



CIGNITION
EXPLORE • DISCOVER • UNDERSTAND

FUNDING SOURCES FOR K-12 SCHOOLS, DISTRICTS, AND FAMILIES

A PRACTICAL GUIDE TO FUNDING HIGH-IMPACT TUTORING

How education leaders can identify, combine, and responsibly use sustainable funding pathways for a Cognition tutoring partnership.

FEDERAL

Formula and competitive

STATE & LOCAL

Initiatives, budgets, and purchasing

PRIVATE

Family and philanthropic
pathways



NAVIGATE BY NEED



INSIDE THIS GUIDE

This guide is organized around the funding pathways most likely to support a Cognition implementation. Start with the section that matches your role or funding question.

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01 START HERE



HIGH-IMPACT TUTORING IS FUNDABLE

The strongest tutoring strategies do not depend on one temporary grant. They bring together recurring federal allocations, state and local priorities, district operating funds, targeted competitive programs, and—where appropriate—family or philanthropic support.

This guide is designed primarily for school and district leaders considering a Cognition partnership. It identifies places to look, questions to ask, and practical considerations that can help a team determine whether a funding pathway fits its students, program design, and local requirements.

WHAT THIS GUIDE DOES—AND DOES NOT—DO



Cognition does not award or guarantee funding. Funding availability and allowable uses vary by program and jurisdiction. Schools and districts should confirm eligibility with their grants administrator, state education agency, or other funding authority. Cognition can help partners explore promising pathways, shape a program around local needs and budget, and—when appropriate—connect partners with in-house grant-writing support.

Four takeaways

- 1 Start with recurring funds.** Title I and other formula funds, state and local allocations, and district budgets are more durable than one-time opportunities.
- 2 Fit matters more than the label.** A broad program such as Title I is not automatically available for every student or every tutoring design. The specific part, plan, population, and allowable-use rules control.
- 3 Funding and purchasing are different.** An approved-vendor list or contract can make procurement easier, but it does not necessarily provide money. A district may still need to identify an eligible funding source.
- 4 Program quality protects the investment.** Evidence, dosage, attendance, implementation support, progress monitoring, and sustainability should be evaluated together.

Sources: [NSSA, Funding for High-Impact Tutoring \(2026\)](#); [U.S. ED, Sustaining Evidence-Based High-Dosage Tutoring](#)



02 WHY HIGH-IMPACT TUTORING



A STRONG INVESTMENT—WHEN THE MODEL IS STRONG

Tutoring is one of the most consistently effective school-based interventions for improving mathematics and reading outcomes. A J-PAL review of randomized evaluations found a pooled effect of 0.37 standard deviations—roughly moving a student from the 50th percentile to nearly the 66th percentile.

More recent design guidance emphasizes an equally important point: not every tutoring program produces the same results. The investment is strongest when implementation protects the instructional conditions associated with impact.

Research-aligned characteristics

- 1 Consistent relationships** Students work with a consistent, prepared tutor who can build knowledge of their needs and progress.
- 2 Frequent, sustained instruction** Effective programs commonly provide multiple sessions per week for a sustained period, adjusted for student age, need, and program goals.
- 3 Individual or small-group formats** Low student-to-tutor ratios preserve differentiation, participation, and instructional responsiveness.
- 4 High-quality, aligned instruction** Tutoring connects to grade-level standards and classroom priorities while addressing unfinished learning.
- 5 Data-informed decisions** Formative checks, attendance, engagement, and outcome data guide instruction and program adjustments.
- 6 Training and implementation support** Clear materials, implementation routines, quality-assurance processes, and ongoing program support.



SCHEDULING MATTERS, BUT FLEXIBILITY STILL MATTERS

Research generally finds stronger attendance and academic effects when tutoring is embedded in the school day. Cognition can also support before- or after-school programs, summer learning, home-based district placements, and family tutoring. Local access, staffing, schedule, and student need should shape the final design.

