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# 2024-25 Snapshot of State Tutoring Policies

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# 2024-25 Snapshot of State Tutoring Policies

## Summary

Over the past three school years, districts and states have worked to recover the academic ground they lost over the course of the COVID-19 pandemic and chip away at stubborn gaps in academic performance. Many turned to high-impact tutoring, a research-based approach to providing individualized instruction to students. In the [School Pulse Panel Survey](#) in October, 2024, 78% of responding schools reported having some type of tutoring for students and 37% reported offering high-impact tutoring.<sup>1</sup>

High-impact tutoring is an effective learning intervention that helps students gain months or even years of learning over a year of tutoring. Researchers have identified key characteristics of high-impact tutoring programs that include:

- Delivery by a consistent, well-trained tutor;
- One-on-one or small group sessions of no more than 3;
- High dosage (3-5 sessions per week during the school day);
- Integration with classroom instruction (including high-quality materials that align with classroom curricula); and
- Data-driven to respond to individual student needs.

High-impact tutoring is supported by an unusually strong evidence base; however, it can be difficult to implement and scale. As programs get larger, the amount of tutoring often drops and the number of students with a tutor in each tutoring session often grows. Attention to maintaining the key characteristics of high-impact tutoring can help programs preserve their impact. State level policies and programs can play a pivotal role in setting expectations and requirements for implementation and providing support for districts to deliver this highly effective intervention to students.

In November 2023 we released the [2023-34 State Policy Snapshot](#) summarizing each state's efforts and policies around high-impact tutoring. In late 2024, we reached out to the state department of education in each of the 50 states and the District of Columbia to gather information for an update. This brief provides a refresh to the 2023 Snapshot describing overall trends in state-level engagement and detailing where states are in the 2024-25 school year based on those conversations and supporting research.

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<sup>1</sup>The 2024-2025 [School Pulse Panel](#) survey from the Institute of Education Sciences, Tutoring Topic.

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## Motivation for High-Impact Tutoring

The need for high-impact tutoring continues. The persistent impacts of the pandemic and longstanding educational shortcomings have left many students performing below grade level. The results of the 2024 National Assessment of Educational Progress (NAEP) underscored the need for learning acceleration. On average, [reading and math scores were below those from five years earlier](#), with lower performing student groups seeing the biggest declines.

Over the last three school years, many local education agencies invested in high-impact tutoring for students based on academic need using Elementary and Secondary School Relief funding (ESSER). As school systems transition to a post-ESSER era, they will need to look for other funding streams to support ongoing programs or launch new high-impact tutoring programs.

## Trends in State Engagement

The approach to high-impact tutoring across states presents a varied landscape of strategies and commitments. While the number of states allocating specific funds for high-impact tutoring has declined from 26 to 23, this reduction largely reflects the states' tendency to direct ESSER funds toward these initiatives. Prior to the beginning of the 2024-2025 school year, many states committed the remainder of their ESSER funds for tutoring with the intent of spending it throughout the 2024-2025 school year.<sup>2</sup> Interestingly, as direct funding has decreased slightly, many states continued with other elements of high-impact tutoring programs—technical assistance has more than doubled from 12 to 25 states, and 24 states now provide approved vendor lists or other procurement assistance. A small but significant group of states has established more enduring models, with Tennessee implementing ongoing formula-funding

### State Engagement in Tutoring

**23** states provide competitive grant or formula funding, enabling schools and districts to secure financial resources for establishing or expanding high-impact tutoring programs

**24** states have developed an approved list of tutoring vendors or offer procurement assistance

**25** states provide technical assistance for high-impact tutoring

**9** states have partnerships with institutions of higher education to support high-impact tutoring in districts.

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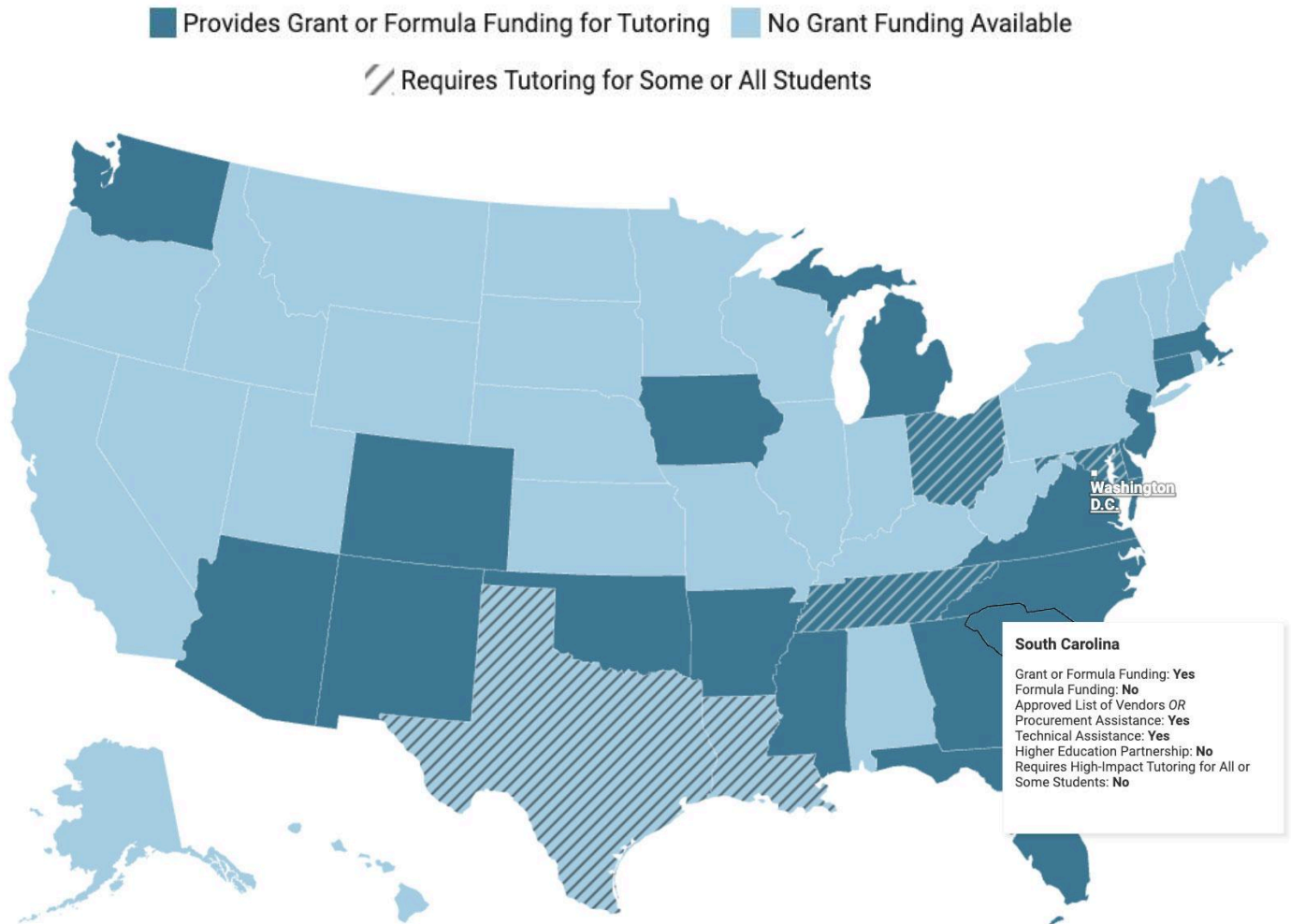
<sup>2</sup> On March 28, 2025, the US Department of Education abruptly [canceled extensions of the deadline for spending ESSER funding](#) with the possibility of exceptions for some projects.



