High-Impact Tutoring Pilot Program Grant

Request for Applications
2023

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 **Friday, November 10, 2023**.

Completed applications should be sent:

Electronically:	Dr. Brooke Butler ade.tutoring@ade.arkansas.gov • Subject of Email: High-Impact Tutoring Pilot Program Grant Application (Name of District and/or School) • Single PDF Document Titled: HIT Grant Application 2023 (Name of District and/or School) • May be emailed directly or link to a shared Google Folder with access to download file

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.

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 will administer the program in the 2023-2024 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.

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 October 13, 2023 and closes November 10, 2023.

This grant is only available for the 2023-2024 school year.

REPORTING & MONITORING REQUIREMENTS

Districts chosen to participate in the High-Impact Tutoring Pilot Program will be provided with a template with minimum data-reporting requirements. 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 2024.

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 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, 2023-2024

Note: All dates are subject to change.

Activity	Deadline
RFA Released:	October 13, 2023
Optional Webinars for Applicants:	October 24, 2023
RFA Due:	November 10, 2023
Subgrant Review Period:	November 10, 2023 to November 17, 2023
Notice of Intent to Award:	November 20, 2023
Grant Period:	November 20, 2023 - June 30, 2024
End of Year Report Due:	June 1, 2024

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.

A. Executive Summary

Give the reader 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 that was analyzed to identify eligible students (e.g., ACT Aspire 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 that the district will be utilizing to support the High-Impact Tutoring Pilot Program.

E. 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.

F. Budget

Applicants must complete and upload the FY24 High-Impact Tutoring Grants Budgets and Narratives:
   • Budget Template: FY24 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.	Implementation Plan is organized and contains enough information. Plan provides measurable performance metrics.	Implementation Plan is organized, but some components are missing. Plan does not include enough information to complete project as envisioned. Proposed performance metrics are vague.	Plan is disorganized. Plan is missing key components. Plan does not include enough information to complete project as envisioned. Proposed performance metrics are not measurable.
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.	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 Pilot Program grant may use the funds per 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.

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) 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) 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.