

NATIONAL STUDENT
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equalizing access to quality tutoring

2025-26 Snapshot of State Tutoring Policies

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Foreword

In recent years, I have had the opportunity to meet with education leaders in every corner of the country. While states face different challenges and opportunities, one thing consistently stands out: a willingness to learn, adapt and keep moving forward on behalf of students.

As leaders work to expand opportunities for learners, they are asking important questions. How do we help more students succeed? How do we strengthen the educator workforce? How do we prepare young people for a changing economy while ensuring every learner has the support they need to thrive?

As states answer these questions, one theme emerges consistently: sustainability. Many of the programs and initiatives launched during the pandemic have evolved into longer-term strategies. Rather than viewing these efforts as temporary responses, states are identifying what works, refining their approaches and building the infrastructure needed to sustain successful practices over time.

High-impact tutoring is a powerful example of this shift. What began as a way to provide students with additional support has become an important part of many states' academic improvement strategies, with leaders increasingly focused on how to integrate tutoring into broader education priorities, support effective implementation and ensure its long-term impact.

That reflects a broader lesson in education policy: some of the strongest investments are those that create benefits across multiple priorities. When states invest in proven strategies, they are not only supporting students today, but also building stronger systems for the future.

At Education Commission of the States, we are privileged to work alongside leaders in every state and territory. We see firsthand how states learn from one another, adapt ideas to meet local needs and collaborate across political and geographic boundaries. The examples highlighted in this report are not intended to be replicated exactly. Instead, they offer insight into what is possible when leaders are willing to share what they have learned and build on each other's successes.

As you explore these themes, I encourage you to think not only about what is happening in your own state, but also about what can be learned from the experiences of others. While every state is different, all share a common goal: creating opportunities for learners to succeed in school, work and life.

That belief is at the heart of what we at Education Commission of the States do — the idea that states can remain unique while still learning from one another and advancing together. It is a reminder that some of our best ideas emerge when leaders come together, share their experiences and focus on what works for students.



That spirit is reflected throughout this report. The examples highlighted here demonstrate the value of continuous learning, thoughtful leadership and a shared commitment to improving outcomes for students. Together, they remind us that meaningful progress happens when states learn from one another and work toward a common purpose: expanding opportunity for every learner.

José Muñoz
President
Education Commission of the States

Key Takeaway: Tutoring survived the end of ESSER and is becoming institutionalized within state education systems.

ESSER funding catalyzed a rapid expansion of high-impact tutoring programs across the country. As federal relief funding expires, states are incorporating high-impact tutoring into their long-term education strategies. While the end of ESSER led to reductions in tutoring in some districts, the lessons learned from large-scale implementations, along with continued evidence of their effectiveness, are helping states sustain tutoring through permanent funding streams, integrate it into broader academic improvement strategies, and build the infrastructure needed for long-term implementation.

What is High-Impact Tutoring?

High-impact tutoring is intensive, relationship-based, and individualized instruction that produces substantial learning gains by supplementing rather than replacing students' regular classroom instruction. A [substantial body of research](#) demonstrates that high-impact tutoring can be effective across grade levels and subject areas.

Research identifies the following as [defining characteristics of high-impact tutoring programs](#):

- **Frequency:** Sessions occurring three or more times per week
- **Duration:** Implementation over a period of 10 or more weeks
- **Tutor consistency:** A single, well-trained tutor assigned to the same student throughout the program
- **Setting:** Delivery during the school day
- **Curricular quality and alignment:** High-quality instructional materials aligned with the student's classroom grade-level instruction
- **Group size:** No more than four students per tutor with one-to-one instruction preferred
- **Data-driven design:** Sessions designed and adjusted based on individual student academic progress data

Where identifiable, this analysis also notes state tutoring initiatives that do not meet the criteria for high-impact tutoring, including direct-to-family grants or scholarships for private tutoring services. These programs are included for context only; because they lack the structural characteristics of high-impact tutoring, they should not be expected to produce comparable learning gains.

Motivation for High-Impact Tutoring

The need for high-impact tutoring continues. The [2024 National Assessment of Educational Progress](#) (NAEP) results indicate that learning acceleration remains urgent. On average, reading and math scores remain below where they stood five years ago, and lower-performing student groups have seen the steepest declines. In reading, approximately 40% of 4th graders scored below the NAEP Basic level — the largest share since 2002 — while nearly a third of 8th graders scored below Basic as well. In math, nearly a quarter of 4th graders and 40% of 8th graders scored below Basic.

In this context, [research continues to show](#) that high-impact tutoring is the most effective evidence-based intervention available for accelerating student learning, commonly delivering the equivalent of three to 15 months of additional learning. States that require high-impact tutoring as part of their education policy, including [Louisiana](#) and [Tennessee](#), are seeing improvements in student outcomes.

Trends in State Engagement

Overall, state investment in high-impact tutoring funding, implementation support, and policy remains strong. The District of Columbia and 17 of the 18 states that previously operated competitive tutoring grant programs continued those programs during the 2025–26 school year and indicated plans to sustain them in the future. Three additional states launched new competitive tutoring grant initiatives. Although these newer programs are smaller than ESSER-funded efforts, they demonstrate continued state interest in expanding high-impact tutoring, and reflect a broader shift towards targeted implementation. Many states are concentrating tutoring resources on specific priorities, particularly early literacy improvement.

States are also increasingly using federal funding streams to sustain tutoring implementation. At the federal level, the 2025 Education Innovation and Research (EIR) grant competition prioritized high-impact tutoring, resulting in 16 states and the Bureau of Indian Education participating in multi-year grants that incorporate tutoring as a key intervention strategy. Several states are drawing on additional funding sources: Arizona, the District of Columbia, Georgia, and Ohio are using Title I Direct Student Services (DSS) set-aside funds to support high-impact tutoring. Separately, the U.S. Department of Labor recently issued [National Guideline Standards for Tutor Apprenticeship Programs](#), modeled on the [New Jersey Tutoring Corps](#)' successful program, which unlocked new workforce funding streams. These standards give states, districts, and tutoring providers a recognized, scalable framework for

building high-quality registered apprenticeship programs for tutors in communities nationwide¹. Together, these developments point to a growing effort to braid resources to support more sustainable high-impact tutoring programs.

States also continue to play an important role in supporting local implementation. Twenty states and the District of Columbia provide technical assistance to districts implementing tutoring programs, and 20 states maintain approved tutoring provider lists to help districts identify quality partners. Seven states support tutoring through partnerships with institutions of higher education. While these supports remain widespread, each has seen a modest decline, with two to four fewer states offering technical assistance, provider lists, or higher education partnerships compared with last year.

Several emerging trends illustrate how tutoring is becoming more deeply embedded within state education systems, particularly around integration with broader academic improvement efforts. High-impact tutoring is becoming more integrated into statewide strategy, with 20 states identifying it as an allowable or encouraged strategy within statewide literacy or math initiatives. Outcomes-based contracting (OBC) is also gaining traction, with eight states encouraging districts to incorporate performance-based agreements into tutoring contracts.