mechanisms, while Louisiana, Ohio, Tennessee, Maryland, and Texas have enacted policies that require high-impact tutoring for specific groups of students.

This diverse array of approaches demonstrates how differently states are navigating the post-ESSER funding environment. Some states have committed to sustaining their tutoring initiatives through dedicated state funding streams, while others are experimenting with pilot programs or reconfiguring tutoring within existing educational frameworks. A notable number of states have no coordinated statewide approach, leaving implementation entirely to local districts. Perhaps surprisingly, this spectrum of state responses crosses traditional political boundaries, as we continue to see that support for tutoring policies, including legislation and funding, is not correlated with political party affiliation. The resulting patchwork of initiatives means that there is much work to do to ensure students have access to high-quality tutoring resources regardless of geographic location.

## State-Level Efforts in High-Impact Tutoring 2025



*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 1) Grants, 2) Formula Funding, 3) Approved Vendors or Procurement Assistance, 4) Technical Assistance, 5) Partnerships with Higher Education, and 6) 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 as of early 2025. Source: National Student Support Accelerator, Stanford University Get the data [Download image](#). Created with [Datavrapper](#)*

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



### ***Continuing High-Impact Tutoring***

For most states, funding for high-impact tutoring continues to be funded by time-limited grant funds. For example, in 2023, Michigan allocated \$150 million for the [MI Kids Back on Track](#) grant fund, designed to support tutoring programs before, during, and after school to help students meet academic standards. While there have not been additional allocations under this legislation, districts have until 2027 to expend these funds. Tennessee remains the only state that has integrated high-impact tutoring into its ongoing funding formula through the [Tennessee Learning Loss Remediation and Student Acceleration Act](#). Louisiana and Virginia have allocated funding by formula based on a one-time appropriation from the legislature, and Maryland has formula funding in place to support “struggling learners” with tutoring through the 2025-2026 school year. Ohio, like many other states, advises districts to use “[allowable federal, state, or local dollars](#)” to fund the high-impact tutoring the state requires for some students.

A total of nine states, including Arkansas, Florida, and New Jersey, have ongoing partnerships between higher education institutions and tutoring organizations. In Arkansas, universities collaborate with K-12 schools to provide targeted tutoring services aimed at helping students overcome learning challenges. Florida Tutoring Advantage (FTA), led by the University of Florida Laster Center for Learning is providing competitive funding, guidance, and support to LEAs to provide one-on-one and small group tutoring in reading and mathematics both virtually and in person. In New Jersey, the New Jersey Tutoring Corps (originally funded with state pandemic relief dollars) has partnered with New Jersey City University to develop an [apprenticeship pathway](#) for tutors to become certified teachers.

Many states are assessing how to sustain districts and schools’ access to high-impact tutoring beyond the conclusion of the [ESSER](#) funding for students most affected by the pandemic. For example, Colorado is continuing its high-impact tutoring program established by legislation, though it is set to expire in 2026. Likewise, Virginia aims to sustain funding for at least a portion of the [ALL In Tutoring](#) initiative beyond school year 2024-2025 using alternate grants or state funds, but specifics are still unknown. An official from the Arizona Department of Education emphasized the value of high-impact tutoring, stating, “Everyone likes [our tutoring program], but...when ESSER funds are gone, there will be nothing for students in [certain] schools. I want to advocate for what this has done, the anecdotes, the gains we were seeing in testing. The gains for students were positive.” While it is unclear if Maryland will be able to continue funding the [Maryland Leads](#) program, the state is exploring alternate sources to replace the ESSER funds that previously funded the program.

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*“We will continue to seek funding opportunities where we can provide direct funding to LEAs so they can continue any tutoring initiatives they’ve already started, or leverage to create a state ecosystem of tutoring.”*

*– Representative from the Maryland State Department of Education*

### ***Creating New or Expanding Programs***

Looking ahead in 2025, we expect to see the emergence of innovative high-impact tutoring programs, particularly in states like South Carolina, New Mexico, and Iowa. South Carolina established a \$15 million pilot program that allows school districts and charter schools to implement high-dosage, low-ratio tutoring programs in mathematics and reading with ongoing technical support from the Department of Education. In October 2024, the Iowa Department of Education was awarded a multi-year competitive grant from the U.S. Department of Education totaling over \$24 million to advance effective evidence-based literacy practices and interventions across the state. As a part of the grant, Iowa will support schools in implementing several interventions, including high-dosage tutoring.

