit (NEW STEP SY27)

- Please complete this **form** by **July 31, 2026**. This step is so the agency can better prepare to process grant applications. If a district does not complete this form, applications submitted by the deadline will still be reviewed.

Electronic Submission

- Please complete the **HIT Grant Form** **AND** upload application requirements
 - Completed HIT Grant Application
 - Appendix A: Provider Contract/Quote (if applicable)
 - Appendix B: Master Schedule showing tutoring during the school day
 - Appendix C: Budget Workbook (SY27 HIT Budget and Narrative Proposal)

Guidelines:

- One application per district.
- Applications will be reviewed in the order they are received.
- Applications that are not complete will be returned to the applicant and reviewed after all complete applications have been reviewed.
- Incomplete applications will not be reviewed.
 - Applications will be considered incomplete if they do not include the following attachments:
 - Number of students at each grade level that have been identified for HIT and the criteria by which students were selected.
 - A quote or estimate from Vendor and/or Supplier, if applicable.
 - A copy of the Master Schedule, indicating when HIT services will be implemented during the school day.
 - The completed Budget Spreadsheet with Fund Matching information included.
- Applications should be completed using a readable 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.

Review of 2026-2027 High-Impact Tutoring (HIT) Grant Form Questions

Applicant Prep Guide — What the Application Form Will Ask

Use this guide to gather your information before you open the online form. The form has 49 questions in six sections. A few questions are conditional, so you may not answer all 49.

Have these ready before you start

- District name and LEA/district code number
- Program start and end dates
- Decision on whether you will run tutoring cycles
- Decision on whether you will use an outside provider — and which approved/selected vendors
- Number of students you plan to serve, per grade, for ELA and for Math
- Budget figures by category (salaries/benefits, operating, equipment, contracts, match, totals)
- Completed budget sheet (linked in the form) and any supporting files to upload
- Vendor contract for Appendix A — only if using a provider that is not on the approved list

Section 1 — Contact & District

Q#	Question	Req.	What to have ready / notes
1	Email	Yes	Applicant contact email.
2	District	Yes	Choose from the dropdown of all AR districts, charters, and education service cooperatives. Each entry shows its LEA/code number.

Section 2 — Program Information

Q#	Question	Req.	What to have ready / notes
3	Start date(s) of tutoring program	Yes	Format like January 7, 2026.
4	End date(s) of tutoring program	Yes	Format like January 7, 2026.
5	Will the district implement tutoring cycles?	Yes	Yes / No.
6	Do you plan to contract with an outside provider(s)?	Yes	Yes → go to Section 3 (provider questions). No → skip to Q15. If using an off-list vendor, name it and attach the contract in Appendix A.

Section 3 — Provider Information (only if Q6 = Yes)

Providers must be on the approved HIT Provider List (linked in the form). You may list up to three vendors.

Q#	Question	Req.	What to have ready / notes
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7	Vendor Name	No	Select from dropdown of approved providers, or choose "Other."
8	If "Other," provide the name	No	Free text.
9	Vendor Name — 2nd	No	Optional second provider.
10	If "Other," provide the name	No	Free text.
11	Vendor Name — 3rd	No	Optional third provider.
12	If "Other," provide the name	No	Free text.
13	Grades and content areas this provider will support	No	Free text.
14	Additional comments if needed	No	Optional.

Section 4 — Student Numbers and Content

Enter how many students you plan to serve in each grade. ELA is asked for every grade first, then Math.

Q#	Question	Req.	What to have ready / notes
15–27	ELA — number of students by grade	No	One entry each: Kindergarten through 12th grade.
28–40	Math — number of students by grade	No	One entry each: Kindergarten through 12th grade.

Section 5 — Proposed Total Budget

All budget fields are required. Enter 0 if no funding is requested for a category. Use a plain number format — e.g., for \$10,234.77 enter 10234.77.