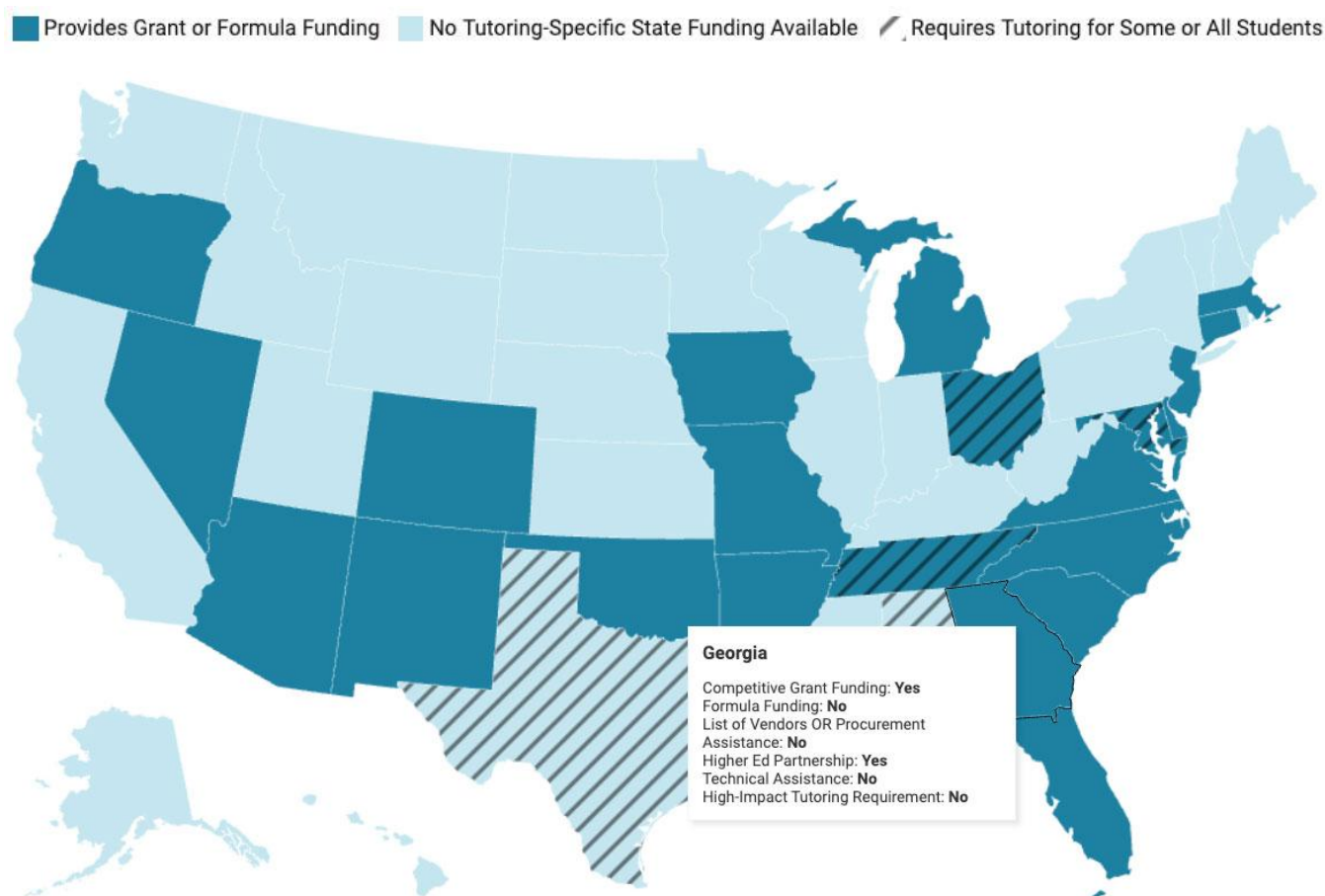
The [Education Freedom Tax Credit](#) (EFTC), set to launch in January 2027, could become a significant and sustainable funding source for high-impact tutoring, though with rulemaking not yet finalized, significant unknowns remain. The EFTC provides a dollar-for-dollar tax credit for donations that taxpayers make to Scholarship Granting Organizations (SGOs), which in turn aggregate these funds and award scholarships to qualified families for education-related expenses, including academic tutoring in states that opt-in. Because rulemaking is still underway and existing SGOs have historically focused on private school tuition, it is unclear whether implementation will deliver on the tax credit's promise of expanding access to high-impact tutoring. At present, [30 states have opted in to the EFTC](#) and may see students using scholarship dollars for tutoring as soon as 2027².

These developments provide evidence that high-impact tutoring is evolving from a pandemic recovery strategy into a more permanent component of state academic improvement efforts. Across states, policymakers are emphasizing sustainable funding, targeted implementation, stronger accountability, and integration with broader educational priorities.

¹ For more on Tutor Apprenticeship Programs, including how to create one, see the [Tutor Apprenticeship Toolkit](#).

² [Sign up here](#) to join a network focused on tracking the EFTC and advancing its potential to expand access to high-impact tutoring.

State-Level Funding and Policies for Tutoring: 2025-26 School Year



Note: The National Student Support Accelerator examined activities and policies related to high-impact tutoring for each state based on interviews, surveys, and research. The activities and policies include Grants, Formula Funding, Literacy or Other Initiatives, Approved Vendors or Procurement Assistance, Technical Assistance, Partnerships with Higher Education, and Requirements for High-Impact Tutoring.

In the interactive version of this map, hovering your cursor over each state will show the activities and policies the state enacted during the 2025-26 school year. Source: National Student Support Accelerator, Stanford University. Get the [data](#). Created with [Datawrapper](#)

Click [here](#) to access the interactive version of map.

The Future of High-Impact Tutoring

High-impact tutoring has moved past its origins as an emergency pandemic-recovery measure and is now taking root as a durable feature of state academic strategy. The data underscore the motivation for this shift: student need remains high, particularly among the lowest-performing students, and high-impact tutoring remains one of the few interventions with both a strong research base and a growing set of strong results across contexts. At the same time, the field is entering a more complex phase defined not by the availability of one-time emergency funds, but by the harder work of building lasting infrastructure, demonstrating accountability, and securing sustainable funding streams.

The trends in this brief point to several priorities for states as they plan for the future:

Sustain and strengthen infrastructure. States that have built technical assistance systems, approved provider lists, and higher education partnerships can maintain investments in them rather than allowing them to erode as attention shifts elsewhere, while states that do not yet provide these supports can consider developing them. Continued declines in these supports risk undermining the quality and consistency that make tutoring effective.

Deepen accountability. As outcomes-based contracting and quality standards continue to gain traction, states can look to early adopters like Tennessee and Louisiana as models for how policy requirements drive stronger outcomes, and can build data collection into their programs from the outset.

Braid funding strategically. With ESSER funding gone, states can combine existing sources such as the Title I Direct Student Services set-aside, EIR grants, apprenticeship funding, and state appropriations to build a durable, diversified funding base rather than relying on any single source.

A Note on AI and Tutoring

Practitioners are increasingly exploring Artificial Intelligence (AI) as a way to scale high-impact tutoring, expand access, lower costs, and improve personalization. While research on AI tutoring is still emerging, evidence from human tutoring and educational technology suggests AI can extend tutoring's reach without replacing the student-tutor relationship that drives learning gains. When paired with specific pedagogical structures, AI can enhance human-based tutoring, support differentiated instruction, and reduce operational complexity and cost while keeping a human in the loop. See '[AI Tutoring is Not a Monolith: What We Actually Know](#)' to learn more about the evidence base for AI Tutoring.

Engage early and often on emerging opportunities. The Education Freedom Tax Credit represents a potentially significant new funding stream, but its ultimate impact on high-impact tutoring has yet to be determined. States, providers, and advocates have a limited window to shape rulemaking and program design before implementation begins in 2027. Early engagement will be critical to ensuring that funding reaches the students who need tutoring most and that tutoring is implemented to ensure impact.

Ultimately, the states that succeed in sustaining high-impact tutoring will be those that treat tutoring as an ongoing, permanent strategy for accelerating student learning supported by durable funding, clear accountability, and a continued focus on the students who stand to benefit most.

Summaries of each state’s activities related to high-impact tutoring for the 2025-2026 school year are described in the [Appendix](#).

Resources to support high-impact tutoring include:

- [Design Principles for Accelerating Student Learning With High-Impact Tutoring](#)
- [Funding for High-Impact Tutoring Brief](#)
- [Challenges and Solutions to Implementing Tutoring at Scale](#)
- [Integrating High-Impact Tutoring with Multi-tiered Systems of Support](#) (MTSS)
- [District Playbook for High-Impact Tutoring](#)
- [Toolkit for Tutoring Programs](#)
- [Tutor Apprenticeship Toolkit](#)
- [NSSA Strategic Advising Request](#)

Information Collection Process

NSSA drafted updated state summaries using information gathered through an extensive AI-assisted research process, then validated each summary through internal staff review and shared it with state education leadership for confirmation. Officials in thirteen states did not respond to our outreach; for these states, we supplemented our summaries with additional online research. We are grateful to the leaders from the 37 states and the District of Columbia who contributed information to this process. Where available, links to state tutoring websites and legislation are included in the Appendix.

Appendix: State-by-State Summaries

Note on terminology: This brief reports on activity from the 2025–26 school year. **Funding** refers to state-level funding designated specifically for tutoring. **Supports** refers to the categories identified in the chart below, including an approved vendor list, procurement assistance, technical assistance, or a higher education partnership. **Policy** refers to a statewide policy that specifically requires tutoring.

NSSA uses "high-impact tutoring" to describe a specific, research-based model — a consistent tutor working one-on-one or in small groups, meeting multiple times per week, and delivering data-informed, intentional instruction with high-quality materials. This report, however, uses each state's own terminology when describing its individual program.