States are increasingly positioning high-impact tutoring not as a standalone intervention but as an integrated component of comprehensive educational systems. This systematic integration represents a shift from viewing tutoring as supplementary to recognizing it as a fundamental element of states' instructional visions, potentially increasing both effectiveness and sustainability. For example, New Mexico has established high-impact tutoring for reading, literacy, and mathematics through competitive grants. This program requires schools to demonstrate cohesion between tutoring interventions and the student's core instructional environment, including the use of high-quality instructional materials aligned with adopted standards and well-trained tutors. The legislature allocated \$8.5M for this program in the 2024-25 school year.



State	Funding		Support			Policy
	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	–	–	–	–	–	–



State	Funding		Support			Policy
	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
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	–	–	–	–	–	–



## Conclusion and Where to Look Further

As states navigate the post-pandemic relief landscape, their approaches to high-impact tutoring reveal both promising innovations and gaps. The overall trend shows a shift from direct funding toward technical assistance and procurement support, suggesting states are evolving toward enabling rather than directly funding implementation of high-impact tutoring. While some states have established sustainable models through formula funding or legislative mandates, many face uncertain futures as they search for new funding sources. The integration of tutoring into broader educational frameworks—particularly literacy initiatives and multi-tiered support systems—represents a promising path forward. Moving forward, states that successfully preserve high-impact tutoring will likely be those that embed it within core educational infrastructure rather than treating it as a temporary pandemic recovery measure.

States can continue to show leadership through policies and activities that require or encourage the use of evidence-based strategies like high-impact tutoring while providing essential technical and financial assistance for implementation. Summaries of each state’s activities related to high-impact tutoring for the 2024-2025 school year are described in the appendix. We urge state leaders to take inspiration from their peers in other states and review resources that offer inspiration and information for innovation in their high-impact tutoring efforts. Examples of such resources 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 \(MTSS\)](#)
- [High-Impact Tutoring: District Playbook](#)
- [Tutoring Program Selection Toolkit](#)
- [High-Impact Tutoring: Higher Education Institution Playbook](#)
- [Model State Policies](#)

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### ***Information Collection Process***

NSSA reached out to state departments of education in all 50 states and the District of Columbia in an effort to interview state education leadership about their tutoring efforts. This effort resulted in 28 video interviews with leaders at state education agencies around the country to collect information on state tutoring policies and programs.

In lieu of an interview, 9 states completed a survey. State officials in 12 states did not respond to our interview requests. In these cases, we conducted additional online research to gather information about tutoring programs. Two state officials reported that their states were not actively engaging in activities related to high-impact tutoring. We are grateful to the 37 leaders who provided information during this process. Links to state tutoring websites and legislation are included below where available.



## Appendix: State-by-State Summaries

**Note on terminology:** For purposes of this brief, a statewide tutoring program is one that is supported by state legislation or a statewide entity such as the state’s Department of Education. While NSSA uses the term [high-impact tutoring](#) to refer to the specific research-based approach that includes a consistent tutor, one-on-one or in small groups, multiple times per week, using high-quality instruction materials to deliver data-informed intentional instruction, this report incorporates the language used by each state when referring to their specific program.

### Alabama:

Alabama does not have statewide high-impact tutoring programs at this time. However, in September of 2022, the Alabama State Department of Education issued [a memo](#) providing guidance for high-dosage tutoring products or services, along with [a request for information](#) (RFI) regarding high-dosage tutoring. The purpose of the RFI was to create [a vetted list](#) of high-dosage tutoring and ancillary supports to assist Local Education Agencies (LEAs) with continued efforts in addressing learning loss and unfinished instruction to improve students’ academic, social, and/or foundational wellness needs.

### Alaska:

Alaska does not have statewide high-impact tutoring programs at this time. However, the state has taken steps to support tutoring initiatives. In 2021, the Alaska Department of Education and Early Development partnered with the non-profit Schoolhouse.world to provide [free peer-to-peer tutoring](#) to the students of Alaska. Schoolhouse.world is scheduled to continue.

### Arizona:

Arizona [ARS §15-241 \(K\)](#) created the Arizona Department of Education’s [Failing Schools Tutoring Fund](#) in 2023 to provide high-impact tutoring. The funding is available by [application](#) in the form of grants to school sites that have been assigned a letter grade of D or F according to the state’s accountability system. However, there is a finite amount of funding available, and when available funds have been committed, the agency cannot approve additional funding. The state maintains a list of eligible schools and [approved tutoring providers](#).

### Arkansas:

Arkansas passed [Act 912](#) in 2021, which created the [Arkansas Tutoring Corps](#), and the [LEARNS Act](#) in 2023. The Learns Act added two tutoring programs: a [Literacy Tutoring Grant Program](#) which provides a \$500 grant for supplemental literacy support to eligible students in grades K-3 and a [High-Impact Tutoring Program](#) which provides approximately \$20M in grants to school districts and charter management organizations to implement high-impact programs in schools. The Arkansas Department

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of Education (ADE) provides an approved list of high-impact tutoring vendors that are able to meet the requirements of high-impact tutoring including providing tutoring during the school day one-on-one or in small groups and meeting reporting requirements. The ADE also provided LEAs with an [Arkansas Tutoring Playbook](#).

The Arkansas Tutoring Corps recruits and trains tutors. It then connects these tutors with LEAs, educator preparation programs, community organizations, and faith-based groups. The program focuses on K-12 literacy, and used ESSER funds to pay tutors stipends ranging between \$2,500-\$3,000. Tutoring Corps members [report](#) that they see a positive change in their students' approach to learning and have seen progress in math and/or literacy.

Arkansas funded its statewide tutoring programs through a combination of funding sources, including an Accelerate grant for the 2023–2024 school year, and will rely on state funding as ESSER funds are expended.