Q#	Question	Req.	What to have ready / notes
41	Salaries/Benefits	Yes	Dollar amount.
42	Operating Expenses	Yes	Dollar amount.
43	Equipment	Yes	Dollar amount.
44	Contracts	Yes	Dollar amount.
45	Total Requested	Yes	Dollar amount.
46	Grant Match	Yes	Dollar amount.
47	Total Grant Application	Yes	Dollar amount.

Section 6 — Budget Sheet & Files

Q#	Question	Req.	What to have ready / notes
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48	Complete the linked budget sheet	Yes	Fill out the budget sheet linked in the form, then either share the link with amy.hindsman@pdarkansas.net or upload it in Q49.
49	Files submitted	No	Upload supporting files (budget sheet, vendor contract/Appendix A, and any other attachments).
50	Upload SY27 HIT Grant Application (fillable)	Yes	SY27 Grant Application (Linked Here)

Tip: If you are not using an outside provider, the form skips the provider questions (7–14) and takes you straight to the student-number section. Prepare your per-grade counts and budget figures in advance so the form goes quickly.

Review:

- The Scoring Rubric will be used to evaluate grant applications.
- Some applicants may be asked to set up a meeting to answer questions regarding their application.
- Applicants will be notified of their status throughout or at the end of the review period.
 - ☐ Fully funded
 - ☐ Partially funded
 - ☐ Technical Assistance **Required** to be Fully or Partially Funded: *Please note if you receive this notification, it is very important to communicate in a timely manner.*
 - ☐ Not Funded at This Time

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 initiated this program in the 2023-2024 school year.

Granted funds will be utilized to support High-Impact Tutoring in Arkansas schools. The High-Impact Tutoring Pilot Program will focus on students in Kindergarten through Grade 12 in the content areas of English Language Arts and Mathematics.

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.

Please attach the school's Master Schedule to application as Appendix B.

ELIGIBLE ENTITY

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

The DESE shall take into consideration 2025-2026 grant compliance (including but not limited to data collection and reporting) when making award decisions for 2026-2027.

APPLICATION DEADLINE AND PERIOD OF AVAILABILITY

The High-Impact Tutoring Grant application window closes August 21, 2026.

This grant is only available for the 2026-2027 school year. Funding details for future grant cycles will be released as available and are contingent on available funding.

REPORTING & MONITORING REQUIREMENTS

- Grantees will be required to **tag students** (Grades K-10 and EOC) receiving HIT services in the ATLAS reporting system with a HIT attribute for either Literacy, Math, or Both.
- Grantees will be required to submit a roster of students in grades 11 and 12 that are not tagged in the ATLAS reporting system. This roster must include his or her name and State ID number.
- Grantees will be required to **administer Beginning-of-Year (BOY) and Middle-of-Year (MOY) ATLAS Interims** in the 2026-27 school year.
- For students receiving HIT services in grades 11 and 12 that are not participating in Algebra I, Geometry, and/or Biology ATLAS Interims, districts will be required to submit assessment data that provides insight into student academic progress. Please coordinate with your vendor or review options available within the district.
- Throughout the tutoring program, grantees will be required to submit student-level attendance and dosage data at a regularly established cadence.

- Grantees will be required to submit **final goal and objective metric reporting** upon conclusion of the tutoring programming.
- Expenditure Audit Trails will be periodically requested from grantees as evidence of approved spending.
- Additional data may be requested.
- Grantees will be required to report how they maintained consistent access for participating students to non-core academic instruction during the school day.¹
- Grantees must implement the approved tutoring program plan with fidelity, including the specified dosage of HIT services. A grantee that does not implement its approved plan with fidelity may be ineligible for future grant funds, and a grantee found to be ineligible after receiving funds must return the grant funds to ADE DESE.²
- ADE DESE will post each funded district's name and high-impact tutoring program plan on the division's website. Grantee end-of-year reporting will include participation by tutoring subject and grade level, attendance, dosage, participating students' previous performance on state assessments, and demographic information.³

TOTAL FUNDING AMOUNT AVAILABLE

Funding for grantees will be awarded to applicants demonstrating a comprehensive plan for students with the highest need. Grantees selected through a competitive grant process will have identified a high-impact tutoring program that aligns with the goals outlined in this application. Eligibility should be based on the academic performance of student groups across grades and subjects; the school district should clearly identify and justify the criteria by which students were identified to receive high-impact tutoring services through the proposed programming. Please ensure the student eligibility criteria is listed and explained in Section D. (Implementation) of the grant application.

