

K-12 Intensive Tutoring Programs

Budget Language

\$1,000,000 of the general fund—state appropriation for fiscal year 2024 and \$1,000,000 of the general fund—state appropriation for fiscal year 2025 are provided solely for grants to school districts, charter schools, and state-tribal education compact schools to establish K-12 intensive tutoring programs. Grants shall be used to recruit, train, and hire tutors to provide one-on-one tutoring services to K-12 students experiencing learning loss as a result of the COVID-19 pandemic. The tutors must receive training in proven tutoring models to ensure their effectiveness in addressing learning loss.

Proviso Purpose

The renewed K-12 Intensive Tutoring grant funds are intended to retain tutors, hire additional tutors, and train tutors to work with selected students in identified areas of need through partnerships over an extended period. Tutoring was focused on groups of students highly impacted by the pandemic. The renewal of funds for an additional two years allowed for established partnerships and programs to continue toward maximizing benefits and outcomes for students.

Services Provided

Six districts provided high-dosage tutoring to identified student groups to advance achievement compromised by educational disruptions during the pandemic. High-dosage tutoring, at a minimum, was:

- provided consistently by trained tutors or educators.
- had a tutor-to-student ratio at or below 1:5.
- occurred at least two to three days per week for at least 30-50 minutes over a 7 to 10- month period.
- was integrated into the regular school day.

Criteria for Receiving Services/Grants

The original FP 204 K-12 Intensive Tutoring Grant Applications (FY '22-'23) were scored on a rubric scale for comprehensively addressing the following areas:

1. Specify the personnel you will recruit to be tutors.
2. What training did they/will they receive to be effective with students?
3. Describe the specific population of students, and the number of students to be served through this tutoring funding. What percentage of total students in the district does this represent?
4. What data was used to determine the student population for tutoring services?
5. What content area(s) and/or focus area(s) will the students be engaged in during tutoring services?



6. What is the specific schedule of services? Describe the specific time frames, frequency, adult to student ratio, and total duration of service for the identified students.
7. What are the desired student outcomes planned?
8. How will student success be determined?
9. When and how will progress monitoring be done?
10. Budget Plan to demonstrate use of requested funds.

For FY '23-'24 and '24-25 the six previously awarded districts were required to complete an End-of-Year data and reflection report for their original award. An explanation of funds used and unused was also required. All six districts requested funding to be continued and provided plans for the continuation of services that were established in the original award. A modified application process was made available to the six districts through iGrants. All applications and plans for renewal were reviewed thoroughly. Award amounts were adjusted for all six districts based on spend-down patterns in the first year, needs communicated, and anticipated results during the renewal.

Beneficiaries in the 2024-25 School Year

Number of School Districts:	6
Number of Schools:	20
Number of Students:	3,036
Number of Educators:	181

Are Federal or Other Funds Contingent on State Funding?

No

State Funding History

Fiscal Year	Amount Funded	Actual Expenditures
2025	\$1,000,000	\$927,000
2024	\$1,000,000	\$1,000,000
2023	\$1,000,000	\$837,779

Number of Beneficiaries Per Fiscal Year (e.g. School Districts, Schools, Students, Educators, Other)

Fiscal Year	Number of Beneficiaries
2025	3,036
2024	1,083
2023	669

Programmatic Changes Since Inception (If Any)

The renewal of funds for an additional two years allowed for the six districts to retain the tutors they were able to hire in the first year of funding, reduce the amount of initial onboarding training, focus on content and engagement strategy training, and revise service schedules to better match student and building needs.

Program(s) Evaluation or Major Findings

1. Brinnon School District: "We recruited and hired individuals who would be categorized as classified staff. We had very consistent staff over the grant period, particularly in math tutoring." This grant served 125 students in individual pull outs, small groups, and small group push-in.

2. Burlington- Edison School District: In our program, we recruited two classified Spanish speaking tutors with college degrees to support 214 students in meeting their individual academic needs for on time graduation. The tutor served students in grades 6-12 using Busy Bear Education. Busy Bear provided ongoing support for our tutors to support attendance, data driven goal setting, motivating reluctant learners. The service model was 1:1 instruction with some small group work, not to exceed 5 students. The students were served daily from 8:00am-3:30pm. "Prior to this grant, we had no structure for individual tutoring and inconsistent system for tracking attendance and providing interventions and follow up with students and families."

3. Mount Adams School District: This grant funded 4 teachers and 502 students.

"Harrah Elementary - The Intensive Literacy Tutoring Program proved to be a highly effective, research-based intervention model that directly supported early literacy success across the district. Over the three-year grant period, program evaluation data consistently demonstrated that students who participated in small-group tutoring made significant academic gains, particularly in the foundational areas of phonemic awareness, phonics, decoding, and fluency. One of the program's most impactful features was its small-group setting, which allowed tutors to deliver targeted, intensive instruction with high rates of student engagement and response. The consistent use of ECRI routines gave students daily opportunities to receive explicit instruction, repeated practice, and immediate corrective feedback, resulting in strong gains in automaticity and confidence with foundational literacy skills.

One of the most significant determinations made through program evaluation is that this model of targeted, structured tutoring is essential in closing persistent literacy when implemented early and with fidelity. The program did more than support struggling readers; it demonstrated how a systematic, data-driven approach can effectively change student trajectories and reduce the number of students in need of long-term intervention. However, with the expiration of the grant funding, the district now faces a critical loss of skilled literacy tutors. This presents a major

challenge moving forward. The discontinuation of these positions will significantly hamper the district's capacity to maintain momentum and close remaining literacy gaps. Without additional personnel dedicated to small-group intervention, many at-risk students may no longer receive the intensive, individualized support that was proven to be effective.