**California:**

California does not have statewide high-impact tutoring programs at this time. However, the California Department of Education (CDE)'s [Expanded Learning Opportunities Program](#) allots \$4 billion for before and after school programming, which can include tutoring, although not during the school day.

In addition, in 2021 the California legislature allotted \$50M to the California Collaborative for Educational Excellence (CCEE) to administer the [Learning Acceleration System Grant](#). This grant awards funding to county offices of education to provide professional learning opportunities focused on learning acceleration strategies to LEAs, including individual or small group tutoring. In 2022, the Legislature also allocated \$7.9 billion 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](#). Accelerating learning through evidence-based learning supports, including individualized or small group tutoring, is one of several permissible uses of the funding.

The CDE and the CCEE are working collaboratively to identify additional ways to highlight existing high-impact tutoring programs and provide technical support to LEAs starting high-impact tutoring programs. Lastly, the [California College Corps](#) provides California college students with opportunities to work in K-12 education, including tutoring, among other activities.

**Colorado:**

Colorado passed [House Bill 21-1234](#) into law in 2021, which created a [high-impact tutoring program](#) to provide grant funding to LEAs. [The five-year act](#) expires July 1, 2026. For the 2023-24 school year, the Colorado Department of Education awarded \$7.2M including state, ESSER, and philanthropic funding through this high-impact tutoring program. In 2023-24, the [program](#) awarded 37 LEA grantees two year



grants and (including seven no-cost extensions) allowing the program to serve 183 schools and over 11,215 students during that school year. The program continues in the 2024-25 school year and is expected to scale back in the 2025-26 school year after expending available ESSER funds.

In April 2023, Colorado passed [House Bill 23-1231](#), which allocates state funds for extended learning opportunities, including high-impact tutoring outside of school hours, to boost math achievement for PreK-12 students. Many of the grantees from House Bill 21-1234 are also receiving state funding through 23-1231, and plan to utilize these funds to continue high-impact tutoring programming after ESSER funds are depleted.

**Connecticut:**

Connecticut implemented a [high-dosage tutoring program](#) in April 2023 which allocated \$11.5M in ESSER funding to 43 LEAs to implement programming in grades 6-9, focused on mathematics. The program provided grant funding, by application, for tutoring through January 2025. In addition to the grant program, the department provided [a vetted list](#) of tutoring providers, technical assistance through webinars and check-ins with LEAs, and coaching. LEAs are allowed to use their own teachers as tutors as well as retired teachers, and high school students in addition to tutoring vendors.

Governor Lamont's fiscal year 2026-27 proposed budget includes \$5M annually in funding for high-dosage tutoring grants that require LEA matching funds.

**Delaware:**

Delaware includes high-impact tutoring as a part of the [Delaware Strategy to Accelerate Learning](#). In 2024, the Delaware Department of Education (DDOE) continued its partnership with Reading Assist to offer high-dosage literacy tutoring to over 250 K-3 students in-person during the school day. The model embeds AmeriCorps members in schools to serve as tutors, providing one-on-one tutoring to students scoring below the 25th percentile for reading proficiency.

For the 2024-25 school year, Delaware is also partnering with Amplify to provide early literacy tutoring in Delaware LEAs using Amplify Core Knowledge as their curriculum with the goal of connecting high-dosage tutoring to Tier 1 instruction delivered during the school day to allow for a cohesive and coherent instructional experience.

As part of Delaware's Strategy to Accelerate Learning, the DDOE issued a [Request for Proposals](#) (RFP) for High-Dosage Tutoring Partners seeking to add additional vetted providers to the existing approved vendor list. LEAs can also use this RFP and in lieu of conducting one themselves to ease procurement burdens. Vendor partners can be found on the [DE Online Vendor Guide](#).

DDOE also provides technical support for LEAs on high-impact tutoring as requested.

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### **District of Columbia:**

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 classified as “at-risk”. The funding was available through grants to support tutoring providers and City Tutor DC, a local nonprofit organization, providing strategic program support through an associated grant. For the [2024-25 school year](#), OSSE is providing \$4.8M of state funds, \$4.3M of which is funding [competitive grants for LEAs](#). Remaining ESSER funding is supporting ongoing tutoring through tutoring providers; City Tutor DC’s support continues.

### **Florida:**

Early in the pandemic, the Florida legislature identified tutoring as a learning recovery priority with \$59M in ESSER funding allocated in 2021 for the K-3 Reading Tutoring Grant and \$16M in ESSER funding allocated in 2023 for Science of Reading Tutoring.

In May 2021, [House Bill 7011](#) provided community service credit hours and a designation as [New Worlds Scholars](#) for high school students completing a minimum of 75 literacy tutoring hours for younger students. In 2024, the Florida legislature unanimously passed [House Bill 1361](#), creating a new statewide tutoring program, Florida Tutoring Advantage (FTA), led by the [University of Florida Lastinger Center for Learning](#). FTA will provide competitive funding, guidance, professional learning, a vetted tutoring program list, and other supports to LEAs to provide one-on-one and small group tutoring in reading and mathematics both virtually and in person. The 2024-25 school year is a pilot year funded by residual funds from previous tutoring funding allocations with a request for additional funding in the 2025 legislative session.

### **Georgia:**

Georgia’s Department of Education (GaDOE) [partners](#) with Math Corps and Reading Corps to provide tutoring for more than 5,000 students in grades K-8 staffed by AmeriCorps and funded through state funding and federal School Improvement Grants. A new [partnership](#) with Georgia State University offers these tutors a pathway to get their master’s degree and earn a teaching certificate. In addition, GaDOE created the [GaTutor program](#) for high school students, available through Georgia Virtual Learning. High school students are able to schedule tutoring sessions with tutors outside of regular school hours.

### **Hawaii:**

Hawaii does not have statewide high-impact tutoring programs at this time. However, the Hawaii State Department of Education (HIDOE) does have an approved vendor list, which was updated in 2024, for schools to acquire tutoring services.



