



NATIONAL STUDENT
SUPPORT ACCELERATOR

equalizing access to quality tutoring



High-Impact Tutoring: District Playbook



This Playbook was created in collaboration with **Blue Engine**, a nonprofit organization that partners with schools, school districts, and education organizations to ensure that educators can collaborate effectively and individualize instruction for every learner — regardless of race, income, or learning style.

To learn more about Blue Engine, please visit their website at www.BlueEngine.org.

Welcome

[Research](#) shows that High-Impact Tutoring is unusually effective for accelerating student learning. In fact it is more effective than other interventions that have been tested and is effective across grade and content levels.

This Playbook and the accompanying [District Playbook Workbook](#) is designed for school district staff interested in implementing High-Impact Tutoring programs in their districts. While district staff members are the primary audience, state educational officials and school administrators will also be able to leverage many of the resources in the Playbook.

The Playbook draws from research and from the deep knowledge of districts, tutoring providers and other experts across the country and is one of several interrelated research-backed tools provided by the National Student Support Accelerator (Accelerator) to make it easier for states, districts, schools and nonprofits to develop and implement high-impact tutoring programs with quality. You will find references in this Playbook to these additional Accelerator tools:

- [Research Agenda](#) — synthesis of tutoring research highlighting the drivers of impact.
- [Toolkit for Tutoring Programs](#) — extensive set of practical tools for practitioners and districts that want to develop or improve a high-impact tutoring program.
- [Tutoring Database](#) — searchable database of over 175 tutoring programs that allows districts and schools to identify potential tutoring providers.

The National Student Support Accelerator seeks to ensure every student in need has access to an effective tutor who champions their learning and success. Launched to address student learning needs caused by COVID-19, the Accelerator conducts, coordinates and synthesizes research and translates findings into actionable best practices. Working with states, districts, schools, and tutoring organizations, the Accelerator provides research-based best practices through tools and technical assistance to accelerate the growth of high-impact tutoring opportunities for K-12 students in need.

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Introduction to High-Impact Tutoring

Overview: What is High-Impact Tutoring?

This Playbook describes how to implement a High-Impact Tutoring program in your district or school and why it is worthwhile to do so. First, though, it is important to define what High-Impact Tutoring is and how it differs from other less effective types of tutoring.

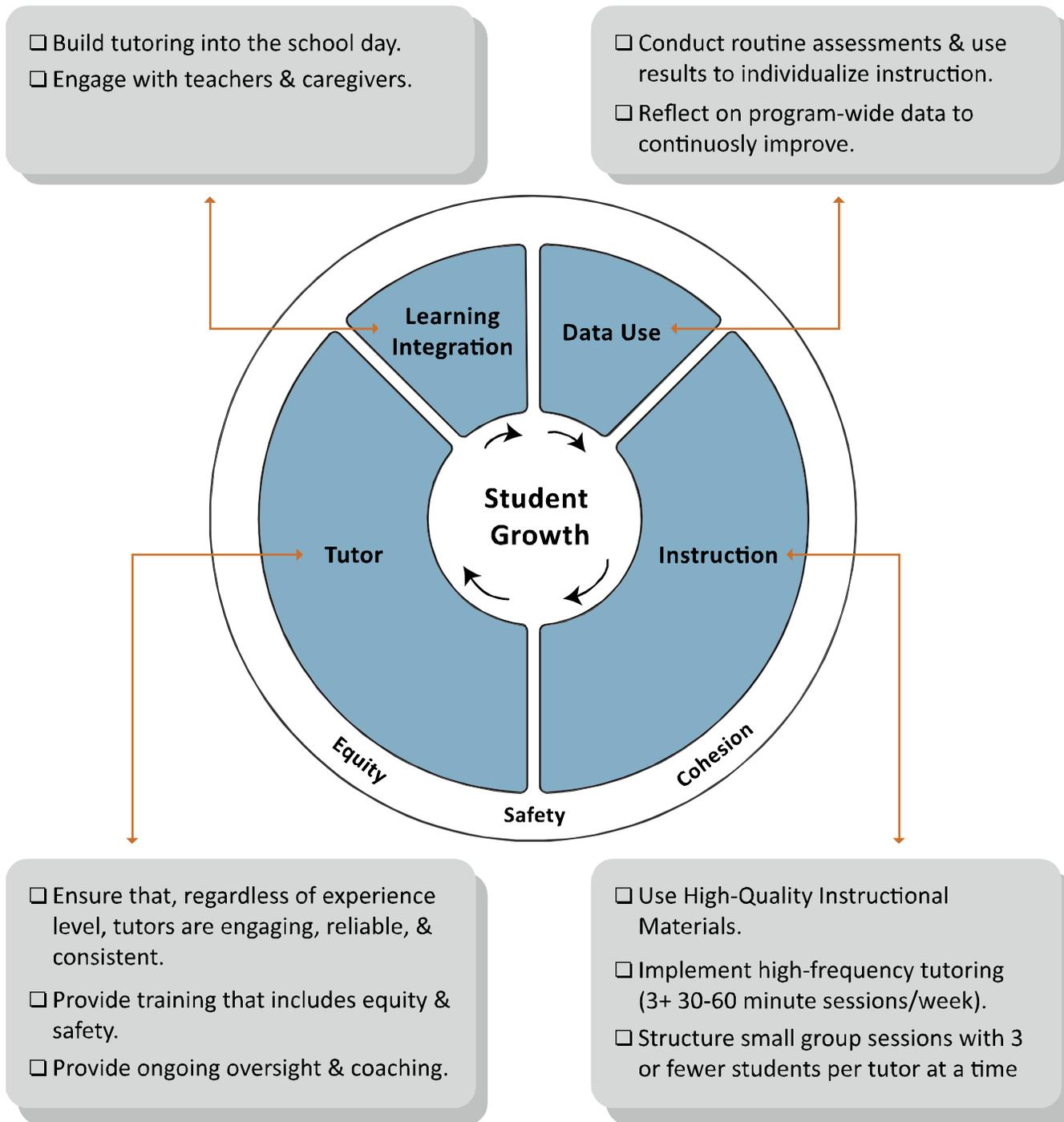
[High-Impact Tutoring](#) is tutoring that has directly demonstrated significant gains in student learning through state-of-the-art research studies or tutoring that has characteristics proven to accelerate student learning. High-Impact Tutoring responds to students' individual needs and complements their classroom curriculum.