Sources: [J-PAL, High-Impact Tutoring Evidence](#); [EdResearch for Action, High-Impact Tutoring Design Principles](#)



03 THE FUNDING LANDSCAPE



TEMPORARY FUNDING, DURABLE STRATEGY

ESSER is now historical context, not a current funding plan. Education leaders are operating in a tighter budget environment, with greater pressure to demonstrate evidence, implementation quality, and measurable value before programs are renewed.

The practical question has changed from “Can temporary recovery funds cover tutoring?” to “Which existing priorities and funding streams can responsibly support the students we intend to serve?”

A sustainable funding map

Federal formula funds

Recurring allocations such as Title I, Title III, Title IV, McKinney-Vento, or rural-program funds—when the planned use fits the program.

Federal competitive funds

Time-limited grants such as EIR, Promise Neighborhoods, Full-Service Community Schools, GEAR UP, or literacy competitions—usually accessed through a grantee or formal partner.

State and local funds

State tutoring or literacy initiatives, compensatory and at-risk funding, extended-learning appropriations, local budgets, and district priorities.

Family and private funds

Approved family-directed programs, philanthropy, corporate sponsorships, research grants, and community partnerships.

Five questions before selecting a source

- Who controls the funds—the state, district, school, family, or lead grantee?
- Which students and activities are eligible under the applicable plan or award?
- Can the funds pay for contracted instructional services and the full implementation period?
- What procurement, reporting, supplement-not-supplant, or separate-accounting requirements apply?
- What recurring source or operating plan can sustain the program after a temporary award ends?



A CURRENT FEDERAL SIGNAL—NOT AN OPEN POT OF MONEY

The U.S. Department of Education's FY2025 EIR portfolio included 11 tutoring-centered projects totaling nearly \$130 million across more than 15 states and tribal nations. These multi-year awards show continued federal investment in tutoring, but they are not a general funding pool: districts can access them only through a funded project or partnership.

Sources: [Accelerate, \\$130 Million for Tutoring](#); [NSSA, Funding for High-Impact Tutoring \(2026\)](#)



04 FEDERAL FUNDING



FUNDING A CIGNITION PARTNERSHIP

Federal support reaches schools through two broad routes. Formula programs allocate funds according to statutory criteria and approved plans. Competitive programs fund selected applicants for a defined project and period. Both can support tutoring, but neither is a blanket authorization.

BEST STARTING POINT



Begin with the district's federal-programs or grants team. Ask which funds are already allocated, which students and schools are covered, and whether contracted tutoring aligns with the district or school plan. The correct internal question is usually not "Can Title I pay for tutoring?" but "Can this Title I allocation support this tutoring design for these students under our approved plan?"

Recurring formula programs

Title I, Part A

Often the most relevant recurring federal pathway for Cognition. Title I may support evidence-based supplemental instruction for eligible students and tutoring within a schoolwide program when the use is consistent with the schoolwide plan. Section 1003 school-improvement funds may also support targeted academic interventions. Districts must confirm eligibility, plan alignment, and procurement requirements.

Title III, Part A

May support supplemental tutoring for English learners when services advance English proficiency and academic achievement. The use must remain supplemental and consistent with Title III requirements, with the implementation designed around participating English learners.

Title IV, Part A and Part B

Title IV-A may support tutoring that advances an allowable, locally selected program purpose. Title IV-B, the 21st Century Community Learning Centers program, may support non-school-hour tutoring through an eligible grantee. Availability depends on local priorities and existing awards.

McKinney-Vento and rural-program funds

McKinney-Vento subgrants may support tutoring for students experiencing homelessness. Rural Education Achievement Program funds can offer eligible rural districts flexibility for activities authorized under selected ESEA programs. Both require a clear connection to eligible students and program rules.

IDEA Part B: a limited, student-specific pathway

IDEA is not a general tutoring fund. Supplemental academic support must be consistent with special-education requirements and the student's program. Cognition is supplemental instructional capacity—not a replacement for required special-education personnel or services.