Additionally, the [UH-Manoa Online Learning Academy](#) hires University of Hawaii at Manoa students to [provide](#) mathematics and science tutoring to Hawaii elementary, secondary, and community college students. The tutoring is free, one-on-one, and online but offered only during out-of-school time.

**Idaho:**

Idaho does not have statewide high-impact tutoring programs at this time. However, Idaho continues to fund the [Empowering Parents program](#), launched originally in July of 2022, which provides grants of up to \$1,000 per student, per year and up to \$3,000 per household to families of K-12 students to spend on educational enrichment, including tutoring. The state has continued its [partnership](#) with Schoolhouse.world to provide free and online, small-group tutoring in mathematics for middle and high schools students.

**Illinois:**

Illinois does not currently have a state-wide tutoring program; however, Illinois's State Board of Education managed the [Illinois Tutoring Initiative](#), a project under the [Educational Partnership Act](#) in collaboration with [Illinois's P-20 Council's](#) development of pillars to support the learning and social-emotional wellbeing of students. The project coordinated with seven higher education institutions to work across six regions in the state focused on K-8 mathematics and literacy and high school mathematics. The program provided tutor training, tutor and student matching, data collection, background checks, and marketing and communication. The project was supported by ESSER funding through the 2023-24 school year. There is no current funding available for this program.

Additionally, Illinois had a high-impact tutoring grant program in SY 2022-23 that was also funded by ESSER with 68 LEAs participating.

**Indiana:**

Indiana does not have statewide high-impact tutoring programs at this time. In 2022, the Indiana legislature passed [House Enrolled Act \(HEA\) 1251](#) outlining requirements for [Indiana Learns](#) to provide small grants to support students in recovering from learning loss caused by the COVID-19 pandemic. The program is administered through the Mind Trust. Students in grades 3-8 who qualify for the federal Free and Reduced Price School Meals program and scored below proficiency in either mathematics or English Language Arts on the ILEARN assessment in the prior year are eligible. Funds are available to be used for mathematics or English Language Arts high-dosage tutoring by approved providers. Indiana State Board of Education officials are [advocating](#) for the legislature to continue the program.

**Iowa:**

In 2024, the Iowa Department of Education [announced](#) a \$3M contract with Amira (EPS Learning) to provide all Iowa elementary schools with personalized, virtual AI reading tutor. The service is being provided through the summer of 2025. Funds are provided through ESSER funding.



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Further, in October 2024, the Iowa Department of Education was [awarded](#) a multi-year competitive grant from the U.S. Department of Education totaling over \$24M to advance effective evidence-based literacy practices and interventions across the state. As a part of the grant, Iowa will support schools in implementing several interventions, including high-dose tutoring.

The state also implemented a competitive [Summer Reading Grant](#) for up to \$100,000 for schools to develop or expand summer reading programs to be implemented in summer 2025, which can be used for tutoring.

**Kansas:**

Kansas does not have statewide high-impact tutoring programs at this time. However, the Kansas Office of Recovery continues to administer the [Kansas Education Enrichment Program \(KEEP\)](#), which provides qualifying parents and guardians with a \$1,000 award per eligible student to support educational recovery and academic enrichment opportunities including tutoring by a licensed teacher or a licensed online tutoring business.

**Kentucky:**

Kentucky does not have statewide high-impact tutoring programs at this time.

**Louisiana:**

Louisiana originally launched its high-impact tutoring program, [Accelerate](#), in February 2021 with ESSER funds to provide guidance and funding to LEAs to implement in-person, high-impact mathematics and literacy tutoring programs and summer learning programs. With the passage of [Senate Bill 508](#) in 2024, 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 initially funded through a \$30M appropriation in the state budget; future funding will depend on additional legislative action.

The state legislature also passed [Act 415](#) in 2021, establishing the [Steve Carter Literacy Tutoring Program](#) which began in fall of 2022. [House Bill 244](#) passed in 2024 expanding it 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 state-wide tutoring program at this time. Maine passed [Senate Bill 1962](#) into law in 2022, creating an Innovative Instruction and Tutoring Grant program. This legislation provided funding for up to 10 grants, each up to \$40,000 that were used by LEAs during the 2023-24 school year.

### **Maryland:**

Maryland passed [House Bill 1372](#) into law in 2021, creating a [Blueprint for Maryland's Future](#). This legislation provides funding for a tutoring program for students in grades K-3 who score 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. LEAs manage implementation and dosage. The state uses Transitional Supplemental Instruction funding from Maryland's funding formula to support the Blueprint for Maryland's Future.

Maryland used ESSER funding to establish the [Maryland Leads](#) grant initiative in 2022, which included funding and guidance to implement high-impact tutoring programs. The state is exploring alternate sources to fund the Maryland Leads program now that ESSER funds are expended. In addition, Maryland announced the [Maryland Tutoring Corps](#) in 2023, to establish high-quality, school day secondary math tutoring programs with \$10M in ESSER funding (that was granted an extension) and requiring a 2 -1 LEA match to build a path to sustainability.

### **Massachusetts**

In the 2024-25 school year, MA DESE is investing approximately \$1.6M in high-impact early literacy tutoring and over \$2.1M in mathematics tutoring using remaining ESSER funding. Massachusetts is in the process of updating their approved vendor list for early literacy tutoring, overseen by the Center for Instructional Support. The MA Commissioner is currently seeking fiscal year 2026 state funding for high-impact tutoring, with the goal of reaching 13,000 first graders.

The Massachusetts Department of Elementary and Secondary Education (MA DESE) initiated the [Early Literacy Supplemental Services Tutoring](#) program in 2021, partnering with MA DESE-approved vendors to support approximately 1,200 students across 12 LEAs. The program, which targets students struggling with reading proficiency, used funds from the Governor's Emergency Education Relief Fund, and expanded to serve approximately 3,500 students across 15 districts and charter schools in 2022.