- High-Impact Tutoring funding will be prioritized based on grades and content areas as indicated by the SY26 Summative ATLAS Assessment.

Funding Amount per Eligible Student

Eligible grant funds are determined by the number of eligible students in the school. Student eligibility is determined by the school and district but should be informed by a student's economic disadvantage, assessment results, reading levels, attendance rates, and retention risk factors; the school should clearly identify and justify the criteria by which students are identified to receive high-impact tutoring services through the proposed programming.

While there is no threshold set on the per-student cost of high-impact tutoring services, as grant funding is limited, the per-student cost will be a factor in determining funding capacity.

¹ "Outcomes Based Contracting (OBC)" means a contract model in which a meaningful portion of payments to a tutoring provider is tied to achieving agreed-upon student outcomes, as measured by standardized metrics. To qualify as an OBC under this program, a contract must meet the Standards of Excellence for Outcomes Based Contracting™. Contracts that link payment only to service delivery, attendance, or implementation activities (i.e., not to student outcomes) or those without mutually accountability structures do not qualify as OBC under this program.

² Ark. Code Ann. § 6-16-1604(a)(1) (plan must address the research-based criteria under § 6-15-3104); Ark. Code Ann. § 6-15-3104(a)(1)(A), (C), (D) (identifying qualified tutors, providing training modules before tutoring begins, and ensuring ongoing tutor support); 6 CAR § 282-102(d)(7) (using trained tutors as defined by the approved provider).

³ Ark. Code Ann. § 6-16-1604(a)(3)(A)(iii) (each participating district or open-enrollment public charter school must report how it maintained consistent access for participating students to non-core academic instruction).

The average per-student cost for high-impact tutoring services in the 2025-2026 school year was **\$1300**. For the 2026-27, DESE will contribute 70% of estimated funds needed to support HIT to selected applicants. Districts will be responsible for 30% of the total cost of the High-Impact Tutoring program; this 30% match can be in cash, in-kind, or a combination of both. With a 70/30 grant fund match, the district would be responsible for \$390 of the services, while the grant award would fund \$910. Please see the chart below for a breakdown of the 70/30.

EXAMPLE: Per-Student Cost Estimates with District Match of Requested Grant Funding

Number of Eligible Students	Grant Contribution Per Eligible Student	District Match Responsibility
01	\$910	\$390
10	\$9,100	\$3,900
20	\$18,200	\$7,800
100	\$91,000	\$39,000
200	\$182,000	\$78,000

Grant Matching Formula

Formula					
Total Project Cost = Grant Award + Match					
Step 1	Grant Request	÷	% of Grant contribution	=	Total Project Cost (adjusted)
Step 2	Total Project Cost (adjusted)	×	% of District's contribution	=	Required Match (Cash, In-Kind, or combination)
Example					
Match Requirement - 70/30 (Grant/District Recipient) Award Amount = \$100,000					
Step 1	\$100,000 Grant Request	÷	70% Grant Contribution	=	\$142,857.14 (Total Project Cost)
Step 2	\$142,857.14 (Total Project Cost)	×	30% District Contribution	=	\$42,857.14 (in kind or cash match)

In-Kind Match Valuation and HIT Cost Estimates

HIT Cost/Service Estimates

In-kind match valuation and compensation for district-provided HIT services, supervision, and administration should align with the following guidelines. The item values are assigned based on national valuation averages. The following table lists allowable in-kind services that can be used.