Most High-Impact Tutoring programs share certain key model elements:

- Tutors use High-Quality Instructional Materials in high-frequency sessions (a minimum of 3x per week for 30 – 60 minutes per session, for a minimum of a semester and preferably a full school year), with three or fewer students in each session;
- Tutors are engaging and reliable, receive ongoing coaching, and are well-trained, including on issues around equity and safety;
- Tutoring is built into the school day and engages teachers and caregivers;
- Data is used to individualize instruction and continuously improve program design.

You can read more about these [key elements](#) — which the National Student Support Accelerator identified after an extensive review of existing research and best practices. The graphic below provides a high-level overview of the four model-specific elements of High-Impact Tutoring.

Elements of High-Impact Tutoring



Why adopt High-Impact Tutoring?

Rigorous research shows that High-Impact Tutoring is unusually effective for accelerating student learning. In fact it is more effective than other interventions that have been tested and is effective across grade and content levels. Below are four additional benefits of High-Impact Tutoring.

Ensuring Educational Equity

High-quality tutoring has long been available to well-resourced students. But low income students and students of color have rarely had access to the kind of intensive tutoring that works. By expanding access to tutoring to students with greater need and fewer resources, High-Impact Tutoring programs can improve academic outcomes for low-income students. High-Impact Tutoring also has a track record of closing the achievement gaps between racial groups: [in Chicago](#), for example, a High-Impact Tutoring program narrowed the Black-White Math test score gap by almost a third in a single year.

Providing Individualized Instruction

Through tutoring, struggling students can receive individualized instruction and personalized social-emotional support. High-Impact Tutoring improves students' sense of self-efficacy and growth mindset and fosters a love of learning, which [research has demonstrated](#) increases scores in the tutored subject, and even across other classes.

Boosting Graduation Rates

Early literacy and secondary math are critical predictors of students' academic and postsecondary outcomes. Students [who are on track to read proficiently by the end of 3rd grade](#) and [who are able to pass their 9th grade courses](#) (of which math is often the most challenging) are four times more likely to graduate from high school than their peers who do not hit these benchmarks. *Either one* of these measures is a stronger predictor of high school graduation than race, family income, or standardized test scores; High-Impact Tutoring can boost them *both*.

Career Development and Teacher Pipeline

Many High-Impact Tutoring programs employ current college students and recent college graduates, for whom being a tutor may be their first "real" job. This arrangement is mutually beneficial: the tutors provide support to younger students while gaining early career development for themselves. Tutoring jobs also give tutors insights into educational careers and may help to build pipelines into teaching, strengthening community's schools for decades to come.