During the 2023-24 school year, the initiative, supported by ESSER funds, expanded to include mathematics tutoring for grades 4 and 8, with an investment of approximately \$2M, alongside an additional \$8M allocated for early literacy tutoring. For these expanded opportunities, MA DESE established statewide contracts with selected vendors for mathematics and literacy based on an application process which allowed targeted assistance in both subjects to schools across the

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Commonwealth. Over 3,500 students received mathematics tutoring while over 6,800 students received early literacy tutoring.

### **Michigan:**

In 2023, the state [approved](#) \$150M for the [MI Kids Back on Track](#) grant fund to support tutoring programs provided before school, during school, after school, or during the summer, among other uses. These funds were designed to address unfinished learning, get students to grade-level academic standards, provide additional academic assistance to students at risk of falling behind their peers, or help high school students prepare for postsecondary education. While there have not been additional allocations under this legislation, LEAs have until 2027 to expend these funds. Michigan worked with the Michigan Association of Intermediate School Districts to develop a [vetted list of tutoring programs](#) as a part of this program.

Michigan provided [Section 98c Learning Loss Grants](#) (page 98) to LEAs, which could be used for tutoring. The state used \$52M from ESSER to fund this program, with the goal of addressing COVID-19 learning setbacks. These funds are no longer available.

### **Minnesota:**

As part of the [READ Act](#), the Minnesota Department of Education partners with ServeMinnesota to serve approximately 30,000 students in the 2024-25 school year through embedded reading and math tutors in schools. ServeMinnesota manages the implementation of the tutoring program. School districts apply to participate in the tutoring program which is funded through the State General Fund as authorized in the READ Act.

### **Mississippi:**

Mississippi has a high-impact tutoring [grant program](#) that continues through the [2024-25 school year](#) using remaining ESSER funds. Schools and LEAs applied for grants of \$75,000 per school or \$150,000 per LEA, per year to implement in-person literacy tutoring for grades K-4. Mississippi also provided [guidance](#) to LEAs on implementation of high-impact tutoring programs.

In 2022, Mississippi awarded Paper a multi-year contract as a result of a competitive RFP process for on-demand tutoring in grades 3-12, English Language Arts and mathematics. Mississippi [extended](#) the contract in 2024 through September 2025. Paper is available to students and teachers in all participating LEAs. The state used remaining ESSER funds to fund this project.

### **Missouri:**

Missouri does not have statewide high-impact tutoring programs at this time. However, in 2022, Missouri passed [House Bill 3015](#), which established the [Close the Gap](#) program. This program, concluded in September 2024, used ESSER to fund \$1,500 grants to families of K-12 students to spend



on educational enrichment activities, including tutoring. The program prioritized applicants with incomes below 185% of the federal poverty level.

**Montana:**

Montana does not have statewide high-impact tutoring programs at this time. The Montana Office of Public Instruction (OPI) provided [Acceleration Guidance](#) in the 2021-22 school year to LEAs on acceleration and evidence-based instruction, including high dosage tutoring. OPI offers mathematics tutoring through schoolhouse.world, an online tutoring service.

**Nebraska:**

[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 \$2M NDE Innovation Grant, provides tutoring for K-12 students in rural LEAs through December 2025. Tutors are teacher education candidates from Chadron State, Peru State, and Wayne State Colleges.

**Nevada:**

Nevada does not have statewide high-impact tutoring programs at this time. However, Nevada [purchased](#) a statewide contract for the online tutoring platform Schoolhouse.world in April 2021 to provide high school mathematics tutoring and SAT preparation. This platform continues to be available free of charge to the state.

**New Hampshire:**

The New Hampshire Department of Education [launched](#) a statewide, \$4.8M, 3-year contract for on-demand tutoring with Tutor.com in September 2022. The program is open to all students grades 4-12, with the goal of addressing COVID-19 learning setbacks. New Hampshire also [launched](#) a contract with Schoolhouse.world to provide opt-in high school tutoring for students. The state used ESSER to fund both of these programs. Both Schoolhouse.world tutoring and peer tutoring are scheduled to continue at no cost to the state as ESSER funding expires. Funding for [Yes, Every Student](#), a program providing \$1,000 scholarships to families to use for tutoring, was reallocated to support the partnership with Tutor.com due to low participation from tutors and families.

The Commissioner of Education in New Hampshire championed the use of Tutor.com and urged LEAs to use it during the school day. The Commissioner's office monitors usage through regular reports and highlights LEAs with high usage. The state also provides professional development on the usage of the platform and resources for students who are using it. Continuation of these state-level resources are contingent upon additional funding from the state budget.

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## **New Jersey**

The [NJ Learning Acceleration Program](#) began in the 2023-24 school year, focusing primarily on students in grades 3 and 4, though it can also include grades 2-8. The program emphasizes literacy and mathematics support during the school day or after school. The initiative allows LEAs to apply for grants and partner with the New Jersey Tutoring Corps and other approved tutoring providers. Currently funded by a \$35M state appropriation, about 300 grantees are actively participating; the New Jersey Department of Education extended grant terms through June 2025. The New Jersey Tutoring Corps also provides technical assistance to help LEAs effectively implement high-impact tutoring programs.

In addition, in 2024, the federal Department of Labor designated the New Jersey Tutoring Corps a [registered apprenticeship](#) pathway by providing a new route for tutors to become certified teachers. 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**

The state of New Mexico has five high-impact tutoring programs addressing different needs in the state. The [High-Dosage/High-Impact Tutoring program](#) provides targeted instructional support for reading, literacy, and mathematics offered during the school day or after school through competitive grants. This program requires schools to demonstrate cohesion between tutoring interventions and the student's core instructional environment. This includes the use of high-quality instructional materials (HQIM) aligned with adopted standards, as well as well-trained tutors. The legislature allocated \$8.5M for this program in the 2024-25 school year. Future funding for the program is dependent upon support of the legislature.

