



2026-2027 High-Impact Tutoring Grant - High-Impact Tutoring Grant Application

Directions:

Districts and open-enrollment charter schools seeking funding through the High-Impact Tutoring (HIT) Grant must complete the following application.

The purpose of the High-Impact Tutoring Grant is to support districts in implementing structured tutoring programs that accelerate student learning through frequent, targeted, and data-driven instructional support.

- Please make a copy of this application (**FILE, MAKE A COPY**) and submit by **DATE** to the HIT Form[LINK]. See further guidance in the [HIT RFA](#).
- All applicants must submit a full application. If submitting for multiple campuses, content areas, and/or providers, please address each question appropriately to that context.

Required Components of a Complete Grant Application:

All of the following application materials should be submitted as one PDF through this form except for the Budget Workbook which can be uploaded separately.

- Completed HIT Grant Application (this document, PDF)
- Appendix A: Provider Contract/Quote (if applicable)
- Appendix B: Master Schedule showing tutoring during the school day
- Budget Workbook (SY27 HIT Budget and Narrative Proposal)

Submission Deadline: August 21, 2026

Additional Information:

- Please refer to the [AR Division of Elementary and Secondary Education Rules Governing Tutoring Grants](#) for a definition of High-Impact Tutoring
- 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.
- The DESE may require revisions or additional information to this application and/or decline to award funds to an applicant.
- As a condition of the grant, the district will report end-of-year program data to ADE DESE, including the number of participating students by tutoring subject and grade level, attendance, dosage, participating students' previous performance on state assessments, and demographic information, on a timeline established by the division.¹

¹ Ark. Code Ann. § 6-16-1604(a)(3)(A)(i) (reporting includes participation by tutoring subject, grade level, attendance, dosage, previous performance on state assessments, and demographic information).

District Name:	
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QUESTION FOR CURRENT 2025-2026 HIT GRANTEES ONLY <i>Do not answer this question if you did not receive a high-impact tutoring grant in 2025-2026</i> A. 2025-2026 HIT Grant Programming (<u>ONLY</u> complete if funded for 2025-2026) Provide a summary of how the district used the 2025–2026 High-Impact Tutoring Grant to support student learning. In your response, include: • program successes • implementation challenges • how challenges were addressed • key student outcomes
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2026-2027 DISTRICT 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 • <u>Performance Measure</u>: 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 • <u>Performance Measure</u>: Students receive tutoring ≥3 times per week for ≥30 minutes or in alignment with program fidelity expectations. Goal 3: Maintain Consistent Access & Participation • <u>Performance Measure 1</u>: Number of students consistently receiving HIT services throughout the school year. • <u>Performance Measure 2</u>: <i>Participation rate</i> 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)

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B. Needs Assessment

Respond if Applicable: If there are additional needs not captured by ATLAS assessment data, please describe them below.

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C. 2026-2027 Resource Allocation

What human and physical capital does the school district or open-enrollment charter school have in place to support tutoring?

- Human capital (tutors, coordinators, staff roles)
- Physical resources (space, materials, technology)
- Scheduling structures that support tutoring during the school day

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D. 2026-2027 High-Impact Tutoring Program Implementation Plan

Student Identification and Prioritization

Describe:

- Criteria used for selecting students, including the student assessment results (standards-aligned or nationally normed) and the academic performance of student groups across grades and subjects considered in selection²
- Processes for prioritizing high-need students

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Alignment to the [High-Impact Instructional Coherence Toolkit](#)

Strategy 1: Instructional Alignment

How will tutoring sessions reinforce and align with High-Quality

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² 6 CAR § 282-102(g)(2) (eligibility and selection must consider the academic performance of student groups across grades and subjects and student assessment results, including standards-aligned or nationally normed results); Ark. Code Ann. § 6-16-1603(1)(B).

Instructional Materials used in core instruction? Describe how tutoring instruction will align with the Arkansas academic standards. ³	
<i>Strategy 2: Leveraging Existing Structures</i> How will existing district policies and instructional structures support implementation of the tutoring program?	
<i>Strategy 3: Data Use</i> Explain how student data will be used to inform tutoring instruction and adjust learning supports.	
<i>Strategy 4: Communication and Collaboration</i> Describe the processes used to ensure communication between tutors, classroom teachers, and families. Include: • frequency of communication • data sharing procedures • collaboration meetings	

Additional Required Plan Elements (6 CAR § 282-102)	
<i>Tutoring structure.</i> State the planned group size for tutoring (groups of four (4) or fewer students) or indicate that tutoring will be one-on-one, including any variation by grade or subject. ⁴	
<i>Tutor consistency.</i> Describe how the district will ensure a consistent tutor or consistent set of tutors serve participating students throughout the school year, including the staffing model, retention strategy, and how tutor absences will be covered. ⁵	
<i>Tutor qualifications, training, and support.</i> 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. ⁶	

E. Data and Monitoring Plan:	
Provide a detailed plan for monitoring data, including: • Student tutoring session attendance • Tutoring dosage completion • Academic growth measures	

³ Ark. Code Ann. § 6-15-3104(a)(1)(B) (curriculum aligned with Arkansas academic standards).

⁴ 6 CAR § 282-102(d)(3) (tutoring provided in small groups of four (4) or fewer students or one-on-one).