Item	Value	Notes	In-Kind Match Value	HIT Budget Estimation
Classroom Space	\$250/Day/ Classroom	The use of a classroom dedicated to HIT services can be included in budget proposal or as in-kind match funding.	\$250/day	\$250/day
Computers	Calculate based on \$2,000/ computer at 20%/ year	Life expectancy of computer = 5 years; 20% of computer life = 1 year; prorated computer cost equivalency = \$400/year/computer	\$400/computer	Please use a quote or estimate from proposed supplier.
Facilitation of Virtual Tutoring	\$25/Hour	Facilitation of Virtual Tutoring will include data collection and reporting duties, which should add an extra hour to each day providing supervision. For example, if a facilitator oversees 6 hours of virtual tutoring services on Mondays, Wednesdays, and Fridays, the supervisor should be paid for an additional hour each day for a grand total of 21 hours for the week.	In-Kind Match Funding can be derived from district employees providing HIT facilitation services. For each hour of each employee's facilitation services, the district can "bank" or contribute \$25 in In-Kind Match Funding. One planning/reporting hour can be added to the tutor's hours for each day providing HIT services. Schedules will need to be provided as evidence of hours providing facilitation for HIT services. These forecasted schedules will be required as evidence of In-Kind services as fund matching.	Part-time facilitators can be hired by the district to provide HIT services; these facilitators will be paid at an hourly rate of \$25/hour. One reporting hour can be added to the tutor's hours for each day facilitating HIT services for at least 3 hours. Schedules will need to be provided as evidence of hours providing HIT facilitation. These forecasted schedules will be required to justify funding in the budget proposal.
Tutoring Services from District Employee (Certified), Hourly	\$40/Hour	If certified district employees are providing tutoring services, they should be compensated at \$40 for each hour providing tutoring services, plus an additional hour each day for data collection and reporting duties. If a tutor provides HIT services for 6 hours on Mondays, Wednesdays, and Fridays, the tutor should be paid for an additional hour each day providing tutoring services for a grand total of 21 hours for the week.	In-Kind Match Funding can be derived from district employees providing HIT services. For each hour of each employee's tutoring services, the district can "bank" or contribute \$40 in In-Kind Match Funding. One planning/reporting hour can be added to the tutor's hours for each day providing HIT services. Schedules will need to be provided as evidence of hours providing HIT services. These forecasted schedules will be required as evidence of In-Kind services as fund matching.	Part-time tutors can be hired by the district to provide HIT services; these tutors will be paid at an hourly rate of \$40/hour. In order to provide HIT services, the hired tutor should have credentials (academic or employment) to support the \$40/hour rate. One planning/reporting hour can be added to the tutor's hours for each day providing at least 3 hours of HIT services. Schedules will need to be provided as evidence of hours providing HIT services. These forecasted schedules will be required to justify funding in the budget proposal.
Tutoring Services from District Employee (Certified), FT/Salary	\$50,000/ School Year	If certified district employees are providing tutoring services, to <i>at least</i> 32 students (8 groups of 4) per day, 5 days per week, this tutor can be hired as a full time employee at the district at the base teacher salary in Arkansas. The FT, salaried, district-employed tutor will need to share the same schedule of the full-time certified teachers within the district and should be included in all district-required PL and teacher-centric activities and opportunities, and should be required to fulfill	In-Kind Match Funding can be derived from district employees providing HIT services in a full-time capacity. If the district is paying a certified employee to provide HIT as their primary employment and is paid at least the base teacher salary in Arkansas, the district can claim \$50,000 of In-Kind services as fund matching.	Tutors can be hired by the district to provide HIT services; these tutors will be paid at the base teacher salary in Arkansas of \$50,000. In order to provide HIT services, the hired tutor should have credentials (academic or employment) to support this salary. One planning/reporting hour can be included to the tutor's scheduled hours for each day providing HIT services. Schedules will need to be provided as evidence of hours providing HIT services. These forecasted schedules will be required to justify funding in the budget proposal.