	Funding		Support			Policy
State	Competitive Grant Funding for High-Impact Tutoring	Provides Formula Funding for High-Impact Tutoring	Approved List of Vendors/ Procurement Assistance	Technical Assistance	Higher Education Partnership	High-Impact Tutoring Requirement for All or Some Students
Alabama	–	–	✓	✓	–	✓
Alaska	–	–	✓	–	–	–
Arizona	✓	–	✓	–	✓	–
Arkansas	✓	–	✓	✓	–	–
California	–	–	–	–	–	–
Colorado	✓	–	–	✓	–	–
Connecticut	✓	–	✓	✓	–	–
Delaware	✓	–	✓	✓	–	–
District of Columbia	✓	–	–	✓	–	–
Florida	✓	–	✓	✓	–	–
Georgia	✓	–	–	–	✓	–
Hawaii	–	–	✓	–	–	–
Idaho	–	–	✓	–	–	–
Illinois	–	–	–	–	–	–
Indiana	–	–	–	–	–	–
Iowa	✓	–	–	✓	–	–



Kansas	–	–	–	–	–	–
Kentucky	–	–	–	✓	–	–
Louisiana	–	✓	✓	✓	–	✓
Maine	–	–	–	–	–	–
Maryland	–	✓	–	–	–	✓
Massachusetts	✓	–	✓	✓	–	–
Michigan	✓	–	✓	–	–	–
Minnesota	–	–	–	✓	✓	–
Mississippi	–	–	✓	–	–	–
Missouri	✓	–	✓	–	–	–
Montana	–	–	–	–	–	–
Nebraska	–	–	–	–	✓	–
Nevada	✓	–	✓	–	–	–
New Hampshire	–	–	–	–	–	–
New Jersey	✓	–	✓	✓	✓	–
New Mexico	✓	–	–	–	–	–
New York	–	–	–	–	✓	–
North Carolina	✓	–	–	✓	–	–
North Dakota	–	–	–	✓	–	–
Ohio	✓	–	✓	–	–	✓
Oklahoma	✓	–	–	–	–	–
Oregon	✓	–	✓	✓	–	–
Pennsylvania	–	–	–	–	–	–
Rhode Island	–	–	✓	✓	–	–
South Carolina	✓	–	–	✓	–	–
South Dakota	–	–	–	–	–	–
Tennessee	✓	✓	–	✓	–	✓
Texas	–	–	✓	✓	✓	✓
Utah	–	–	–	–	–	–
Vermont	–	–	–	–	–	–
Virginia	–	✓	–	✓	–	–
Washington	–	–	–	–	–	–

West Virginia	–	–	–	–	–	–
Wisconsin	–	–	–	–	–	–
Wyoming	–	–	–	–	–	–

Alabama

Alabama facilitates high-impact tutoring through supports and policy.

The [Alabama Literacy Act](#) requires grades K-3 students identified with a reading deficiency receive "additional tutorial support" following each grading period. Students retained in 3rd grade who do not qualify for an exemption may be required to participate in before- or after-school tutoring services. The Alabama State Department of Education (ALSDE) and the Alabama Reading Initiative provide [implementation guidance](#) and a Literacy Task Force-approved [list](#) of vetted reading intervention programs to support LEAs in meeting these requirements.

Beginning in October 2026, the newly enacted [RAISE Act](#) will distribute approximately \$166M in weighted per-pupil funding to districts for students in poverty, special education, English learners, gifted students, and eligible charter school students; high-dosage tutoring is explicitly listed as an allowable use of these funds, though spending decisions remain at district discretion and are subject to annual accountability plans filed with ALSDE.

Separately, Alabama enacted the [CHOOSE Act](#), which allows Education Scholarship Account (ESA) funds to be used for private tutoring.

Alaska

Alaska facilitates high-impact tutoring through literacy supports and policy.

In 2022, the [Alaska Reads Act](#) was enacted and added a requirement that districts must provide intensive reading interventions to any K-3 student who does not progress to the next grade. The state names supplemental tutoring offered by a person with specialized reading training as one of three options for meeting this requirement.



Through the federal Comprehensive State Development grant, the Alaska Department of Education and Early Development provides the [Comprehensive Literacy State Development Professional Learning Vendor Guide](#), that includes self-reported high-dosage tutoring grade bands for vendors.

Arizona

Arizona facilitates high-impact tutoring through funding, supports, and policy.

Arizona's ARS §15-241 revised the Arizona Department of Education's (ADE) [Failing Schools Tutoring Fund](#) to include high-impact tutoring for students attending schools assigned a letter grade of D or F.

For the 2025-26 school year, the program, which maintains an [approved list](#) of tutoring vendors, removed the application requirement for eligible schools and raised the group size to groups of three to five students per tutor.

In February 2026, ADE and Arizona State University (ASU) announced a [partnership](#) to expand instructional support in high-need and rural schools, with tutoring as one explicit component: ASU is providing in-person high-dose math tutoring during the school day targeting schools with demonstrated math achievement needs, alongside virtual instruction in hard-to-staff subjects. All services are provided to districts at no cost, with school participation voluntary and prioritized based on teacher shortage data, student performance, and geographic need.

Additionally, Arizona's Title I [Direct Student Services grant](#) allows local education agencies to use federal funds for "high-quality AI tutoring providers"; funds are prioritized for students in Comprehensive Support and Improvement schools.

In December 2025, the U.S. Department of Education awarded the National Fund for Excellence in American Indian Education a five-year, \$10M federal [Education Innovation and Research](#) (EIR) grant for [Literacy Instruction for Tribal Education \(LITE\) in BIE Schools through Coherence, High-Quality Instructional Materials and High-Impact Tutoring](#). The grant will support a culturally responsive education initiative serving American Indian students and communities in Arizona and New Mexico. The project will focus on strengthening academic outcomes through evidence-based tutoring and targeted instructional support, while expanding access to high-quality learning opportunities in partnership with tribal and local education systems.

Arkansas

Arkansas facilitates high-impact tutoring through funding, supports, and policy.

The Arkansas Department of Education (ADE) administers two tutoring programs through the [LEARNS Act](#): a [High-Impact Tutoring Pilot Program](#) and a [Literacy Tutoring Grant Program](#).

The High-Impact Tutoring Pilot Program provides approximately \$20M in grants to school districts and charter management organizations to implement high-impact tutoring programs in schools. Grantees are required to provide 30% of the cost of tutoring in funding or in-kind services. Priority is given to high-impact tutoring [applications](#) using outcomes-based contracts (OBC) and/or participating in research programs coordinated with the ADE.

The ADE provides an [approved list of high-impact tutoring vendors](#) that meet requirements for dosage, ratio, school-day implementation, and data reporting. The ADE also provided local education agencies (LEAs) with an [Instructional Coherence Toolkit](#) and [Tutoring Playbook](#) to support districts' efforts to implement a coherent high-impact tutoring program aligned with Tier I instruction. New for the 2025-26 school year, the [state collects data](#) on tutoring participation, dosage, attendance, and implementation measures for the high-impact tutoring program grantees. The state partnered with a local nonprofit organization, [Forward Arkansas](#), to support districts in implementing OBCs for high-impact tutoring.

The \$8.5M Literacy Tutoring Grant Program provides parents and guardians up to \$1,500 grants per student for grades K-3 public school and open-enrollment public charter students who are at risk of reading difficulties, do not meet the reading standard as determined by the state assessment, or students who were retained in 3rd grade, to purchase from an approved provider either literacy tutoring services or digital literacy applications. This program uses a stricter set of [approved tutoring providers](#) that fulfill additional requirements for tutor qualifications.

In December 2025, the U.S. Department of Education awarded the Arkansas Department of Education a five-year, \$15M federal [Education Innovation and Research](#) (EIR) grant for [Arkansas Statewide Rural Literacy Study: Testing Evidence-Based High-Impact Tutoring at Scale](#). The grant will test an evidence-based, virtual high-impact tutoring model with an outside tutoring provider across 100 diverse Arkansas rural schools through a large-scale randomized controlled trial. Tutoring will begin for this project in the fall of 2026.

In December 2025, U.S. Department of Education awarded the Arkansas Department of Education a five-year, \$15M federal [Education Innovation and Research](#) (EIR) grant for [UFLI Arkansas Effectiveness](#)



[Study \(UFLI-AR\)](#) that includes tutoring as a component of a broader literacy initiative. The project will provide and evaluate a comprehensive early literacy initiative for students in grades K-2 that combines structured literacy instruction, teacher professional learning, assessment tools, and targeted intervention supports, including high-impact small-group and one-to-one tutoring for students requiring intensive assistance, to improve foundational reading outcomes in high-need schools while examining the effectiveness of tutoring as part of a broader literacy improvement strategy.

Bureau of Indian Education

The Bureau of Indian Education does not have a high-impact tutoring program at this time.

In 2025, the U.S. Department of Education awarded two [Education Innovation and Research](#) (EIR) grants that will serve Bureau of Indian Education students that will begin operating in the 2026-27 school year. The National Fund for Excellence in American Indian Education received a five-year, \$10M grant to study the [Science of Reading: Literacy Instruction for Tribal Education](#). The grant will build the capacity of Tribes, the Bureau of Indian Education (BIE), and Tribal schools to improve literacy instruction. It will support evidence-based strategies informed by the Science of Reading through high-quality instructional materials (HQIM), high-impact tutoring, and coordinated professional development across BIE schools in New Mexico and Arizona.

Additionally, the Education Development Center, in partnership with the Bureau of Indian Education, Maine Department of Education, and New York State Education Department, received a five-year, \$10M federal [Education Innovation and Research](#) (EIR) grant for [Math for All: Expanding Professional Learning to Improve Mathematics Outcomes for Students in High-Need Schools](#). Over a five-year period, the project will evaluate the program's effectiveness in approximately 60 schools in Maine, New York, and Bureau of Indian Education (BIE)-administered schools, with the final year dedicated to exploring options to scale-up the program.

California

California does not have a statewide high-impact tutoring program at this time.