A tutoring program specifically for middle grades mathematics started in the 2023-24 school year with 21 schools targeting grades 6-8. Nineteen small and rural schools are participating for the 2024-25 school year. This program is part of a research partnership with the University of Chicago's Personalized Learning Initiative and is funded through April 2025. New Mexico also offers literacy high-impact tutoring for students specifically in need of targeted or intensive intervention in grades 2-5 funded through ESSER. Pending available funding, these two programs will be folded into the [High-Dosage/High-Impact Tutoring program](#) as their funding sources sunset.

Other initiatives include the [Summer Reading Program](#) and [Near Peer Tutoring](#). Managed by the New Mexico Public Education Department, the Summer Reading Program provides recruiting, hiring, onboarding, and payment of literacy tutors as well as public outreach for student attendees. The program offers intensive literacy instruction and intervention for 10,000 New Mexico students from



incoming kindergarteners to rising 9th graders. The program provides instruction in groups of four or less for four hours a day over four weeks during the summer. This program is an initiative of Governor Michelle Lujan Grisham and includes coordination with the Early Childhood and Higher Education departments in the state. The Near Peer Tutoring initiative pays high-school students interested in becoming teachers to serve as reading tutors for younger students in their school or LEA.

**New York:**

New York does not have statewide high-impact tutoring programs at this time. However, in 2024, Governor Kathy Hochul launched the [Empire State Service Corps](#) with \$2.75M to provide 500 paid positions for SUNY students to serve as tutors and other roles. In 2023, the New York state legislature rejected a proposal from Governor Kathy Hochul devoting \$250M to high-impact tutoring for grades 3-8 in reading and mathematics.

**North Carolina:**

North Carolina launched a partnership with [North Carolina Education Corps](#) in September 2020 to recruit, train, and support tutors who work in person as part-time employees within schools. During the 2022-23 school year, the program served 32 public school units (districts) with over 400 tutors providing services to students in grades K-5 in literacy. The program continues today into the 2024-25 school year providing direct service for 26 public school units and serving additional public school units to support a transition to in-house tutoring. The state uses ESSER funding (\$13.5M), the governor's office (\$726,000), state appropriations (\$3M), and philanthropic donations to fund this program.

**North Dakota:**

North Dakota Department of Public Instruction (NDDPI) [partners](#) with high-impact tutoring providers that use AmeriCorps tutors through Community Corps and Education Corps serving approximately 1,150 K-8 students in the 2024-25 school year. These tutoring programs are funded through a federal direct AmeriCorps grant, a state AmeriCorps grant, a North Dakota Department of Commerce grant, and district contributions.

NDDPI also provides tutor training and partners with Schoolhouse.world to bring free, on-demand tutoring to students.

**Ohio:**

Ohio's Department of Education and Workforce (DEW) allocates funding to numerous tutoring initiatives throughout the state to accelerate student learning, including partnerships with the Boys and Girls Clubs for students who reside in rural areas, and [Learning Aid Ohio](#) for students with 504s and IEPs. From 2022-2024, the Ohio DEW awarded \$14.8M in [Statewide Mathematics and Literacy Tutoring Grants](#) to Ohio colleges and universities with teacher preparation or education programs planning to create or expand mathematics and literacy tutoring programs for Ohio's K-12 students in one-on-one or

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small-group settings. While this funding is expended, programs are continuing on a case-by-case basis.

Additionally, in 2022, [House Bill 583](#) was passed, which designated \$26.2M toward the inclusion of key provisions for high-dosage tutoring to (1) to create a high quality tutoring provider vendor directory and steer funds toward contracting with approved vendors to provide services directly to LEAs and schools, and (2) establish a statewide tutoring program, [Tutor Kids Ohio](#), in coordination with education service centers across the state to hire, train, and deploy tutors. Both programs are ongoing.

In 2023, Ohio passed [House Bill 33](#), mandating high-dosage tutoring opportunities for all students on reading improvement and monitoring plans (RIMPs) beginning in the 2023-24 school year as part of Ohio's [Third Grade Reading Guarantee](#).

### **Oklahoma**

Starting in January 2024, the Oklahoma State Department of Education (OSDE) launched the [High Dosage Literacy Tutoring Program](#) designed to support grade 4 students in low-performing elementary schools, including those with a school improvement designation.

In addition, OSDE created a [Math Tutoring Corps](#) to assist small groups of students in grades 7-9 in strengthening key math skills and concepts that may have been disrupted during the COVID-19 pandemic. This initiative began in winter 2021 and continues through Spring 2025.

### **Oregon:**

In 2023, Oregon enacted the [Early Literacy Success Initiative \(House Bill 3198\)](#), focusing specifically on improving outcomes in early literacy in grades preK-3. High-dosage tutoring is one of five allowable uses of the grant. This legislation directs \$90M to LEAs and \$10M for community based organizations and the nine federally recognized Tribes of Oregon.

In September 2024, Oregon received the federal [Comprehensive State Development \(CLSD\) grant](#), which provides approximately \$11M annually over five years for literacy initiatives, including high-dosage tutoring. The Oregon Department of Education will release a list of approved providers for high-dosage tutoring in early 2025.

### **Pennsylvania:**

Pennsylvania does not have statewide tutoring programs at this time.

### **Rhode Island:**

Rhode Island does not have statewide tutoring programs at this time. However, Rhode Island created a [task force](#) in 2021 that identified high-impact tutoring as a prioritized strategy for accelerating student





learning. The state partnered with Amplify Education to provide workshops, communities of practice, and coaching support for interested LEAs and created a list of [approved tutoring vendors](#). In the 2023-24 school year, the RI Department of Education (RIDE) [won](#) a \$250,000 grant from Accelerate to pilot high-impact tutoring programs in three schools. Based on the success of the pilots, four schools are now operating this tutoring program with other sources of funding, and RIDE offers assistance to LEAs to replicate these programs.

New, more rigorous Secondary Regulations were adopted in 2022 requiring additional support for students who are not proficient in core academic areas. While high-impact tutoring is not specifically identified as a required support for these students, it qualifies as a support to meet this requirement.