Item	Value	Notes	In-Kind Match Value	HIT Budget Estimation
		commiserate requirements.		
Tutoring Services from District Employee (Classified), FT/Salary	\$30,000/ School Year	If certified district employees are providing tutoring services, to <i>at least</i> 32 students (8 groups of 4) per day, 5 days per week, this tutor can be hired as a full-time employee at the district at the base teacher salary in Arkansas. The FT, salaried, district-employed tutor will need to share the same schedule of the full-time certified teachers within the district and should be included in all district required PL and teacher-centric activities and opportunities, and should be required to fulfill commiserate requirements.	In-Kind Match Funding can be derived from district employees providing HIT services. For each hour of each employee's tutoring services, the district can "bank" or contribute \$25 in In-Kind Match Funding. One planning/reporting hours can be added to the tutor's hours for each day providing HIT services; planning/reporting documents may be required as evidence of this. Schedules will need to be provided as evidence of hours providing HIT services. These forecasted schedules will be required as evidence of In-Kind services as fund matching.	Tutoring facilitators can be hired by the district to facilitate HIT services, these employees will be paid at the base paraprofessional salary in Arkansas of \$30,000. In order to provide HIT services, the hired tutor should have credentials (academic or employment) to support this salary. One data reporting hour can be included to the tutoring facilitators scheduled hours for each day facilitating HIT services. Schedules and a detailed list of duties will need to be provided as evidence of hours facilitating HIT services. These forecasted schedules will be required to justify funding in the budget proposal.
Grant Coordinator or Stipend	\$5,000 + 25% in benefits = \$6,250 total	If requesting a stipend for a district grant coordinator, the maximum amount of stipend is \$5,000. Grant Coordinator duties should include collecting all student tutoring data and maintaining student HIT records, submitting all required data reports and other data requests as needed, coordinating and scheduling HIT services in the district, and serving as the district point of contact/liason for the tutoring service provider(s) and ADE.	If no district employee will receive HIT Grant funding to coordinate the district's HIT Grant, a total of \$6,250 can be contributed to the district's (In-Kind) Match.	If requesting a stipend for a district grant coordinator, the maximum amount of stipend is \$5,000. Grant Coordinator duties should include collecting all student tutoring data and maintaining student HIT records, submitting all required data reports and other data requests as needed, coordinating and scheduling HIT services in the district, and serving as the district point of contact/liason for the tutoring service provider(s) and ADE. If desired, this position will need to be included in the proposed budget.
High-Quality Instructional Materials to Align for Instructional Coherence	\$100/Per Student Receiving HIT Services	These should be instructional materials that were purchased without the use of SY27 HIT grant funds. Materials should be used by tutoring providers to work towards instructional coherence.	In-Kind Match Funding can be derived from High-Quality Instructional Materials that are used to support HIT services for identified students.	Based on the number of students receiving HIT services.
Cash	Varied	\$1:\$1 Cash Valuation - Cash-Match contributions will adhere to a one-to-one ratio for matching. For example, if a district proposes a \$15,000 Cash Match, \$15,000 can be contributed to the total Matching Funds required for the HIT Grant funding.	\$1:\$1 Cash Valuation - Cash-Match contributions will adhere to a one-to-one ratio for matching.	No requests for cash (or any unspecified or unaligned proposed funding) will be considered.

In previous years, In-Kind Fund Matching may have included components that are no longer allowable for In-Kind Fund matching.

Please note that all cash-match contributions from the district will be paid directly to the HIT service provider/budgeted item(s) and will not be paid to ADE DESE.

GRANT APPLICATION TIMELINE, 2026-2027

Note: All dates are subject to change.

Activity	Deadline
RFA Released:	Week of July 20 th , 2026
Webinar for Applicants:	Please check the DESE Tutoring Services Webpage for Updates
Webinar for Providers:	Please check the DESE Tutoring Services Webpage for Updates
Office Hour for Applicants	TBD
Application Materials Due:	August 21, 2026
Grant Application Review Period:	1 week or more (as needed)
Status Update:	Rolling Basis
Notice of Intent to Award:	September 1, 2026
Grant Period:	September 1, 2026 – June 30, 2027
End of Year Report Due:	July 31, 2027

PROGRAM DESCRIPTION

A. Executive Summary

Provide a brief overview of the proposed High-Impact Tutoring program. As part of this brief overview, please include:

- Description of how the tutoring program will support improvements in student learning and achievement.
- Explanation of how you will address the goals identified below.