Sources: [U.S. ED, Sustaining Evidence-Based High-Dosage Tutoring](#); [NSSA, Funding for High-Impact Tutoring \(2026\)](#)



04 FEDERAL FUNDING



COMPETITIVE AND PLACE-BASED PROGRAMS

Competitive programs are most useful when a district, state, nonprofit, institution of higher education, or community partnership already holds—or is preparing to pursue—an eligible award. Cognition may fit as an implementation partner within a broader funded strategy.

- 1 Education Innovation and Research (EIR)** Supports evidence-based innovations that improve student achievement. Recent federal competitions have explicitly prioritized high-impact tutoring. Access generally requires participation in a funded application or project partnership.
- 2 Full-Service Community Schools** Supports integrated academic, social, and family services in high-poverty communities. Tutoring may fit within expanded and enriched learning opportunities provided through an existing grantee.
- 3 Promise Neighborhoods** Funds place-based, cradle-to-career strategies through eligible lead organizations and formal partners. Flexible K–12 academic supports may include tutoring when it is part of the approved project.
- 4 GEAR UP** Provides multi-year support for eligible low-income students in grades 6–12. After-school and summer tutoring are named activities, but services must be delivered through a state or partnership grant.
- 5 Literacy competitions** Programs such as Comprehensive Literacy State Development and Innovative Approaches to Literacy can support evidence-based literacy strategies, materials, and professional learning. Contracted tutoring must fit the specific notice, application, and award.

How to monitor opportunities without building a plan around them

- Use Grants.gov and the U.S. Department of Education's grants directory as the authoritative source for current competitions.
- Track state education agency notices because states often administer pass-through or aligned competitions.
- Identify the likely lead applicant and partners before investing in a proposal.
- Confirm the grant period, match requirements, evaluation expectations, procurement rules, and whether subcontracted tutoring is allowable.
- Treat a competitive award as time-limited unless a recurring sustainability plan is identified.

Sources: [U.S. ED, Grants and Programs](#); [Grants.gov](#); [Accelerate, \\$130 Million for Tutoring](#)



05 STATE AND LOCAL FUNDING



STATE PRIORITIES AND LOCAL BUDGETS

Most public-education funding is state and local. Those dollars can be more flexible and more durable than a temporary federal grant, but the pathway is different in every jurisdiction. States may appropriate money for tutoring, literacy, mathematics, extended learning, or at-risk students. Districts may also use operating budgets or local initiatives when tutoring advances an approved priority.

Common places to look

- 1 State tutoring or learning-acceleration initiatives** Dedicated appropriations, approved-provider programs, or grants administered by a state education agency.
- 2 Literacy and mathematics priorities** State reading laws, early-literacy programs, mathematics improvement strategies, and related interventions.
- 3 Compensatory or at-risk funding** State or local funds directed to students who are below proficiency or face additional educational barriers.
- 4 Extended learning and summer programs** Appropriations for after-school, intersession, or summer academic support.
- 5 District operating budgets** Recurring local funds assigned to intervention, MTSS, curriculum, federal-program match, or instructional support.
- 6 Community and local-government partnerships** City, county, higher-education, hospital, employer, or nonprofit investments supporting a defined student population.

Do not confuse funding with procurement

Term	What it means
Funding source	Money is legally and administratively available for an eligible purpose.
Approved-provider list	A state or program has vetted providers; funding may be separate, limited, or unavailable.
Contract or cooperative	A purchasing vehicle can streamline procurement; the district still identifies and authorizes payment.



05 CIGNITION PURCHASING PATHWAYS



WHERE CIGNITION IS ALREADY APPROVED OR AWARDED

The examples below can make purchasing easier, but they do not guarantee that funding is available. Program rules, contract status, local participation, and funding periods can change. Contact Cognition to confirm the current pathway before planning a purchase.