The California Department of Education's [Expanded Learning Opportunities Program \(ELO-P\)](#) provides over \$4B annually to local education agencies (LEAs) to offer before school, after school, summer, and intersession programs for students in transitional K-6 grade, which can include high-impact tutoring.

In 2021, the California legislature allotted \$50M to the [California Collaborative for Educational Excellence](#) (CCEE) to administer the [Learning Acceleration System Grant](#) which continues to provide funding to county offices of education for professional learning opportunities focused on learning acceleration strategies to LEAs, including individual or small group tutoring.

In 2022, the state legislature also allocated \$7.9B to LEAs for use from the 2022-23 through 2027-28 school years to assist students recovering from the COVID-19 pandemic through the [Learning Recovery Emergency Block Grant](#) which includes tutoring as a permissible use of funds.

Starting in 2022, the [California College Corps](#) provides California college students with opportunities to work in K-12 education, including tutoring, among other activities. In 2025, the California State Department of Education, CCEE, and the State Board of Education collaborated to provide a statewide [High-Impact Tutoring Design Sprint](#) to support districts aiming to launch or expand high-impact tutoring programs.

Colorado

Colorado facilitates high-impact tutoring through funding, supports, and literacy policy.

Passed in 2012, Colorado's [READ Act](#) provides a dedicated funding stream for K-3 literacy intervention. Approximately \$33M in annual per-pupil intervention funds are distributed to local education agencies for students with significant reading deficiencies, and purchasing tutoring services in reading is an [allowable use](#) of those funds.

In May 2023, Colorado passed [House Bill 23-1231](#), which authorizes tutoring as an allowable use of appropriated funds in three contexts: community learning centers focused on STEM and mathematics (Colorado Academic Accelerator Grant Program), school and district improvement plans targeting students struggling in math, and parent referral lists provided by school districts and charter schools. The law originally appropriated \$24.5M, but the 2026 legislature [reduced](#) funding to approximately \$5.2M for FY 2026-27, with any unspent funds reverting to the General Fund.

[House Bill 21-1234](#), provides ESSER and philanthropic grant funding to LEAs through a [high-impact tutoring program](#) (HITP) However, this program included a sunset provision repealing the program effective July 1, 2026.

Connecticut

Connecticut facilitates high-impact tutoring through funding and supports.

Connecticut's statewide [High-Dosage Tutoring](#) (HDT) program was launched in 2023 using \$11.5M in federal ARP ESSER funds to provide intensive mathematics tutoring for students in grades 6-9. Following the expiration of ESSER funding, Governor Lamont [signed](#) the FY 2027 revised state budget into law in May 2026, which included \$2M in state funding to continue support for high-dosage tutoring initiatives.

CSDE maintains a [vetted list](#) of approved tutoring providers and issued a Request for Information ([RFI #008](#)) in May 2026 to identify additional providers for the new competitive grant cycle. Only organizations included in the resulting CSDE guidance document are eligible for local education agency funding under the grant. Based on impact and feedback from superintendents, this round of funding and support will remain dedicated to mathematics, however in grades 6-10 to support transition to complex mathematics courses.

Delaware

Delaware facilitates high-impact tutoring through funding and supports.

In October 2025, Delaware's Governor and Secretary of Education launched the [2025-28 Delaware Early Literacy Plan](#) which includes funding for high-impact tutoring in the highest-need schools for the 2025-26 school year.

The Delaware Department of Education maintains a vetted [Online Vendor Guide](#) that includes a specific section for high dosage tutoring vendors. DDOE also provides technical support for LEAs on high-impact tutoring as requested. Current DDOE tutoring programs and supports build on previously ESSER-funded tutoring initiatives.

District of Columbia

The District of Columbia facilitates high-impact tutoring through funding and supports.

Beginning in the 2021-22 school year, the District of Columbia (DC) Office of the State Superintendent of Education (OSSE) launched a three-year, \$33M investment in scaling and supporting a [high-impact](#)

[tutoring initiative](#) across Washington, DC, with a particular focus on students furthest from opportunity. The initiative launched and scaled high-impact tutoring programs by awarding grants to tutoring providers that met evidence-based standards, and reached more than 15,800 students from January 2022 through September 2024.

In 2026, OSSE extended those grants through September 2026 for 15 local education agencies through a [continuation grant](#), projecting to reach over 7,000 students. OSSE also provides technical assistance in conjunction with the [CitySchools Collaborative](#).

Funding for the 2026-27 school year will include \$3M from the [mayor's budget](#) to expand high-impact tutoring and funds from DC's election of the 3% [Title I Direct Student Services](#) set-aside.

Florida

Florida facilitates high-impact tutoring through funding and supports.

Florida Tutoring Advantage is a statewide high-impact tutoring program funded in 2025-26 with a \$22M state appropriation (including \$2M for AI-enhanced learning support). Florida Tutoring Advantage served 49 districts and over 46,000 students in the 2025-26 school year. Florida Tutoring Advantage is funded through a \$14M state appropriation for the 2026-27 school year.

Florida's House Bill 1361 established Florida Tutoring Advantage, led by the University of Florida Lastinger Center for Learning. Florida Tutoring Advantage supports districts by providing funding, guidance, professional learning, a selected list of tutoring providers, and other resources to deliver one-on-one and small group tutoring in reading and mathematics for K-5 students, both virtually and in person. In addition to providing funding to districts that implement their own high-impact tutoring programs, Florida Tutoring Advantage contracts with vendor partners to deliver tutoring and learning support services directly to districts. The initiative also enters into Memorandums of Agreement (MOAs) with districts receiving services and/or funding to support implementation of these programs.

In July 2021, The [Florida Reading Achievement Initiative for Scholastic Excellence](#) (RAISE) ([House Bill 315](#)) High School Tutoring Program launched to prepare eligible high school juniors and seniors to tutor students in grades K-3 in foundational literacy and the science of reading in schools needing the most early literacy support. This program provides community service credit hours and a designation as [New Worlds Scholars](#) for students in grades 9-12 completing a minimum of 75 literacy tutoring hours for younger students.



Also, the U.S. Department of Education awarded the Kentucky Educational Development Corporation, in partnership with Impact Florida, Maine Department of Education, Carnegie Learning, and WestEd, a five-year, \$12.5M [Education Innovation and Research](#) (EIR) expansion grant for [Lenses on Literature: High-Quality Literacy Education Nationwide—Scaling, Evaluation, and Sustainment](#). The project will provide and evaluate a comprehensive literacy program for Florida students in grade 8 that incorporates high-impact tutoring delivered by certified teachers, using standards-aligned instruction, personalized feedback, and targeted Tier 3 supports to improve literacy outcomes for middle-grade students in rural and high-need schools while examining the effectiveness of tutoring as a strategy for accelerating reading and writing achievement.

Georgia

Georgia facilitates high-impact tutoring through funding, supports, and policy.

Georgia's Department of Education (GaDOE) provides competitive funding for tutoring in Comprehensive Support and Improvement and Targeted Support and Improvement schools. Georgia State University and Mercer University [partners](#) with Reading and Math Corps programs to offer tutors a pathway to earn their master's degree and teaching certificate.

In addition, GaDOE created the [GaTutor program](#) for high school students, available through Georgia Virtual Learning, in which high school students can schedule tutoring sessions with Georgia-certified teachers outside of regular school hours.

In 2026, Georgia passed the Math Matters Act ([House Bill 1030](#)), which requires school districts to provide support systems for students in grades 6-10 enrolled in advanced math courses, including high-dosage tutoring, small-group instruction, and additional instructional time during the school day. School year 2026-27 is considered the state planning year and full implementation of the law will be during SY 2027-28.

Hawaii

Hawaii facilitates high-impact tutoring through supports.

In July 2025, HIDOE identified providers for schools to access tutoring without individual procurement and identified [34 providers](#) as prequalified vendors. The vendor list may be extended for up to five additional one-year periods based on mutual agreement and funding availability.

Separately, HIDOE has awarded additional prequalified vendors for [out-of-school time](#) tutoring support. As part of the 2023-29 Strategic Plan Phase II Implementation Plan, the Hawaii State Department of Education established 24/7 access to online tutoring for eighth-grade students who struggle with subject areas and students who take challenging advanced coursework which is now accessible to all grade levels, for any school that opts into the program.

Idaho

Idaho facilitates high-impact tutoring through supports and literacy and math policies.

In 2008, [Idaho Statute 33-1627](#) introduced a math initiative that includes a partnership between Idaho Department of Education and an online supplemental [math instruction and tutoring program](#) that offers computer-assisted instruction for Kindergarten through Geometry, rigorous practice problems, live certified teacher support, and a rewards-based motivation system.

The state maintains an approved [vendor list for literacy interventions](#) for K-3 students, which includes tutoring providers.

In 2025, Idaho launched a statewide early literacy initiative ([Senate Bill 1213 \(2025\)](#)), which includes the Early Literacy Turnaround Pilot Program. The Turnaround Pilot Program provides selected schools with \$150,000 annually for two years to support early literacy interventions, including [high-impact tutoring](#).