⁵ 6 CAR § 282-102(a)(4) and (d)(4) (tutoring provided by a consistent tutor or consistent set of tutors throughout the school year).

⁶ 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).

Intervention entry/exit criteria	
Explain how data will be used to support: - Instructional adjustments - Alignment between tutoring and core instruction	

F. Budget Workbook

Applicants must complete and upload the [FY27 Grant Budget and Narrative Proposal](#) (FILE, MAKE A COPY) with submission of the grant application.

- Provide an itemized budget breakdown and justification for each proposed purchase in each budget category listed in the Grant Budget and Narrative Proposal.
- Budgets should include only allowable uses of funds as described in the section Allowable Costs and should align with the funding guidance in the RFA.

Brief Budget Justification/Rationale Narrative

What in-kind services and/or funds will the district provide to support the High-Impact Tutoring Pilot Program?

Proposed Total Budget for the Tutoring Program Outlined

Budget Category

Total Amount of Funds Requested (please include the total amount requested for each grant category) [Budget spreadsheet](#) documents should be attached in **Appendix C**.

Complete the [Form](#) to collect this information.

G. Priority Status & Outcomes-Based Contracting (OBC)

Complete this section to be considered for Priority Funding.

Outcomes Based Contracting

Under the RFA Scoring Rubric (Criterion H), priority is available to applications that propose an Outcomes-Based Contract (OBC). An OBC is a contract in which a meaningful portion of payment to the tutoring provider is contingent on agreed-upon student outcomes, as measured by standardized metrics, and that meets the Standards of Excellence for Outcomes-Based Contracting™. Contracts that tie payment only to service delivery, attendance, or implementation activities do not qualify.

Indicate the priority categories that apply (mark all that apply):

Outcomes-Based Contracting (OBC) — requires submission of the OBC contract to DESE for final approval (attach the proposed OBC contract to your application).

- ☐ Past participant in the Arkansas Forward OBC Cohort.
- ☐ Current participant in the Arkansas Forward OBC Cohort.
- ☐ District opting to engage in OBC independently.

If proposing an OBC, describe how the proposed contract aligns with the Standards of Excellence, including: (1) the defined student population; (2) measurable student outcomes; (3) the contingent payment structure (a minimum of 40% of contract value at risk); (4) mutual accountability provisions; and (5) continuous improvement structures.

Participating in EIR HIT Pilot Program

Please identify what additional supports the district is requesting.

Assurances and Signature: High-Impact Tutoring SY27

The signature below for the District Superintendent certifies that the following statements are and will be addressed through all grant requirements and procedures.

- The grant recipient will follow all grant guidelines and meet all due dates of reports.
- The high-impact tutoring services will not intrude on core instruction time during the school day.
- Any modifications to grant budgets, providers, or plans submitted will be approved by ADE DESE.
- Cycles of tutoring will be planned to monitor student learning and the needs of students to utilize the grant funds in the best way possible.
- The master schedule is attached.
- The budget has been submitted via the [SY26-27 High-Impact Tutoring Grant Application Supplemental](#) form.
- The submitted budget includes a completed FY27 HIT Grant Match spreadsheet.
- Any quotes or estimates for equipment and/or services are accurate and will be valid through the date of potential implementation and funding.
- The information submitted in this application is accurate to the best of the school administration's knowledge.
- The district will meet established targets for dosage, attendance, session completion, and average sessions per student, and will adhere to required student-to-tutor ratios.
 - The district confirms it can meet these expectations and will implement strategies to support strong participation and attendance.
- If using a tutoring provider, districts will implement the following best practices to ensure strong collaboration between the provider and school staff:
 - Establish clear processes for sharing student attendance and progress data;
 - Align tutoring instruction with classroom instruction;
 - Maintain consistent communication between tutors and teachers; and
 - Monitor provider performance and effectiveness.
- The district will ensure all tutors are recruited, trained, and supported in alignment with provider requirements and will use only trained tutors, as defined by the approved provider (Rules Governing Tutoring Grants 3.04.7), to deliver services.
 - The district confirms it can meet these expectations and will implement supports to ensure tutor effectiveness and alignment with program standards.
- The district will maintain consistent access for participating students to non-core academic instruction while high-impact tutoring is delivered during the school day.⁷
- The district will implement its approved tutoring program plan with fidelity, ensuring eligible students receive the specified dosage of high-impact tutoring services; the district understands that failure to implement the approved plan with fidelity may result in ineligibility for future grant funds, and that a district found ineligible after receiving funds must return the grant funds to ADE DESE.⁸
- The district understands that ADE DESE will post the district's name and its high-impact tutoring program plan on the division's website.⁹

Superintendent Name: _____

Superintendent Signature: _____

Date: _____

⁷ Ark. Code Ann. § 6-16-1604(a)(3)(A)(ii) (district must report how it maintained consistent access for participating students to non-core academic instruction).

⁸ 6 CAR § 282-102(k) (implement the approved plan with fidelity, including specified dosage), (l), and (m) (a district found ineligible after receiving funds must return grant funds; failure to implement with fidelity may result in ineligibility for future funds).

⁹ 6 CAR § 282-102(h) (the division shall post each funded district's name and tutoring program plan on its website); Ark. Code Ann. § 6-16-1603(2).

Appendix A: Provider Contract/Quote
(if applicable)

Appendix B: Copy of Master Schedule indicating when HIT will be administered