Location	Cognition pathway	Type
Arkansas	Cognition is an approved statewide virtual provider for Arkansas's 2026-27 High-Impact Tutoring Grant, serving K-12 mathematics and ELA in groups up to 4:1. Public districts and open-enrollment charter schools may apply under a 70/30 state-district funding model; applications are due August 21, 2026.	State HIT grant and approved-provider list
Georgia	Cognition holds or has been awarded provider pathways with Fulton County Schools and Clayton County Public Schools. Local school selection, program timing, and purchase authorization still apply.	District purchasing pathways
Hawai'i	Cognition has an awarded tutoring-services purchasing pathway with the Hawai'i State Department of Education. Schools should confirm current scope, ordering procedures, and available funds.	State purchasing pathway
Louisiana	Cognition is included in Louisiana's Accelerate: High-Dosage Tutoring vendor guidance for school-system implementations. Louisiana also operates the family-directed Steve Carter Tutoring Program; see the next section.	State tutoring initiative
Massachusetts	Cognition is approved to provide literacy tutoring through Boston Public Schools. Participating schools should confirm current scope and purchasing procedures.	District literacy pathway
Ohio	Cognition is listed in the Ohio Department of Education and Workforce's Approved Tutoring Vendor Directory for K-12 mathematics and ELA, virtual delivery, and one-to-one or small-group instruction. The directory identifies Cognition as meeting high-quality provider requirements; specific grants or district funds control payment.	State approved-provider directory
South Carolina	Cognition holds an award under the statewide High Intensity Tutoring Services and Resources contract. The state contract is currently listed through July 16, 2029, subject to contract terms and agency purchasing decisions.	Statewide term contract
Texas	Cognition holds contracts through numerous Texas districts and regional purchasing cooperatives. Because the list and renewal status change frequently, districts should contact Cognition to determine whether an existing contract can support procurement.	District and cooperative contracts

Selected public references: [Arkansas 2026-27 High-Impact Tutoring Grant](#)
[Arkansas Approved Provider List](#); [Ohio Approved Tutoring Vendors](#)
[Louisiana Tutoring Initiative](#); [South Carolina Statewide Term Contracts](#)



06 FAMILY-DIRECTED FUNDING



WHEN FUNDING FOLLOWS THE STUDENT

Some states offer education savings accounts, tutoring vouchers, scholarships, or learning grants that families can use for approved educational expenses. Eligibility, approved-provider requirements, reimbursement rules, subject areas, and application windows vary widely.

Confirmed Cognition pathways

Arkansas Literacy Tutoring Grant Program

For school year 2025–26, Arkansas offered eligible K–3 public- and charter-school students a \$1,500 grant for supplemental literacy support through approved providers. The state’s current closeout guidance allows qualifying students with timely invoicing activity to receive eligible services through September 30, 2026. Families planning for a later school year must confirm whether funding has been renewed and whether Cognition remains approved.

Louisiana Steve Carter Tutoring Program

Louisiana provides \$1,500 digital vouchers per school year to eligible K–12 public-school students below proficiency in reading or mathematics. Families apply through the state portal and select an approved provider. Tutoring is delivered outside the school day, virtually or in person. Cognition is an approved provider; families should confirm current eligibility and application status with the Louisiana Department of Education.

For families in other states

- Search the state education agency and official scholarship or education-savings-account administrator—not only general web listings.
- Confirm whether tutoring is an allowable expense and whether the program requires an approved provider.
- Ask whether families pay first and seek reimbursement or whether the program pays the provider directly.
- Request written preauthorization when the rules are unclear.
- Contact Cognition before enrolling to confirm program fit, documentation, invoicing, and current approval status.



A FAMILY FUNDING ACCOUNT IS NOT AUTOMATIC AUTHORIZATION

Even when families may choose educational services, the administrator may require invoices, provider credentials, subject alignment, student eligibility, or prior approval. Cognition can answer program questions as best it can, but the funding authority makes the final decision.

Sources: [Arkansas Tutoring Services](#); [Louisiana Tutoring Initiative](#)



07 PRIVATE AND PHILANTHROPIC SUPPORT



MISSION-ALIGNED PARTNERSHIPS

Private support can fund a complete tutoring program, close a gap in a public budget, launch a pilot, or build evidence for a broader initiative. Cognition is open to partnerships that expand access while preserving instructional quality and measurable goals.