Beginning in 2025, the Idaho Parental Choice Tax Credit ([House Bill 93](#)), provides families with a refundable tax credit of up to \$5,000 per student and \$7,500 for students with disabilities for qualified educational expenses, including tuition, textbooks, tutoring, and more.

Illinois

Illinois does not have a statewide high-impact tutoring program at this time.

In December 2025, the U.S. Department of Education awarded the Board of Trustees of the University of Illinois, in partnership with South Cook Intermediate Service Center and WestEd, a five-year, \$10M federal [Education Innovation and Research](#) (EIR) grant for [WORDS in Illinois](#). The grant will accelerate reading development for PreK-3 students with high-impact tutoring.



Previously, Illinois’s State Board of Education managed the [Illinois Tutoring Initiative](#), a project under the [Educational Partnership Act](#) in collaboration with the [Illinois’s P-20 Council](#). The project coordinated with higher education institutions to provide high-impact tutoring to K-12 districts. The project was supported by ESSER funding through the 2023-24 school year.

Indiana

Indiana does not have a statewide high-impact tutoring program at this time.

In December 2025, the U.S. Department of Education awarded the Indiana Department of Education, in partnership with the University of Notre Dame and WestEd, a five-year, \$9.9M federal [Education Innovation and Research](#) (EIR) grant for [Strengthening State Infrastructure for High-Impact Tutoring: Scaling Evidence-Based Literacy Support through Cognitive Science](#). The grant will expand the [Tutor-CogSci](#) model — an initiative that embeds university-based learning design teams in high-need elementary schools to support science-of-reading-aligned literacy tutoring in grades K-3. Notre Dame serves as the lead implementation partner and will coordinate regional university hubs across Indiana; WestEd will conduct an independent randomized controlled trial across 68 schools over five years, with the goal of establishing a replicable state model for university-led tutoring infrastructure.

[Indiana Learns](#) (established by HEA 1251) provides ELA and math tutoring microgrants directly to families of students in grades 3-8 who score below proficient on state assessments.

Iowa

Iowa facilitates high-impact tutoring through funding and supports.

Iowa's \$24M federal [Comprehensive Literacy State Development](#) (CLSD) grant supports competitive subgrants to districts to implement local literacy plans grounded in evidence-based literacy practices. Allowable activities include interventions and supports designed to improve student literacy outcomes, including tutoring. The Iowa Department of Education provides technical assistance to districts implementing these plans.

The Iowa Department of Education provides an [AI-supported reading fluency tutor](#) that districts may choose to use.

Kansas

Kansas facilitates high-impact tutoring through literacy policy.

The state's [At-Risk Pupil Assistance Program](#) (K.S.A. 72-5153), a weighted per-pupil allotment to all districts for students not meeting grade-level standards, lists tutorial assistance as an allowable delivery method, but the funds are not dedicated to tutoring and spending decisions are locally determined.

In 2026, the [Kansas Blueprint for Literacy](#) strengthened literacy intervention requirements under the [Every Child Can Read Act](#) explicitly requiring districts to provide targeted interventions — including one-on-one instruction, small group instruction, and tutoring — for students at or below 3rd grade with identified literacy deficits. Beginning in the 2027-28 school year, districts must also develop Individual Student Literacy Plans for high-risk K-3 students that include a minimum of 90 minutes per week of targeted interventions, with tutoring as one of the allowable options.

Kentucky

Kentucky facilitates high-impact tutoring through supports.

The Kentucky Department of Education (KDE) provides [guidance](#) on accelerating student learning, including for high-impact tutoring.

In 2025, the U.S. Department of Education awarded the Kentucky Educational Development Corporation, in partnership with the Maine Department of Education, Impact Florida, Carnegie Learning, and WestEd, a five-year, \$12.5M [Education Innovation and Research](#) (EIR) Expansion grant for [Lenses on Literature: High-Quality Literacy Education Nationwide—Scaling, Evaluation, and Sustainment](#). The project will provide and evaluate a comprehensive literacy program for Kentucky students in grade 8 that incorporates high-impact tutoring delivered by certified teachers, using standards-aligned instruction, personalized feedback, and targeted Tier 3 supports to improve literacy outcomes for middle-grade students in rural and high-need schools while examining the effectiveness of tutoring as a strategy for accelerating reading and writing achievement.

Louisiana

Louisiana facilitates high-impact tutoring through funding, supports, and policy.



In February 2021, Louisiana originally launched its high-impact tutoring program, [Accelerate](#), with ESSER funds to provide guidance and funding to local education agencies to implement in-person, high-impact mathematics and literacy tutoring programs and summer learning programs. With the creation of the [Louisiana Tutoring initiative](#) ([Senate Bill 508](#), [Act 771](#)), Louisiana now requires high-impact tutoring for K-5 students performing below grade level in mathematics or reading. This tutoring occurs during the school day, 3-5 days per week in groups of four students or fewer per tutor, provided by an [approved tutoring provider](#). Senate Bill 508 was funded in 2024-25 and 2025-26 through an annual \$30M legislative appropriation.

The Louisiana Department of Education (LDOE) provides [support](#) for district planning and implementation including an approved tutoring [vendor list](#) and outcomes-based contracting guidance.

In December 2025, the U.S. Department of Education awarded the LDOE a five-year, \$15M federal [Education Innovation and Research](#) (EIR) grant for [Louisiana's Statewide High-Impact Tutoring Study: Testing Systematic Scaling Across Varied Contexts](#). Over a five-year period, the project will scale and rigorously evaluate Louisiana's high-impact tutoring model virtual structured-literacy high-impact tutoring model implemented with a partner tutoring provider in 90 schools statewide—testing whether it works consistently across urban/suburban/town/rural contexts, identifying the implementation conditions that sustain quality at scale, and comparing one versus two years of tutoring to measure cost-effectiveness and learning gain persistence.

In 2021, the state legislature also passed [Act 415](#), establishing the \$5M [Steve Carter Literacy Tutoring Program](#) which provides micro-grants to qualifying students for private tutoring. In 2024, [House Bill 244](#) expanded the program to include mathematics in addition to literacy tutoring and increased the micro-grant amount from \$1,000 to \$1,500 to spend on tutoring from approved vendors for families of K-12 students who score below grade level on standardized tests. The tutoring in this program takes place after school or over the summer.

Maine

Maine does not have a statewide high-impact tutoring program at this time.

In 2025, the U.S. Department of Education awarded the Kentucky Educational Development Corporation, in partnership with the Maine Department of Education, Impact Florida, Carnegie Learning, and WestEd, a five-year, \$12.5M [Education Innovation and Research](#) (EIR) Expansion grant for [Lenses on Literature: High-Quality Literacy Education Nationwide—Scaling, Evaluation, and Sustainment](#). The project will provide and evaluate a comprehensive literacy program for Maine

students in grade 8 that incorporates high-impact tutoring delivered by certified teachers, using standards-aligned instruction, personalized feedback, and targeted Tier 3 supports to improve literacy outcomes for middle-grade students in rural and high-need schools while examining the effectiveness of tutoring as a strategy for accelerating reading and writing achievement.

Maryland

Maryland facilitates high-impact tutoring through funding and policy.

Maryland passed [House Bill 1372](#) into law in 2021, creating a [Blueprint for Maryland's Future](#). This legislation provides funding for tutoring for students in grades K-3 who scored below a certain threshold on standardized tests in literacy and mathematics, with the goals of addressing COVID-19 learning setbacks and providing targeted support to historically underserved students. Local education agencies manage implementation and dosage.

The state uses Transitional Supplemental Instruction (TSI) funding from Maryland's funding formula to support the Blueprint for Maryland's Future. TSI's per-pupil allotment is [tapering toward sunset](#) — dropping to \$356 in FY2026 and \$0 beginning FY2027.

As part of Maryland State Department of Education's priority to develop strong Multi-Tiered Systems of Support for mathematics, [MSDE provides funding for math tutoring in specific districts since the 2024-25 school year](#) with full implementation targeted for the 2027-28 school year.

In December 2025, the U.S. Department of Education awarded CitySchools Collaborative (CSC) a five-year, \$10M federal [Education Innovation and Research](#) (EIR) grant to study the [Impact of Intermediary Support for Tutoring](#). The grant will scale Science-of-Reading-aligned literacy tutoring for high-need students across Maryland, and Virginia. The project will pair tutoring with CSC's Intermediary Support for Tutoring model, which provides structured coaching and technical assistance, communities of practice, and design sprints to enhance quality of implementation.

Massachusetts

Massachusetts facilitates high-impact tutoring through funding and supports.

Massachusetts established the [Early Literacy Tutoring Program](#) (ELTP) in the 2020-21 school year. Over the past five years, ELTP has provided high-impact, high-dosage literacy tutoring to just under 16,000 high-need students in grades K-3, plus 10,000 more high-need students during 2025-26. This includes



expansion from 12 local education agencies (LEAs) and 35 schools in 2020-21 to over 90 LEAs and 320 schools in 2025-26, funded by a \$25M state appropriation. ELTP tutoring follows evidence-backed practices for dosage, ratio, and curriculum alignment and can be in-person or virtual. \$20M of new funding to continue ELTP is approved for the 2026-27 school year.