Goal 1: Increase the Number of Students Achieving at Grade Level

- Performance Measure: SY26 ATLAS Summative to SY27 ATLAS Summative (K-10 ELA, K-8 Math, Algebra I, Geometry) or equivalent assessment for grades 11 and 12

Goal 2: Provide Consistent, High-Dosage Tutoring

- Performance Measure: Students receive tutoring ≥ 3 times per week for ≥ 30 minutes or in alignment with program fidelity expectations

Goal 3: Maintain Consistent Access & Participation

- Performance Measure 1: Number of students consistently receiving HIT services throughout the school year
- Performance Measure 2: *Participation rate* defined as students receiving tutoring ≥ 3 times per week for ≥ 30 minutes (or in alignment with program fidelity expectations) by expected dosage per cycle (Expected dosage per cycle defined as expected dosage per student times number of students in program)

B. Needs Assessment

Describe additional needs that are not captured in ATLAS assessment data.

C. Resource Allocation

Describe the human and physical capital that the school district or open-enrollment charter has to support a High-Impact Tutoring program.

D. High-Impact Tutoring Program Implementation

K-12 applicants describe how the identified school(s) and/or district will integrate comprehensive English Language Arts and math instruction into a well-rounded education through both existing resources and support from the HIT grant. Applicants are encouraged to describe how tutoring instruction will be aligned to Tier I instructional strategies, curriculum scope and sequence, and the academic supports already in place. For more information on strategies to implement this, please visit [ADE's High-Impact Tutoring Instructional Coherence Toolkit](#). Applicants should also describe the qualifications of the tutors who will deliver services, the training tutors will receive before tutoring begins, and the ongoing support and coaching tutors will receive during the program.⁴

E. Data and Monitoring

Describe how the project will be monitored through data-driven decision-making, including a plan for revising and using ongoing data-driven decision-making; and describe the student performance assessments used to monitor progress toward meeting performance goals. Applicants should describe how data from Tier I instruction (e.g., formative classroom assessments, exit tickets) will be used to shape tutoring instruction, and how tutors will communicate instructional progress back to classroom teachers. For more information on strategies to implement this, please visit [ADE's High-Impact Tutoring Instructional Coherence Toolkit](#).

Note: HIT Grant implementation and assessment data will be submitted to or pulled by DESE on a regular cadence.

F. Budget

Applicants must complete and upload the FY26 High-Impact Tutoring Grants Budgets and Narratives:

- Budget Template: [FY27 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.

Additionally, a narrative overview and justification of the budget is required as part of the completed application.

G. Priority

Priority will be given to HIT applications that:

- Prioritize grades and content areas as indicated by the SY26 Summative ATLAS Assessment
- Establish an Outcomes-Based Contracting⁵ (OBC) - Required submission of OBC Contract to DESE for final approval
 - Past participants in Arkansas Forward OBC Cohort
 - Current participants in Arkansas Forward OBC Cohort
 - Districts opting to engage in OBC independently
- Participate in EIR HIT Pilot Program

⁴ 6 CAR § 282-102(k) (a district receiving funds must implement the approved tutoring program plan with fidelity, ensuring eligible students receive the specified dosage), (l), and (m) (a district that does not implement its approved program with fidelity may be ineligible for future grant funds, and a district found ineligible after receiving funds shall return the grant funds to the division).

⁵ 6 CAR § 282-102(h) (the division shall post each funded district's name and tutoring program plan on its website); Ark. Code Ann. § 6-16-1604(a)(3)(A)(i) (annual reporting includes participation by tutoring subject, grade level, attendance, dosage, previous performance on state assessments, and demographic information).