Potential partnership structures

- 1 Sponsored student cohort** A company, foundation, or investment firm funds tutoring for a defined school, district, community, or student population.
- 2 Public-private partnership** Private support complements district or state funds to expand dosage, serve additional students, or extend a program period.
- 3 Research or pilot grant** A funder supports implementation and evaluation of a new design, subject area, population, or delivery model.
- 4 Community initiative** A nonprofit, employer, hospital, local government, or coalition sponsors tutoring as part of a broader youth or education strategy.
- 5 Strategic partnership** Organizations collaborate around access, evidence, outreach, or implementation infrastructure.

A strong partnership brief should define

- The student population and academic need
- The school, district, or community partner
- Subjects, schedule, duration, and target dosage
- How students will be selected and supported
- Attendance, engagement, progress, and outcome measures
- Roles, data access, communications, and sustainability



START WITH THE IMPACT—NOT THE FUNDING MECHANISM

Cognition can explore sponsored tutoring, research, pilots, community initiatives, and other strategic opportunities. The first conversation should clarify the students to be served and the outcome the partnership is intended to produce.

**08 BUILD FOR SUSTAINABILITY**

COMBINE FUNDS WITHOUT LOSING THE PROGRAM

A sustainable tutoring strategy rarely depends on one source. Districts may braid multiple funds—coordinating separate streams toward one program while preserving each source's eligibility, accounting, and reporting requirements.

BRAIDING IS NOT A COMPLIANCE SHORTCUT

A district might use Title I for eligible students, Title III for supplemental support to English learners, and local funds for students or activities outside those federal rules. Costs and documentation must remain attributable to the correct source. Finance and grants staff should approve the structure before services begin.

Work backward from need and budget

Design decision	Questions to resolve
Students	Which grades, schools, and student groups need support?
Academic focus	Math, ELA, or both? Which grade-level priorities and unfinished learning matter most?
Delivery model	During school, before or after school, summer, or home-based?
Dosage	Session length, sessions per week, program duration, and likely attendance.
Group size	One-to-one or small groups up to four students per tutor.
Implementation	Rostering, schedules, school contacts, devices, connectivity, and change management.
Measurement	Assessments, embedded mastery checks, attendance, engagement, progress, and reporting expectations.
Sustainability	Which costs recur, which source can support renewal, and what evidence will inform the next budget decision?

Cognition does not publish one fixed price because program cost depends on these design decisions. A planning conversation allows the team to understand the need, identify practical tradeoffs, and develop an implementation that fits the available budget.

Sources: [NSSA, Funding for High-Impact Tutoring \(2026\)](#)



08 BUILD FOR SUSTAINABILITY



MAKE THE INVESTMENT DEFENSIBLE

In a constrained budget environment, funding approval is only the beginning. Leaders also need a clear explanation of why the program was selected, how implementation will be monitored, and what evidence will inform continuation.

A responsible-investment checklist

- 1 Evidence** Does the model align with the research on effective tutoring, and does the provider have evidence relevant to its delivery model?
- 2 Instructional fit** Do lessons align with grade-level standards, local priorities, and student needs?
- 3 Implementation capacity** Can the provider support rostering, scheduling, tutor quality, data access, and program adjustments at the intended scale?
- 4 Access and attendance** Will students be able to participate consistently in the selected schedule and setting?
- 5 Measurement** Which data will show dosage, engagement, progress, and outcomes—and who will review it?
- 6 Cost sustainability** Can the district maintain the program if a temporary source ends, or scale it responsibly based on results?

A common language for tutoring data

Accelerate's Data Alignment and Tutoring Assessment Standards (DATAS) initiative is designed to help districts, states, providers, and platforms use consistent data definitions and reporting structures. The framework includes a data dictionary, sample data, validation tools, dashboard resources, and model language for procurement and policy.