The [Tiered Math Academy](#) provided math tutoring during the 2025-26 school year through a targeted grant master vendor agreement and list of approved math tutoring providers. While the list of approved math tutoring providers continues, funding for math tutoring is not available for the 2026-27 school year.

In December 2025, the U.S. Department of Education awarded Massachusetts Department of Elementary and Secondary Education (DESE) a five-year, \$10M federal [Education Innovation and Research](#) (EIR) to implement and study the effectiveness of [BOOST: Building Ongoing Outcomes in Student Tutoring](#). BOOST builds on the success of ELTP and will provide high-dosage tutoring for over 4,000 first graders and lighter-dosage tutoring for second graders in select schools.

MA DESE supports districts implementing tutoring through their Statewide Tutoring Implementation Toolkit, [Approved Early Literacy Tutoring Providers](#) list and [Approved Math Tutoring Providers](#) list, and weekly office hours.

Michigan

Michigan facilitates high-impact tutoring through funding and supports.

In 2023, the state [approved](#) \$150M for the [MI Kids Back on Track](#) grant fund to support tutoring and other student learning recovery supports. While there have not been additional allocations under this legislation, local education agencies have until 2027 to expend these funds.

In July 2026, the Michigan Legislature passed the [FY2026-27 School Aid budget](#), which includes \$50M for competitive high-impact tutoring grants to approved partners. Implementation details, including eligibility and prioritization criteria, have not been finalized at the time of publication.

The Michigan Department of Education also supports tutoring through a [vetted list](#) of tutoring programs, a [definition](#) of high-impact tutoring, and additional implementation [guidance](#).

Minnesota

Minnesota facilitates high-impact tutoring through funding and supports.

Minnesota supports large-scale tutoring through partnerships with [ServeMinnesota](#) which provides evidence-based tutoring and intervention services statewide for approximately [30,000+ students annually](#). Minnesota provides dedicated funding through the [State General Fund and specific appropriations](#), such as a \$1M expansion for Math Corps in the 2026-27 biennial budget.

Implementation of the Minnesota [READ Act](#) is supported by the [Regional Literacy Network](#), which provides districts and charter organizations with no-cost technical assistance and professional learning. This support includes meeting the new 2026-27 requirement that all unlicensed tutors and volunteers complete training in evidence-based instruction.

The [Minnesota Grow Your Own](#) grant (MNGYO) supports future teachers and is awarded to K-12 entities (districts, charters, education cooperatives, Tribally-controlled schools), who partner with teacher preparation programs to provide tutoring and other opportunities.

Mississippi

Mississippi facilitates high-impact tutoring through supports.

In 2013, Mississippi passed [Senate Bill 2347](#) to establish the [Literacy-Based Promotion Act](#), a state law aimed at ensuring students can read on grade level by the end of 3rd grade. Retained 3rd-grade students must receive a minimum of 90 minutes of daily, research-based reading instruction during the regular school day, and may also offer additional strategies, including tutoring and small group instruction in research-based reading services provided outside the regular school day.

Mississippi is participating in two [Education Innovation and Research](#) (EIR) grants awarded in December 2025. The Texas A&M Research Foundation received a five-year, \$15M grant for [Rural Opportunities through Literacy, Observation, Tutoring, and STEM](#) (ROOTS), focusing on scaling targeted tutoring and STEM-based literacy interventions across rural settings in Texas and Mississippi. Additionally, the United Way of West Central Mississippi received a five-year, \$10M EIR grant for [Scaling SOAR United High-Impact Literacy Tutoring](#), serving rural and high-need communities across Mississippi with a focus on scaling evidence-based high-dosage tutoring and strengthening early literacy outcomes.



The Mississippi Department of Education provides high-dosage tutoring resources including the [Mississippi Evidence-based Academic Interventions Approved List](#) which includes high-dosage tutoring vendors and the [Mississippi High-Dosage Tutoring Playbook](#).

Missouri

Missouri facilitates high-impact tutoring through funding and support.

In 2023, DESE launched the [Read, Lead, Exceed](#) initiative, which supports tutoring, small-group, and individual instruction as evidence-based, intensive [interventions](#) for the [Reading Success Plans](#) for students identified as having a substantial reading deficiency.

Separately, DESE's federally funded [Comprehensive Literacy State Development \(CLSD\) 2024 grant](#) permits a competitively selected subset of statewide grantees to use funds for tutoring as one allowable expenditure category.

In 2025, [House Bill No. 2](#) includes \$400,000 for a nonprofit literacy tutoring program serving underserved youth in a city not within a county (Section 2.098). The Missouri Department of Elementary and Secondary Education (DESE) maintains the [Qualified Vendor List](#) for High-Dosage Literacy Tutoring Services to support video-based high-dosage tutoring.

Additionally, DESE [identifies](#) three funding sources — 21st Century Community Learning Centers, School Age Community (SAC), and Missouri Comprehensive Afterschool Learning (MOCAL) — that provide local grants for afterschool programs, including tutoring.

Montana

Montana does not have a statewide high-impact tutoring program at this time.

In December 2025, the U.S. Department of Education awarded the Montana Office of Public Instruction (OPI) a five-year, \$10M federal [Education Innovation and Research](#) (EIR) grant for [Montana High-Impact Tutoring: Boosting Montana's Early Literacy Intervention Program](#). The grant will establish the [Montana High-Impact Tutoring Literacy Project](#) (M-HIT). The project aims to build on Early Literacy Targeted Intervention Act, § 20-7-1801-1804 by adding high-impact tutoring for high needs, grade 1-3 students particularly in Montana rural and tribal communities. At least 90 rural or tribal schools will participate in this five year study.

Nebraska

Nebraska facilitates high-impact tutoring through supports.

[Nebraska SMART](#) (Success Made Accessible through Rural Tutoring), established by The Nebraska State College System and the Nebraska Department of Education (NDE) and funded through a NDE Innovation Grant, began in 2024 and expanded in 2025 to provide tutoring for K-12 students statewide through June 2026. Tutoring is provided by teacher education candidates from Chadron State, Peru State, and Wayne State Colleges and is available for K-12 students in core subjects after school hours as coordinated by the student's family. Fundraising is currently underway, although the program will sunset if insufficient funds are secured.

Nevada

Nevada facilitates high-impact tutoring through funding and supports.

In June 2025, [Senate Bill 460](#) (Chapter 506) appropriated \$1M per year for fiscal years 2025-26 and 2026-27 from the State General Fund for competitive grants to local education agencies for literacy interventionists and in-person tutoring serving K-5 students. Priority is given to pupils attending a public school designated as a "1-star school," or a public school designated as "Focus," "Center Focus," or "Priority Growth", though all public schools are eligible. Under NDE's grant administration, funds must support new or expanded services only and may not be used to sustain existing tutoring capacity. NDE also supports districts in selecting their own vendors.

In July 2025, [Assembly Bill 383](#) (Chapter 252) authorized the State Board of Education to adopt regulations establishing evidence-based criteria — such as session frequency, student-tutor ratios, and tutor qualifications — that high-impact tutoring vendors must meet to contract with school districts or charter schools. As of June 2026, this criteria has not yet been established by the State Board of Education.

New Hampshire

New Hampshire does not have a statewide high-impact tutoring program at this time.

However, New Hampshire Department of Education (NHED) provides on-demand one-to-one online tutoring for students in grades 4-12 and AI-based tutoring for grades 5-12 at no cost to New Hampshire educators and students.

In 2021, [Title XV Education Chapter 194-F](#) established [Education Freedom Accounts](#), to allow state-funded grants for 1:1 tutoring.

New Jersey

New Jersey facilitates high-impact tutoring through funding and supports.

In 2023-24, the [NJ Learning Acceleration Program](#) established support for districts to provide high-dosage, intensive tutoring primarily for students in grades 3-4, though programs may include services for grades 2-8 with an evidence-based justification. The program emphasizes literacy and mathematics support during the school day or after school. The initiative allows local education agencies to apply for grants and partner with tutoring providers who meet established criteria. State appropriated funds fund the program which has served almost 77,000 students across both ELA and Math. A \$15M state appropriation will fund this program for the 2026-27 school year.

In 2024, the federal Department of Labor (DOL) designated [New Jersey Tutoring Corps, Inc. Pathway to Education Careers](#) a registered apprenticeship program. Eligible tutors can earn academic credits while tutoring in local schools through a partnership with [New Jersey City University](#). The program aims to combine real-world tutoring experience with teacher preparation, leveraging recent funding to expand apprenticeship opportunities throughout the state.

New Mexico

New Mexico facilitates high-impact tutoring through funding.

The New Mexico Public Education Department (PED) supports tutoring through state-appropriated competitive grant programs and state-provided contracted services. During the 2025-26 school year, the PED supported several statewide tutoring initiatives including Near Peer Tutoring, Summer Reading Program, ELA High Impact Tutoring, and Middle Math High Impact Tutoring.

