



High-Impact Tutoring Pilot Program Grant

Request for Applications
2025-2026

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 2025-2026 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 **Friday, September 12, 2025.**

Completed applications should be sent:

Electronically:	Submission
	● Please complete the HIT Form AND upload application requirements

Submission Guidelines:

- 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:

- 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 C.

ELIGIBLE ENTITY

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

The DESE shall take into consideration 2024-2025 grant compliance (including but not limited to data collection and reporting) when making award decisions for 2025-2026.

APPLICATION DEADLINE AND PERIOD OF AVAILABILITY

The High-Impact Tutoring Grant application window opens August 5, 2025 and closes September 12, 2025.

This grant is only available for the 2025-2026 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 Fall and Winter ATLAS Interims** in the 2025-26 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 both the midpoint and the conclusion of the program.
 - Please Note: This means that if multiple cohorts of students receive tutoring at different times during the year, grantees must submit data at the midpoint and conclusion of each cohort's program.

- Submission guidance will be provided to grantees that are programming HIT services without the use of an outside provider.
- Grantees that are working with a provider are encouraged to partner with them to collect and submit the data in the approved format.
- 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.

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.

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.

The average per-student cost for high-impact tutoring services in the 2025-2026 school year was **\$1000**. For the 2025-26, 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 \$300 of the services, while the grant award would fund \$700. 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	\$700	\$300
10	\$7,000	\$3,000
20	\$14,000	\$6,000
100	\$70,000	\$30,000
200	\$140,000	\$60,000

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	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	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

Item	Value	Notes	In-Kind Match Value	HIT Budget Estimation
		additional hour each day for a grand total of 21 hours for the week.	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.	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 commiserate requirements.	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.
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	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	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

Item	Value	Notes	In-Kind Match Value	HIT Budget Estimation
		opportunities, and should be required to fulfill commiserate requirements.	required as evidence of In-Kind services as fund matching.	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/liaison 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/liaison for the tutoring service provider(s) and ADE. If desired, this position will need to be included in the proposed budget.
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, 2025-2026

Note: All dates are subject to change.

Activity	Deadline
RFA Released:	August 8, 2025
Webinar for Applicants:	August 19, 2025, 11:00-12:00 CT - Registration Information can be found here
Webinar for Providers:	August 19, 2025, 12:30-1:30 CT - Registration Information can be found here
Office Hour for Applicants	Every Monday starting August 18, 2025 - 12:00-1:00 until Due Date of September 12, 2025 https://zoom.us/j/7160034767?pwd=NDU0WVRXazZSQ2NSbTNYSgdkZmlvZz09
Application Materials Due:	Tuesday, September 12, 2025
Grant Application Review Period:	2 weeks or more (as needed)
Status Update:	Rolling Basis
Notice of Intent to Award:	September 26, 2025
Grant Period:	October 2025 - June 30, 2026
End of Year Report Due:	July 1, 2026

PROGRAM DESCRIPTION

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., ATLAS data, curriculum-based measures; student, teacher, and community surveys).

C. Current Level of Implementation

Describe past and current experience in implementing high-impact tutoring. Include information such as time of day, dosage, frequency, content areas, and/or student attendance.

If you do not have a tutoring program, please describe the Response to Intervention program for your building.

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](#).

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: Middle-of-Year (MOY) and End-of-Year (EOY) data reporting is required utilizing the HIT Grant Data Reporting Template. Instructional webinars on reporting data will be provided.

F. Budget

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

- Budget Template: [FY26 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.

SCORING RUBRICS

CRITERIA	WEIGHTED VALUE (%)
<i>A. Executive Summary</i>	5%
<i>B. Needs Assessment</i>	10%
<i>C. 2024-2025 Tutoring Program in the School</i>	5%
<i>D. HIT Implementation (Student Data)</i>	10%
<i>D. HIT Implementation (Vendor/HQIM/Academic Coherence)</i>	15%
<i>D. HIT Implementation (Scheduling/Operations)</i>	15%
<i>E. Data and Monitoring Plan</i>	15%
<i>F. Budget Workbook (Budget and Narrative Proposal)</i>	10%
<i>F. Budget Workbook (Budget Justification/Rationale)</i>	10%
<i>G. Grant Performance and Goals/Objectives</i>	5%
<i>H. Priority Status</i>	
Priority status will be given to HIT applications that: - utilize outcome-based contracts and/or - are willing to participate in high-impact tutoring research programs coordinated with ADE DESE - SY25-26 Specific Focus: Math HIT for grades 6-8	MAX VALUE (%)
	100%

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. 2024-2025 Tutoring Program in the School</i>	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.	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>D. HIT Implementation (Scheduling/Operations)</i>	The Implementation Plan is organized and contains clear and comprehensive information. Plan provides clear and concise measurable performance metrics and evidence (master schedule) is included to support the plan.	The Implementation Plan is organized. Plan provides most information including performance metrics and evidence (master schedule) is included to support the plan.	Provides a vague description of the current level of implementation (exploration, initial implementation, full implementation, master schedule) of tutoring programs within the LEA.	Provides no or a limited description of the current level of implementation (exploration, initial implementation, full implementation, master schedule) of tutoring programs within the LEA.	Did not complete Section
<i>E. Data and Monitoring Plan</i>	The proposed program and/or practice will be monitored through data-driven	The proposed program and/or practice will be monitored through data-driven	The proposed program and/or practice will be monitored through data-driven	The proposed program and/or practice will be monitored through data-driven	Did not complete Section

	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.	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.	decision-making. Identifies a specific student performance assessment used to monitor progress toward meeting performance goals.	decision-making, or identifies a specific student performance 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>F. 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>G. Grant Performance and Goals/Objectives</i>	Provided target level performance measures for all grant goals. All identified performance targets are meaningful and attainable.	Provided target level performance measures for all grant goals. Most of the identified performance targets are meaningful and attainable.	Provided target level performance measures for all grant goals. Some of the identified performance targets are meaningful and attainable.	Provided some target level performance measures for grant goals. Some of the performance targets are meaningful and attainable.	Did not complete Section

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).