Cognition is publicly listed among the organizations that have committed to the DATAS initiative. That participation supports a broader commitment to transparency, interoperability, and useful implementation data; it does not replace the need to agree on each partner's specific reporting requirements.

Sources: [Accelerate](#), [DATAS](#); [EdResearch for Action](#), [High-Impact Tutoring Design Principles](#)



09 FUNDING REFERENCE MATRIX



RECURRING AND FORMULA PATHWAYS

This matrix is a conversation starter, not an eligibility determination. Official program requirements, approved plans, and local guidance control.

Source	Access/control	Potential Cognition fit	Watch-outs
Title I, Part A	District or school allocation	Contracted tutoring for eligible students or within an aligned schoolwide plan	Confirm plan alignment, student/school eligibility, evidence, procurement, and supplement-not-supplant rules.
Title I, Section 1003	State-administered school-improvement funds	Evidence-based academic intervention in identified schools	Use must fit the state's school-improvement process, grant, and approved plan.
Title III, Part A	State allocation and district subgrant	Supplemental math or ELA tutoring for English learners	Must serve eligible English learners and remain supplemental to required services.
Title IV, Part A	District allocation	Tutoring connected to well-rounded education or another locally selected purpose	Local priorities, program size, spending rules, and the district plan shape availability.
Title IV, Part B	State-administered 21st CCLC grants	Tutoring during non-school hours through an existing grantee	Access usually depends on partnership with a funded local program.
McKinney-Vento	State or district subgrant	Tutoring and supplemental instruction for students experiencing homelessness	Costs must serve the eligible population and fit the local subgrant.
REAP	Eligible rural district or state-administered funds	Tutoring aligned with activities authorized under selected ESEA programs	District eligibility and the applicable REAP component control use.
IDEA Part B	District special-education allocation	Potential supplemental academic support in limited, student-specific circumstances	Not a general tutoring fund. Coordinate with special-education leadership; Cognition does not replace required services.

Sources: [U.S. ED, Sustaining Evidence-Based High-Dosage Tutoring](#); [NSSA, Funding for High-Impact Tutoring \(2026\)](#)



09 FUNDING REFERENCE MATRIX



COMPETITIVE, STATE, LOCAL, AND PRIVATE PATHWAYS

Source	Access/control	Potential Cognition fit	Watch-outs
EIR	Competitive federal grantee	Evidence-based tutoring implementation, scale, and evaluation	Requires a funded application or project partnership; not an automatic district allocation.
Full-Service Community Schools	LEA, nonprofit, IHE, or state grantee	Tutoring within expanded learning and integrated student supports	Use must be part of the approved community-schools project.
Promise Neighborhoods	Eligible lead organization and partners	Year-round K–12 academic support within a place-based strategy	Districts typically participate through a formal funded partnership.
GEAR UP	State or partnership grantee	After-school or summer tutoring for eligible grades 6–12 students	Services must fit the approved multi-year grant and target population.
State initiatives	State agency, district, school, or family	Tutoring, literacy, mathematics, acceleration, or extended learning	Appropriations, provider requirements, dates, and eligibility can change each year.
District/local budgets	District or school	Intervention, MTSS, curriculum, extended learning, or contracted services	Availability depends on local priorities, procurement, and budget approval.
Family-directed programs	Eligible family through state administrator	Approved tutoring services	Confirm student eligibility, provider status, subject, preauthorization, invoicing, and dates.
Philanthropy/private support	Foundation, company, nonprofit, or donor partner	Sponsored cohorts, public-private programs, research, pilots, or community initiatives	Define the beneficiary, outcomes, roles, data, and sustainability before launch.

Sources: [U.S. ED, Grants and Programs; Grants.gov](#); [NSSA, Funding for High-Impact Tutoring \(2026\)](#)



10 WHY CIGNITION



MORE THAN MATCHING STUDENTS WITH TUTOR

Cognition was built around the understanding that effective tutoring requires more than matching students with tutors. Strong tutoring depends on a coherent instructional model, high-quality resources, skilled facilitation, responsive implementation, and useful data that help schools understand student progress.