In 2022, Near Peer Tutoring launched to support high school students serving as tutors for elementary and middle school students. Administered through the College and Career Readiness Bureau, the

program awarded approximately \$1.8M to 16 school districts and charter schools during the 2025-26 school year and is expected to continue with new grant awards in 2026-27.

In 2024, New Mexico established the [Summer Reading Program](#) in state law to provide intensive literacy instruction for incoming K-rising 9th grade students during a multi-week summer session. The Legislature appropriated \$29M annually for the program in 2024, 2025, and 2026. The program became the instructional foundation for both the ELA High Impact Tutoring and Middle Math High Impact Tutoring initiatives and is expected to continue in 2027, pending legislative appropriations.

In 2025, ELA High-Impact Tutoring launched as a state-funded initiative that expanded the Summer Reading Program model to provide evidence-based literacy tutoring during and after the school day.

The Middle Math High Impact Tutoring provides virtual mathematics tutoring for students in grades 6-8 attending rural and small schools. The initiative adapted the instructional model developed through the Summer Reading Program and has been supported through ESSER and external research funding. Beginning in 2026-27, the program will receive state funding and continue its randomized controlled trial with an increased emphasis on AI-supported tutor coaching.

In 2026, [House Bill 2](#) established the HB2 High Impact Tutoring program to provide high-impact tutoring during the school day to improve reading and mathematics achievement. The legislation appropriates \$5.1M annually through the Public Education Reform Fund for school years 2026-27 through 2028-29, creating a sustainable statewide funding source for high-impact tutoring. The initiative builds upon the ELA High Impact Tutoring and Middle Math High Impact Tutoring initiatives, providing ongoing state support as earlier federal and research funding sources sunset.

New York

New York facilitates high-impact tutoring through supports.

New York's [Empire State Service Corps \(ESSC\)](#) continues in its third year of operation, providing paid tutoring positions for State University of New York (SUNY) students. The FY27 Budget doubled the size of the ESSC on State University of New York campuses.

In December 2025, the U.S. Department of Education awarded the Education Development Center, in partnership with the Bureau of Indian Education, Maine Department of Education, and New York State Education Department, a five-year, \$10M federal [Education Innovation and Research](#) (EIR) grant for [Math for All: Expanding Professional Learning to Improve Mathematics Outcomes for Students in](#)

[High-Need Schools](#). Over a five-year period, the project will evaluate the program's effectiveness in approximately 60 schools in Maine, New York, and Bureau of Indian Education (BIE)-administered schools, with the final year dedicated to exploring options to scale-up the program.

In May 2026, Governor Kathy Hochul signed legislation appropriating \$9M to support high-impact tutoring partnerships between high-need school districts and tutoring providers. The initiative, included in the Aid to Localities appropriations bill ([S.9003-D / A.10003-D](#)), provides individualized literacy and math tutoring to students in participating districts on a competitive basis starting in the 2026-27 school year.

North Carolina

North Carolina facilitates high-impact tutoring through funding and supports.

In 2020, the North Carolina State Board of Education and the Office of the Governor launched [North Carolina Education Corps](#) (NCEC) to recruit, train, and place paid tutors in public elementary schools to provide in-person literacy support to K-5 students in groups of no more than four.

The program reached its peak scale in 2024-25, serving 7,994 students across 26 districts with 481 tutors. However, with ESSER funding exhausted, the program [contracted](#) in 2025-26 to 11 districts, 63 schools, 2,373 students, and 117 tutors. The program continues to prioritize Title I schools, 32% of which are currently designated as low-performing.

NCEC operates on a blended funding model drawing from state General Assembly appropriations (including a \$3M non-recurring allocation), Title I dollars deployed by partner districts, and private philanthropic contributions from foundations, including those directed through the State Board of Education's NC Education Fund.

North Dakota

North Dakota facilitates high-impact tutoring through supports.

North Dakota Department of Public Instruction (NDDPI) provides implementation support by coordinating paraprofessional and [tutor training](#) with AmeriCorps partners.

In December 2025, the U.S. Department of Education awarded North Dakota Department of Public Instruction, in partnership with WestEd and an AI-powered reading tutor, a five-year, \$10M federal

[Education Innovation and Research](#) (EIR) grant for [Rural Education Achievement through AI Coaching and High-Fidelity Supports \(REACH-ND\)](#). The grant will build a scalable [model](#) for rural settings by deploying AI-enabled literacy tutoring statewide for grades K-5 to target decoding, fluency, and comprehension.

Ohio

Ohio facilitates high-impact tutoring through funding, supports, and policy.

Ohio's [Third Grade Reading Guarantee, House Bill 33](#) requires intensive interventions for all students in grades K-4 on Reading Improvement and Monitoring Plans (RIMPs). These intensive interventions include high-dosage tutoring, defined as at least three sessions per week or 50 hours over 36 weeks. This mandate extends through grade 12 for students who remain below proficiency on the state ELA assessment. Local education agencies may use the [High-Quality Tutoring Provider Approved Vendor Directory](#) to procure services without conducting their own bidding process.

In June 2026, [Senate Bill 19](#) passed the state legislature and will expand academic intervention requirements, including high-dosage tutoring, to all students scoring at the lowest proficiency level on state math or ELA assessments.

Ohio funds their Expanding Opportunities for Each Child, which includes tutoring, through the [Direct Student Services 3% set-aside](#) of Title I funds.

Oklahoma

Oklahoma facilitates high-impact tutoring through funding.

Oklahoma has operated various high-impact tutoring programs since 2021. In 2025-26, the Oklahoma State Department of Education (OSDE) launched three tutoring programs:

- Rural Literacy Acceleration Initiative- \$1M in grants to rural school districts
- Tulsa Public School Reads - \$1M specifically for Tulsa Public Schools students in grades 1-4
- Project LIFT - \$1M specifically for Oklahoma City Public Schools students in grades 1-8

Additionally, in December 2025, the U.S. Department of Education awarded Accelerate, in partnership with OSDE, a five-year, \$13.8M grant from [Education Innovation and Research](#) (EIR) for the [Accelerate Regional Tutoring Initiative](#). This grant will provide high-impact literacy tutoring for 6,000 students across Oklahoma and study the results of the program.



Oregon

Oregon facilitates high-impact tutoring through funding and supports.

In 2023, Oregon enacted the [Early Literacy Success Initiative](#) (ELSSI) ([House Bill 3198](#)), focusing on improving outcomes and reducing disparities in early literacy in grades PreK-3. High-dosage tutoring is one of five allowable uses of the initiative. This legislation directs \$93M to districts and eligible charter schools and \$10M for community based organizations and the nine federally recognized Tribes of Oregon for the 2025-27 biennium.

In September 2024, Oregon received the federal [Comprehensive State Development \(CLSD\) grant](#), which provides approximately \$11M annually over five years to advance literacy skills for children Birth-12th grade, which includes high-dosage tutoring programs.

Oregon established a \$12M [High-Dosage Tutoring Supplement](#) grant for the 2025-27 biennium to expand tutoring programs focused on improving early literacy outcomes in grades Prek-5, adding a requirement for structured community of practice participation and prioritizing high needs schools.

The Oregon Department of Education (ODE) implemented a list of [Approved Providers for Professional Development/Coaching and High-Dosage Tutoring](#) and [Criteria for High-Dosage Tutoring](#) programs, effective July 1, 2025. ODE also provides implementation guidance and resources through their website and a recurring community of practice to build capacity for high-quality, research-based practices.

Pennsylvania

Pennsylvania facilitates high-impact tutoring through funding.

Pennsylvania's [Ready to Learn Block Grant](#), a formula-based state appropriation totaling over \$1.3B distributed to public school districts and charter schools in 2025-26, explicitly lists "tutoring programs for students identified with low academic performance in math or reading" and "tutoring assistance" within a multi-tiered system of supports as acceptable uses of funds.

Rhode Island

Rhode Island facilitates high-impact tutoring through supports.

Rhode Island encourages [high-impact tutoring as a prioritized strategy](#) for accelerating student learning. The Rhode Island Department of Education (RIDE) supports tutoring through its definition of high-impact tutoring, [Approved Tutoring Vendors Guide](#), and access to free on-demand tutoring.

South Carolina

South Carolina facilitates high-impact tutoring through funding and supports.

The South Carolina Department of Education (SCDE) funds high-impact tutoring pilots through the 2025-26 school year with annual legislative appropriations. The program, established under [Proviso 1A.72](#), authorizes SCDE to distribute competitive grants to local education agencies (LEAs) for academic support programs providing tutoring by compensated tutors in small groups. While LEAs select their own tutoring provider, SCDE supports participating LEAs through quarterly meetings and ongoing program guidance. Tutoring sessions are required to total at least 90 minutes per week in groups of no more than three students per tutor, with priority placement for students scoring "Does Not Meet Expectations" on statewide assessments.