- Technology
- Stipends for Coordinators and additional personnel as needed
- Commit to contributing district funds to the In-Kind 30% match
 - Finalized contracts with providers submitted to the DESE
 - Additional documentation may be required

SCORING RUBRICS

CRITERIA	WEIGHTED VALUE (%)
<i>A. Executive Summary</i>	10%
<i>B. Needs Assessment</i>	10%
<i>C. Resource Allocation</i>	5%
<i>D. HIT Implementation Plan (Student Data)</i>	35%
<i>E. Data and Monitoring Plan</i>	15%
<i>F. Budget Workbook (Budget and Narrative Proposal)</i>	10%
<i>G. Budget Workbook (Budget Justification/Rationale)</i>	10%
<i>H. Priority</i>	Additional 5%
	MAX VALUE (%)
	100-105%

Section	4	3	2	1	0
<i>A. Executive Summary</i>	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 Program.	Information is confusing or irrelevant. Did not address the High-Impact Tutoring Program.	Did not complete Section
<i>B. Needs Assessment</i>	Provides 3 or more sources of data in order to establish the need for the proposed program and/or practice. Provides clear and concise justification for application of data.	Provides 2 sources of data in order to establish the need for the proposed program and/or practice. Provides a justification for application of data.	Provides 1 source of data in order to establish the need for the proposed program and/or practice. Provides a vague justification for application of data.	Provides no sources of data in order to establish the need for the proposed program and/or practice. Provides no justification for application of data.	Did not complete Section
<i>C. Resource Allocation</i>	Provides a comprehensive and strategic allocation of both human and physical resources. Clearly identifies qualified personnel (e.g., trained tutors, coordinators, instructional staff) and defined roles, along with adequate facilities, materials, technology, and scheduling systems.	Identifies appropriate human and physical resources to support tutoring, including staffing and necessary materials or space. Most roles and resources are clearly described and generally aligned to program needs. Minor gaps may exist, but overall capacity is sufficient to implement high-impact tutoring effectively.	Provides some relevant human and/or physical resources; however, descriptions are incomplete, lack clarity, or are not fully aligned to the demands of high-impact tutoring. Gaps in staffing, materials, space, or infrastructure may limit effective implementation.	Provides minimal or vague information regarding human and physical capital. Key components such as staffing, facilities, materials, or systems are insufficiently addressed, raising significant concerns about the district's capacity to support tutoring.	Did not complete Section
<i>D. HIT Implementation (Student Data)</i>	Provides all requested information (total enrollment, number of students needing tutoring, and how students will be identified)	Provides most of the requested information (total enrollment, number of students needing tutoring, and how students will be identified)	Provides some of the requested information (total enrollment, number of students needing tutoring, and how students will be identified)	Provides little of the requested information (total enrollment, number of students needing tutoring, and how students will be identified)	Did not complete Section
<i>D. HIT Implementation (Vendor/HQIM/Academic Coherence)</i>	Provides all requested information (vendor/hire tutors plan, utilization of HQIM, identified current HQIM in school building/coherence between tutoring and core instruction)	Provides most of the requested information (vendor/hire tutors plan, utilization of HQIM, identified current HQIM in school building/coherence between tutoring and core instruction)	Provides some of the requested information (vendor/hire tutors plan, utilization of HQIM, identified current HQIM in school building/coherence between tutoring and core instruction)	Provides little of the requested information (vendor/hire tutors plan, utilization of HQIM, identified current HQIM in school building/coherence between tutoring and core instruction)	Did not complete Section
<i>E. Data and Monitoring Plan</i>	The proposed program and/or practice will be monitored through data-driven decision-making. Plan includes a concise and clear plan for revising and	The proposed program and/or practice will be monitored through data-driven decision-making. Plan includes a plan for revising and using ongoing data-	The proposed program and/or practice will be monitored through data-driven decision-making. Identifies a specific student performance	The proposed program and/or practice will be monitored through data-driven decision-making, or identifies a specific student performance	Did not complete Section