A complete implementation partner

- K–12 virtual tutoring in mathematics and English language arts
- One-to-one instruction or collaborative small groups of up to four students
- Standards-aligned instructional resources and targeted scaffolding
- Prepared tutors, quality assurance, feedback, and ongoing instructional support
- Collaborative program design aligned to identified student needs, schedules, and district priorities.
- Dedicated program manager and flexible implementation support
- Optional assessments, embedded mastery checks, and ongoing progress monitoring
- Attendance, engagement, lesson progress, and student-performance reporting
- Rostering, platform setup, partner data access, and technical support



TECHNOLOGY RESPONSIBILITY

Cognition provides access to the virtual tutoring environment, instructional resources, implementation support, and technical assistance. Schools, districts, and families are responsible for student devices and reliable connectivity.

Randomized study results in Grade 5 fractions tutoring.

Cognition's published randomized studies of fifth-grade fractions tutoring reported effect sizes of 0.46 for a one-to-one model and 0.44 for a four-to-one group model. The results were based on fractions assessments aligned to the content taught, not a state assessment or a comprehensive grade-level mathematics measure, and are specific to the studied programs and populations.

Sources: [Cognition, Proven Results](#); [Cognition, Virtual Tutoring Program](#)



10 NEXT STEPS



PREPARE FOR A FUNDING AND PROGRAM CONVERSATION

A productive first conversation does not require a completed funding plan. Bring what you know, identify what remains uncertain, and use the discussion to test program fit.

Bring or consider	What to clarify
Students	Grades, schools, number of students, and selection criteria
Need	Math, ELA, or both; priority standards; unfinished learning; intervention context
Schedule	During school, before or after school, summer, or home-based delivery
Dosage	Preferred session length, sessions per week, and program duration
Budget	Available range, known restrictions, and potential funding source
Operations	School contacts, rostering, devices, connectivity, and calendar
Data	Assessments, reporting expectations, review cadence, and decision criteria
Procurement	Approved-provider rules, existing contracts, cooperative access, and timeline

Grant-writing support

Cognition has an in-house grant writer who may be available to support eligible partners pursuing funding for a Cognition program. Availability, scope, timing, and application responsibilities should be confirmed during the planning process.

READY TO EXPLORE THE OPTIONS?

LET'S DESIGN A PROGRAM THAT FITS YOUR STUDENTS AND BUDGET.

Bring the need—even if the funding plan is still taking shape.

CONNECT WITH US NOW





KEEP RESEARCHING



RESOURCES AND PLACES TO LOOK

Use official program pages for current rules, applications, dates, and eligibility. The sources below informed this guide and provide useful starting points for continued research.

Funding guidance

[National Student Support Accelerator, Funding for High-Impact Tutoring \(April 2026\)](#)

[U.S. Department of Education, Sustaining Evidence-Based High-Dosage Tutoring](#)

[U.S. Department of Education, Grants and Programs](#)

[Grants.gov](#)

High-impact tutoring evidence

[J-PAL, High-Impact Tutoring to Help Students Catch Up](#)

[EdResearch for Action, Design Principles for Accelerating Student Learning with High-Impact Tutoring](#)

[Accelerate, \\$130 Million for Tutoring: What the Largest Federal HIT Investment Tells Us](#)

Data and implementation

[Accelerate, Data Alignment and Tutoring Assessment Standards \(DATAS\)](#)

State program examples

[Arkansas Department of Education, Tutoring Services](#)

[Louisiana Department of Education, Louisiana Tutoring Initiative](#)

[Ohio Department of Education and Workforce, Approved Tutoring Vendors](#)

[South Carolina Statewide Term Contract Search](#)

Cognition

[Cognition, Our Virtual Tutoring Program](#)

[Cognition, Proven Results](#)

**PUBLICATION NOTE**

This guide provides general educational information, not legal, accounting, or grant-compliance advice. Program availability and rules change. Official statutes, regulations, notices, award documents, and agency guidance control.

www.cognition.com