South Carolina's [Education Scholarship Trust Fund](#) (ESTF), the state's school choice program, maintains a separate [2026-27 Approved Education Service Providers](#) list that includes tutoring providers, allowing families receiving ESTF scholarship funds to spend them on private tutoring services. This list reflects ESTF's allowable uses and is distinct from SCDE's prior tutoring grant procurement process for LEAs.

South Dakota

South Dakota does not have a statewide high-impact tutoring program at this time.

Tennessee

Tennessee facilitates high-impact tutoring through funding, supports, and policy.

Tennessee has a statewide high-impact tutoring strategy that combines required literacy tutoring, formula funding, competitive grants, and statewide implementation support to accelerate student learning.

In 2021, Tennessee launched the [TN ALL Corps](#) initiative through the [Tennessee Learning Loss Remediation and Student Acceleration Act](#), using \$125M in ESSER funds to establish a statewide



high-dosage, low-ratio tutoring program for students in grades K-8 in English Language Arts and mathematics. The initiative served more than 200,000 students before the ESSER-funded program concluded in summer 2024.

In 2022, Tennessee embedded ongoing tutoring support in its [Tennessee Investment in Student Achievement](#) (TISA) funding formula. Under TISA, districts receive \$500 in direct funding for each 4th grade student who does not meet expectations on the 3rd grade English language arts assessment to provide required literacy tutoring. The formula also includes an additional \$500 per K-2 student for early literacy supports, which districts may use for tutoring and other evidence-based interventions.

As of 2026, Tennessee tutoring efforts were further supported through additional funding. Districts can apply for approximately \$7M in annual competitive grants to provide high-dosage, low-ratio tutoring, with priority given to students in grades K-2 in ELA and math, while allowing flexibility to serve additional students based on local needs. The state has funded summer learning camps for rising kindergarteners through rising ninth graders since 2021. Recent legislation allows flexibility to spend any remaining funds on high-dosage, low-ratio tutoring during the following school year provided all requirements for summer programming are met.

The [Tennessee Department of Education](#) provides a range of resources, required training, and technical assistance to help districts implement evidence-based tutoring.

Texas

Texas facilitates high-impact tutoring through supports, and policy.

Texas has a statewide high-impact tutoring policy that requires tutoring for certain students who do not meet state academic benchmarks.

In 2021, Texas passed a state-wide high-impact tutoring initiative, [Accelerated Instruction](#), through [House Bill 4545](#) and updated requirements in 2023 with [House Bill 1416](#). Under the law, local education agencies (LEAs) must provide high-impact tutoring for students who do not achieve approaches or higher on STAAR grades 3-8 and those taking End-of-Course assessments who do not reach grade-level expectations on state exams. Tutoring must consist of a minimum of 15 to 30 hours per student determined by need, be delivered at least once a week during the school year or summer, and be conducted in groups no larger than four students. LEAs fund these mandates using district budgets, allowable federal allocations (Titles I, II, and IV), or out-of-school grants like [Texas ACE](#). The [Texas Education Agency](#) (TEA) provides ongoing implementation support through its [High Impact Tutoring Toolkit](#), [Outcomes Based Contracting \(OBC\) Guidance](#), and [Approved Vendor List](#).

State Compensatory Education Funding now specifically names and encourages tutoring. Additionally, Instructional Materials Review and Approval funding can now be used to pay for math supplemental products including math tutoring materials.

TEA currently partners with institutes of higher education in Texas to launch a pilot with educator preparatory programs to incorporate tutoring in teacher preparation pathways as part of the field based experience hours.

In 2025, the U.S. Department of Education awarded Texas A & M Research Foundation a \$15M federal [Education Innovation and Research](#) (EIR) grant for [Project ROOTS](#) (Rural Opportunities through Literacy, Observation, Tutoring, and STEM). This project focuses on scaling targeted tutoring and STEM-based literacy interventions across rural settings in Texas and Mississippi over 5 years.

Utah

Utah does not have a statewide high-impact tutoring program at this time.

Vermont

Vermont does not have a statewide high-impact tutoring program at this time.

Vermont’s literacy policy ([Act 139 of 2024](#) and expanded by [Act 72 of 2025](#)) and funding formula includes tutoring as an allowable intervention and use of funding. Districts are required to provide supplemental reading instruction to any K-12 student whose reading proficiency is significantly below grade level or impedes school progress. The law does not specify a delivery model, indicating that tutoring is one permissible form of supplemental instruction.

[Act 73 of 2025](#) which takes effect in the 2028-29 school year, restructures Vermont's school finance system, introducing a weighted student funding formula with higher per-pupil allocations for economically disadvantaged students and students with disabilities. While districts may use these funds for tutoring or academic intervention at local discretion, Act 73 does not direct, require, or earmark funding for tutoring specifically.

Virginia

Virginia facilitates high-impact tutoring through funding and supports.

The [Early Intervention Reading Initiative](#) (EIRI) provides funding to deliver evidence-based reading interventions, including tutoring and small-group instruction, for students identified as at risk for reading difficulties in kindergarten through 3rd grade. Current EIRI funds support at least 2.5 additional hours of reading instruction per week for eligible students.

Virginia Department of Education supports districts with [technical assistance](#) to implement personalized learning models, such as tutoring, and written guidance in the [All In High-Intensity Tutoring Playbook](#). The playbook is based on the 2023 ESSER-funded high-impact tutoring initiative, [ALL In VA](#), which ended following the close of ESSER funding in the 2025–26 school year.

In December 2025, the U.S. Department of Education awarded CitySchools Collaborative (CSC) a five-year, \$10M federal [Education Innovation and Research](#) (EIR) grant to study the [Impact of Intermediary Support for Tutoring](#). The grant will scale Science-of-Reading-aligned literacy tutoring for high-need students across Maryland, and Virginia. The project will pair tutoring with CSC’s Intermediary Support for Tutoring model, which provides structured coaching and technical assistance, communities of practice, and design sprints to enhance quality of implementation.

Washington

Washington does not have a statewide high-impact tutoring program at this time. The previous K-12 Intensive Tutoring Grant program expired in June 2025.

Tutoring is an allowable use for several state and federal funding streams serving specific student populations, including the state-funded [Homeless Student Stability Education Program \(HSSEP\)](#), [McKinney-Vento](#), and [Title I homeless set-aside funds](#) for students experiencing homelessness, as well as state and federal [Institutional Education](#) funds for eligible students in institutional settings.

West Virginia

West Virginia does not have a statewide high-impact tutoring program at this time.

West Virginia’s [Third Grade Success Act](#) mandates intensive support, which may include tutoring, for K-3 students with reading or mathematics deficiencies, with retention provisions beginning in 2026-27.

The federally funded [GEAR UP West Virginia program](#) provides direct mentoring, tutoring, and college-preparation services to eligible cohorts of students in targeted counties from 7th grade through their first year of college.

The state's [TutorWV](#) provides free, unlimited, live one-to-one online tutoring to all West Virginia residents in over 200 subjects, including drop-off review services and test prep resources for the SAT, ACT, GED, and AP exams.

West Virginia's [Hope Scholarship program](#), a state-funded education savings account, allows eligible families to use awards (tied to the statewide average net state aid share allotted per pupil) to purchase tutoring services from approved providers for core subjects, arts, or test preparation, with universal eligibility beginning in the 2026-27 school year.

Wisconsin

Wisconsin does not have a statewide high-impact tutoring program at this time.

Wisconsin's [Achievement Gap Reduction Program](#), funded through biennial legislative appropriations under [Wis. Stat. § 20.255\(2\)\(cu\)](#), names [one-to-one tutoring by a licensed teacher](#) as an allowable strategy for students struggling in reading and mathematics. Tutoring is targeted, data-informed, and delivered during regular school hours using evidence-based instructional methods as one of three approaches meeting the Program's requirements.

Wyoming

Wyoming does not have a statewide high-impact tutoring program at this time.

In March 2026, the [Wyoming Language and Literacy Program](#) passed, which includes tutoring as an allowable support. The bill states that districts where 60% or more of the students are struggling will be required to implement "extended supports, including after school support and tutoring."

In December 2025, the U.S. Department of Education awarded Wyoming Department of Education, in partnership with the Iowa Reading Research Center and Foundations in Learning, a five-year, \$10M [Education Innovation and Research](#) (EIR) grant for [Project Skyword Literacy: Lifting Decoding and Fluency through Data-Guided Practice](#). The project will provide and evaluate the WordFlight literacy intervention for struggling readers in grades 3-5, using personalized, data-guided instruction to improve decoding, reading fluency, and overall literacy outcomes in rural schools while also examining the effectiveness of tutoring as a strategy for accelerating literacy growth.



In 2025, the Wyoming Education Savings Account (ESA) Act was amended by the Steamboat Legacy Scholarship Act ([House Bill 0199](#)) which provides families with funds for various educational expenses, including tutoring from a [state-approved list](#) of Education Service Providers. The program was temporarily blocked, but will move forward for the upcoming 2026-27 school year.

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