	using ongoing data-driven decision-making. Identifies specific student performance assessments used to monitor progress toward meeting performance goals.	driven decision-making. Identifies a specific student performance assessment used to monitor progress toward meeting performance goals.	assessment used to monitor progress toward meeting performance goals.	assessment used to monitor progress toward meeting performance goals.	
<i>F. Budget Workbook (Budget and Narrative Proposal)</i>	The budget aligns with the facile implementation and maintenance of the proposed High-Impact Tutoring program. Budget provides an itemized budget breakdown and justification for each proposed purchase in each budget category listed in the Grant Budget and Narrative Proposal. Budget only includes uses of funds as described in the section Allowable Costs.	The budget aligns with the facile implementation and maintenance of the proposed High-Impact Tutoring program. Budget provides an itemized budget breakdown and justification for most but not all of the proposed purchases in each budget category listed in the Grant Budget and Narrative Proposal. Budget only includes uses of funds as described in the section Allowable Costs.	The budget aligns with the implementation and maintenance of the proposed High-Impact Tutoring program. Budget provides a vague budget breakdown and justification for a few but not all of the proposed purchases in each budget category listed in the Grant Budget and Narrative Proposal. Budget only includes uses of funds as described in the section Allowable Costs.	The budget somewhat aligns with implementation and maintenance of the proposed High-Impact Tutoring program. Budget provides a vague budget breakdown and justification for a few but not all of the proposed purchases in each budget category listed in the Grant Budget and Narrative Proposal. Budget includes items that are not in allowable costs.	Did not complete Section
<i>G. Budget Workbook (Budget Justification/Rationale)</i>	The budget justification/rationale clearly describes the funding needs to support, implement, and maintain the proposed High-Impact Tutoring program. Budget provides the appropriate in-kind matching funds to support the High Impact tutoring program as outlined in the RFA.	The budget justification/rationale provides most of the funding needs to support, implement, and maintain the proposed High-Impact Tutoring program. Budget provides the appropriate in-kind matching funds to support the High Impact tutoring program as outlined in the RFA.	The budget justification/rationale vaguely describes the funding needs to support, implement, and maintain the proposed High-Impact Tutoring program. Budget provides some appropriate in-kind matching funds to support the High Impact tutoring program as outlined in the RFA.	The budget justification/rationale vaguely describes the funding needs to support, implement, and maintain the proposed High-Impact Tutoring program. Budget provides little to no appropriate in-kind matching funds to support the High Impact tutoring program as outlined in the RFA.	Did not complete Section
<i>H. Priority Funding (rubric scoring applies to OBC only)</i>	Application proposes an OBC and demonstrates clear alignment with all elements of the Standards of Excellence [link] : defined student population, measurable student outcomes, contingent payment structure (minimum 40% of contract value at risk), mutual accountability provisions, and continuous improvement structures.	Application proposes an OBC and demonstrates alignment with most elements of the Standards of Excellence. Minor gaps are present but the overall contract structure reflects genuine outcomes-based accountability.	Application proposes an OBC but demonstrates alignment with only some elements of the Standards of Excellence. Payment contingency is present but limited or poorly defined.	Application references OBC but does not demonstrate meaningful alignment with the Standards of Excellence. Payment structure is primarily service-based with minimal or nominal outcome contingency.	District did not propose an OBC, or the proposed contract does not meet the definition of OBC under this program.

ALLOWABLE COSTS

Per Act 237

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

- 1) **To implement a High-Impact Tutoring Pilot Program as defined by §§ 6-16-1601 — 6-16-1604:**
 - a. **Contracting with approved tutoring providers for products and services related to high-impact tutoring; and/or**
 - b. **Covering costs associated with technology-enabled tutoring solutions and related devices.**

If a school is hiring individuals as district employees to implement tutoring, they should only be receiving payment for the time spent providing tutoring services.

Unauthorized Activities

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

- 1) Purchase of tutoring services from a vendor that does not appear on the list of [DESE-Approved High-Impact Tutoring Vendors](#).
- 2) Out-of-state travel, unless it can be demonstrated that the goal of the travel cannot be accomplished in state and the subgrantee has received express written permission from the grant director (no out-of-country travel is permitted);
- 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).