

PATHS to Tutor Act: Frequently Asked Questions

Partnering Aspiring Teachers with High-Need Schools to Tutor Act of 2025

What is the PATHS to Tutor Act?

The “Partnering Aspiring Teachers with High-Need Schools to Tutor Act of 2025 (PATHS to Tutor Act)” is legislation introduced in Congress on December 9, 2025 by a bipartisan coalition of senators led by Sen. Cory Booker (D-NJ) and Sen. John Cornyn (R-TX) and representatives led by Rep. Susie Lee (D-NV) and Rep. Valadao (R-CA). It would support educator workforce development by expanding access to high-quality tutoring through a \$500 million competitive grant program disbursed to local partnerships of educator-preparation programs, PK-12 schools, and community organizations. Priority would be given to local consortia that plan to support students in high-need or hard-to-staff schools by mobilizing tutors who are postsecondary students enrolled in educator-preparation programs.

How would the PATHS to Tutor Act benefit students?

The PATHS to Tutor Act would provide support to children in high-need schools, directing resources to students who are most in need. Tutoring must align to local standards and curriculum and incorporate evidence-based practices.



Why does the PATHS to Tutor Act prioritize future teachers to serve as tutors?

Mobilizing future teachers as tutors makes efficient use of taxpayer’s dollars by meeting two needs at once — a national tutoring program supports students and simultaneously creates authentic clinical opportunities for future teachers. Often, aspiring teachers need to gain hands-on experience to meet graduation or licensing requirements; high-quality tutoring programs can meet this need.

Future teachers have also received specialized training in education, making them [better qualified](#) to tutor students than individuals without a background in education. Finally, future teachers add capacity to the education workforce and reduce the burden on in- service teachers.

Who may serve as a tutor?

Priority is given to partnerships that mobilize tutors who are postsecondary students enrolled in educator-preparation programs. Tutors may also be recent graduates of educator-preparation programs; individuals serving as paraprofessionals or teaching aides; and fully certified and licensed educators, such as a recently retired teacher or an educator providing tutoring before or after school, or during the summer. Tutors may supplement, but cannot supplant, existing school staff.

How would funding from the PATHS to Tutor Act be disbursed and used?

Local consortia — including educator-preparation programs, PK-12 schools, and community organizations — may apply for competitive grants awarded by the US Department of Education. Funded consortia may use grant awards to match and train tutors, provide stipends to tutors and mentors, purchase instructional materials, cover transportation costs, and provide meals and snacks to

students. Consortia may propose high-quality tutoring programs that run before, during, or after a school day; during the summer; or during school vacation weeks.

How does the PATHS to Tutor Act define high-quality tutoring?

The PATHS to Tutor Act requires programs to be grounded in evidence-based, [high-impact tutoring](#) practices. Tutoring must:

- Occur 1:1 or in small groups of no more than four students
- Include multiple sessions each week
- Match content- and grade-specific tutors and students
- Align to local curriculum and instructional materials



Tutors must receive training and be paired with experienced educators who can provide feedback and ongoing professional support.

Does the PATHS to Tutor Act change existing clinical teaching requirements?

No. Each state sets its own clinical teaching requirements. Since the COVID-19 pandemic, many states have added flexibility into their requirements — for example, including virtual instruction and tutoring outside of schools as allowable experiences — but those rules continue to be established by state policymakers. State policy will determine if tutoring service funded by the PATHS to Tutor Act will satisfy pre-service clinical requirements.

How would the PATHS to Tutor Act benefit future teachers?

The PATHS to Tutor Act would provide authentic opportunities for future teachers to build relationships with students and deliver individual and small-group instruction, gaining practical experience they'll need to lead a classroom of their own. Research shows that teachers who have high-quality early field experiences perform better later on. [Research](#) also shows that where a teacher trains is a powerful predictor of where they ultimately teach. By partnering aspiring teachers with high-need schools, the legislation strengthens the pipeline of future teachers.



Additionally, the PATHS to Tutor Act creates financial support for future teachers by allowing successful completion of a tutoring placement to qualify for national service educational awards granted by the Corporation for National and Community Service (CNCS).

How would the PATHS to Tutor Act benefit the country?

The program would provide extra academic and wellbeing support to children furthest from opportunity while strengthening and increasing the country's pipeline of future teachers.

A [meta analysis](#) of research on high-impact tutoring initiatives identified large positive effects on both math and reading, increasing achievement by roughly 3 to 15 months of learning across grade levels. While other education interventions can lose effectiveness when scaled up, [studies of larger-scale tutoring programs](#) (500-7,000 students) showed an increase of 2-10 months of learning. Additionally, a [study](#) examining interventions aimed to improve educational achievement for students from low socioeconomic backgrounds found that tutoring was the most effective intervention.

Want to learn more about how mobilizing aspiring teachers as tutors benefits PK-12 schools and better prepares teacher-candidates?

We believe that educational leaders should prioritize future teachers as high-quality tutors and embed tutoring as a foundational component of teacher preparation. Over the past several years, we've seen existing partnerships between educator-preparation programs and PK-12 districts deepen, and new ones emerge. And we have heard from educational leaders who want to form new tutoring partnerships, but are unsure where to start. In response to those inquiries, we put together a new resource, [*Mobilizing Aspiring Teachers as Tutors: A Policy Framework*](#), which explains why leveraging future teachers as tutors is a win-win and articulates the role policy leaders must take to create conditions that would mobilize hundreds of thousands more tutors in the coming years.

Learn more about some of the programs that are standing up high-impact tutoring initiatives across the country:

- [Marrying evidence with practice: how an Illinois-based partnership seeks to build tutor and teacher quality](#)
- [How a tutoring organization in California builds partnerships and empowers future educators using FWS](#)
- [Building confidence and joy: how tutoring is sparking promise in New Jersey](#)
- [Proving the possible: how an Ohio partnership is bringing tutoring to scale](#)
- [Nurturing student learning and motivation through the application of cognitive science \(Indiana\)](#)
- [A Tutoring Partnership Grows in Texas](#)