Currently, RIDE continues to provide a list of approved vendors and technical assistance to support LEAs interested in offering high-impact tutoring. Additionally, RIDE offers all schools in Rhode Island access to Khan Academy (primarily for SAT prep) or Khanmigo.

#### **South Carolina:**

The South Carolina Legislature established a \$15M pilot program through [Proviso 1A.72](#), which is continuing in the 2024-25 school year. This program allows school districts and open enrollment charter schools to pilot academic support programs that provide high-dosage, low-ratio tutoring in mathematics and reading for K-12 students.

LEAs applied to participate in the pilot program and are supported by the Department of Education with quarterly meetings and ongoing bi-weekly support. While the pilot LEAs selected their own tutoring providers, the state has since created [an approved vendor list](#) that allows LEAs to engage partners without going through a bidding and procurement process. Program managers will report progress to the legislature to inform future funding decisions.

#### **South Dakota:**

South Dakota does not have statewide tutoring programs at this time. However, South Dakota provided virtual high-impact tutoring to K-12 students in mathematics, science, English Language Arts, and social studies. The program, [Our Dakota Dreams](#), was funded through ESSER during the 2022-23 and 2023-24 school years. Students from Northern State University and Black Hills State University served as tutors in the program. Another tutoring program, [Tutor Tracks](#), provided students in grades 1-8 with virtual tutoring for 30 minutes, twice a week, over a seven-week period. The South Dakota Department of Education is currently working to secure funding to continue both of these programs.



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**Tennessee:**

Tennessee requires tutoring for students struggling in literacy and funds this tutoring through the [Tennessee Investment in Student Achievement](#), their new funding formula adopted in 2022. The funding formula generates approximately \$8M to offer literacy tutoring to struggling grade 4 students (\$500 for each student who did not pass the grade 3 state literacy assessment). An additional \$500 per K-2 student is also included in the funding formula for early literacy support which may be used for tutoring.

In 2021, the [Tennessee Learning Loss Remediation and Student Acceleration Act](#) passed into law and provided a matching grant opportunity for LEAs to implement high-dosage, low-ratio tutoring for grades 1-8 in English Language Arts and Mathematics through [TN ALL Corps](#). For every student tutored using Tennessee's research-based tutoring model, the department provided \$700 per year, while the LEA contributed \$800 per student per year. LEAs aimed to provide tutoring to 15 percent of their students by the final year of the grant. This matching grant program, which ended in summer 2024, was funded through \$125M of ESSER and supported 87 of 147 LEAs serving over 200,000 students.

**Texas:**

Texas was the first state to require high-impact tutoring for certain students with the passage of [House Bill 4545](#) in 2021. Any student who does not pass the STAAR test in grades 3–8 or STAAR end-of-course assessments must either be assigned a classroom teacher who is a certified master, exemplary, or recognized teacher or receive supplemental instruction (tutoring) before or after school, or embedded in the school day. Eligible students must receive 30 hours of tutoring one-on-one or in groups no larger than three. In 2023, Texas passed a follow-up bill, [House Bill 1416](#), that limited tutoring requirements to reading and mathematics, increased the maximum tutor student ratio to 1:4, and reduced the minimum hours requirement from 30 to 15 hours for some students, among other changes.

The state provides tutoring support for LEAs including a tutoring toolkit and a series of webinars focusing on challenging issues (i.e., scheduling). Until September 2024, the state provided tutor training through the Education Service Centers, but grant funding for this initiative has ended. Previously, TEA also provided a vetted tutor provider list and subsidized some tutoring providers. Currently, TEA is exploring ways to structure contracts with tutoring vendors in order to promote strong implementation and results.

**Utah:**

Utah does not have statewide tutoring programs at this time.

**Vermont:**

Vermont does not have statewide tutoring programs at this time.



**Virginia:**

In 2023, Governor Youngkin launched [ALL In VA](#) with \$418M in ESSER funding and focused on high-dosage tutoring, early literacy, and chronic absenteeism. The initiative recommended that all school divisions (LEAs) allocate 70% of this funding for [ALL In Tutoring](#). This reading and math tutoring is targeted toward students in grades 3-8 who are at risk or not proficient based on state-wide assessments. Guidance suggests that sessions should be held for 3-5 hours each week for 18 weeks for “at risk” students and 36 weeks for “not proficient” students. Tutoring is in-person and staffed by trained tutors and focused on grade-level content. Group sizes may be up to ten students, but the state recommends groups of no more than five students receiving tutoring at a time. Formula funding was awarded to school divisions in 2023-2024 and can be spent through the 2025-26 school year.

**Washington:**

In 2023, Washington state passed the [Engrossed Substitute Senate Bill 5693](#), a one-time appropriation, to establish K-12 intensive tutoring programs aimed at addressing learning loss due to the COVID-19 pandemic during that fiscal year. The follow-up legislation, [ESSB 5187](#), extended the program, providing an additional \$1M from the general fund for fiscal years 2024 and 2025. The grants must be used to recruit, train, and hire tutors who will provide one-on-one tutoring services to K-12 students experiencing learning loss. Tutors are required to receive training in proven tutoring models.

**West Virginia:**

West Virginia does not have statewide tutoring programs at this time.

**Wisconsin:**

Wisconsin does not have a statewide tutoring program. However, [one-to-one tutoring by a licensed teacher](#) is an allowable activity under the [Achievement Gap Reduction Program](#) established in the 2015-16 school year. This program enables schools to provide targeted, data-informed tutoring for students struggling in reading and mathematics during regular school hours, utilizing evidence-based instructional methods. For LEAs utilizing ESSER funding, the Wisconsin Department of Public Instruction [provided guidance](#) on allowable uses of evidence-based instructional practices, in which [high-dosage tutoring](#) is included.

**Wyoming:**

Wyoming does not have statewide tutoring programs at this time.

To suggest an update, please email [info@studentsupportaccelerator.org](mailto:info@studentsupportaccelerator.org). For more information on legislative initiatives in each state, [click here](#).