White Swan High School - "The tutoring program was a valuable program for our students. It was especially valuable at this time because it spanned the most critical years after COVID. Many of our high school students were credit deficient and had low skills from missing time during COVID. This program was a way to target the students who most needed help and to give them a way to graduate on time or nearly on time. The tutoring program helped to raise the graduation rate from 59% in the 2023 school year to 75% in the 2024 school year. This program also provided an opportunity for students to get tutoring during the school day within a small group of one to five students. Most of our students are part of a traditionally underserved community and often do not participate in after school tutoring programs. This program gave us the resources needed to provide a needed intervention within the school day. Students benefited from this program and would continue to benefit if it were to continue."

4. South Kitsap School District: This grant funded 18 unique staff over the last three years of the tutoring program serving 1,424 total students. "We recruited department head to support the tutors we recruited. Tutor jobs were posted both out of district and in district. Getting trained or qualified people that also have collaboration skills, the understanding of consistency, and how to handle challenging behaviors was our biggest challenge.

We had two parts of our grant, math focused for secondary and successful passage of classes, especially focusing on 9th grade and students facing barriers. 1. The math tutors pushed in to 6-8 grade math classes, algebra and geometry classes, and our Multilingual support math class to work with small groups of students that were identified as failing or scoring a level 2 on state assessments. The same tutor was mostly assigned to the same teachers and classes to promote trust and collaboration. This was in all three middle schools and two high schools. 2. Class passage to earn credits and promote graduation, especially for 9th grade students that were failing 3 or more classes. These tutors were teachers in our district who tutored after school, during their plan time, and extended times to support students in passing classes they were failing or struggling in that would lead to failure. This was done at our alternative high school, Discovery and our comprehensive high school, South Kitsap.

5. Wahluke School District: This grant has supported 30 staff members to provide intensive tutoring over the last three years, serving 684 students. "During the three years of FP 204 funding (SY22-23, SY23-24, SY24-25), the Wahluke School District implemented a Tutoring Program designed to support student learning recovery and academic growth. To staff the program, the district employed a comprehensive recruitment strategy that included posting job opportunities on the district website, TalentEd (our HR portal), individual school sites, weekly district-wide update bulletins, and ParentSquare, which serves as a communication platform for both families and staff.

The overall evaluation of the Wahluke School District's FP 204 Tutoring Program indicates that the initiative was a valuable and effective strategy for supporting academic recovery and accelerating student learning. The program consistently met its objectives of providing targeted, high-quality tutoring to students in need, as evidenced by measurable academic growth in key areas such as reading and math, as tracked through iReady and DIBELS assessments. Students who participated in the program regularly showed notable improvement, with many progressing toward or reaching grade-level benchmarks.

Significant determinations made during the implementation of the program include the importance of leveraging internal staff, for effective and sustainable tutoring delivery, especially in a rural district where recruiting external personnel proved challenging. Additionally, close alignment between tutoring support and classroom instruction, along with small group or one-on-one formats, was identified as key factors in student success. Flexibility in scheduling and consistent communication with families further enhanced student participation and engagement.

However, the anticipated loss of FP 204 funding will have a significant impact on our ability to maintain these essential services. Without continued financial support, the district will face major challenges in sustaining the level of tutoring that has proven effective in helping students recover from learning loss. This reduction in services will disproportionately affect our most vulnerable students, those who continue to need targeted academic interventions to stay on track. The loss of funding risks widening existing achievement gaps and could slow the academic progress students have made over the past three years."

6. Wilson Creek: This grant has supported 2 staff members to provide intensive tutoring to 87 students. "During the three years of funding for our FP 204 Intensive Tutoring Program, we implemented a model that provided targeted academic support to students identified as needing intervention based on initial assessment. The program was staffed by two paraprofessionals and one certified teacher. As the program evolved, we adjusted the structure to focus on daily interventions delivered by the certified teacher for our most at-risk learners, ensuring they received consistent, high-quality instruction aligned with their individual needs based on ongoing in program assessments. The paraprofessionals supported small group instruction and reinforced learning objectives under the guidance of the certified teacher.

One of the main successes of the program was the improved academic performance and engagement of students who received consistent, high-quality interventions. Recruitment and hiring of paraprofessionals were relatively smooth, although retaining staff across multiple years presented some challenges due to turnover and scheduling conflicts. In response, we adjusted staff responsibilities to better align with the school day, which helped with retention and ensured continuous student support. Overall, the staffing model evolved to meet student needs more effectively, especially for those requiring intensive intervention. One of the main challenges we faced was maintaining consistent staffing, as support personnel were occasionally pulled to assist with other critical school operations such as classroom coverage or testing

duties. These interruptions sometimes disrupted the continuity of tutoring services. However, we worked to minimize these disruptions by adjusting schedules and prioritizing intervention blocks. Despite these challenges, the program contributed to improved student outcomes and increased engagement among those receiving regular support.”

Major Challenges Faced by Program(s)

Staffing in WA schools remains a challenge in all positions, and that is consistent even with tutoring positions that didn’t require credentialing. However, creative networking within the communities of each of the school districts eventually led to solid staffing choices that made a real impact on student learning.

Future Opportunities-

This body of work has been discontinued by the legislature. Future opportunities will depend on future legislative direction and resources dedicated to this work.

Schools/Districts Receiving Assistance

[Click here to see a list of all OSPI grant recipients in the 2025 Fiscal Year.](#)

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