How do you design tutoring programs for COVID-19 recovery and long-term sustainability?

Significant federal COVID-19 relief and recovery funding is available to address student needs caused by COVID-19-disrupted education. With school schedules already disrupted and funds available, education leaders seeking innovative solutions have an opportunity now to invest in High-Impact Tutoring — a proven, cost-effective intervention that accelerates student learning more effectively than other tested interventions. Districts should invest strategically, to tackle both COVID-19-related learning issues and the substantial inequities in learning outcomes that pre-date the pandemic.

By embedding High-Impact Tutoring programs in long-term district strategy, districts can ensure that these programs can be sustained after COVID relief and recovery funds are gone. High-Impact Tutoring could replace existing tutoring programs or other programs that do not use evidence-based best practices; existing programs can be modified to incorporate the [elements of High-Impact Tutoring](#). A well-designed tutoring program [increases instructional time for students and provides instructional support for teachers](#). Building a plan to implement and sustain High-Impact Tutoring can serve students well in the long run.

In this Playbook, learn more about funding sources available to districts and how districts can ensure alignment with other district priorities when designing and implementing a new High-Impact Tutoring program.

Key Principles for Implementing High-Impact Tutoring

Keep the following key principles in mind when implementing High-Impact Tutoring in your District:



Implement proven practices that support High-Quality Tier I instruction.
High-Impact Tutoring is a critical layer of support, not a replacement for High-Quality Tier I instruction.



Align tutoring with your district's priorities and existing initiatives.

All students can benefit from the individualized instruction in High-Impact Tutoring. Your district can build this tutoring into their long-term strategy by reassessing existing interventions and initiatives, then finding ways to incorporate tutoring into them to boost their effectiveness.



Ground tutoring initiatives in district needs.

To identify and address district needs, your district should engage stakeholders including school administrators, teachers, students' caregivers, and (above all) students themselves. Your district should assess not only students' knowledge and skills, but also their social-emotional wellbeing, so that they can design tutoring to support both.



Develop a scaffolded plan for continuously improving and scaling up.

Identifying an initial focus area and conducting a small-scale pilot program for a subset of schools or students, then gathering data on the pilot's effectiveness can build stakeholder investment by demonstrating impact, as well as provide data for continuous improvement. Once you know your program works, you can scale it up to more students at more schools, reassessing effectiveness at each step. As you scale up tutoring to serve more students and support more content areas, be prepared to adapt your program model to suit these new contexts.



Set aside time and capacity for planning logistics, building stakeholder investment, and supporting school-level implementation.

Implementing tutoring across a district requires strong project management, with frequent touchpoints to communicate and build investment with stakeholders. Prepare to dedicate significant time and staff capacity to these efforts.

Design of the Playbook

Overview: How does this playbook work?

Who is the intended audience for the Playbook?

This Playbook and the accompanying District Playbook Workbook is designed for school district staff interested in implementing High-Impact Tutoring in their districts. While district staff members are the primary audience, state educational officials and school administrators will also be able to leverage many of the resources in the Playbook.

How was the Playbook designed?

This Playbook draws on a large body of tutoring [research](#) and interviews with tutoring providers and district leaders who are implementing high-impact tutoring. It aims to help Districts understand and prioritize what is most critical to the design, planning and implementation of High-Impact Tutoring programs through a set of research-informed and practical tools.

Why are the Playbook’s tools and resources in this specific order?

Designing and implementing a new High-Impact Tutoring program can be broken into four specific phases of work that provide the framework for this Playbook as outlined in the figure below:



Which Supplement do you need: Grow Your Own Program or Partner with a Provider?

Section 3: Design for Impact, contains two Supplements: Partner with a Provider and Grow Your Own Program. These two Supplements describe two approaches to building tutoring capacity. When a district partners with a provider, it contracts with an external organization and outsources the majority of the design and implementation of tutoring to that organization. When a district grows its own program, the district's staff designs and implements High-Impact Tutoring itself, leveraging existing systems in the district and the talent pool in the community.

Learn more about the advantages and prerequisites for each approach and how to choose an approach in Section 1: Lay the Foundation, then read the Supplement that applies to the particular approach you chose.

Some school districts may choose to implement both of these strategies simultaneously in different schools or blend the two approaches to create a hybrid model. For these approaches, we suggest reading *both* Supplements, then picking out the relevant resources from each one.

Pre-Assessment Tool

Overview: Where should you start?

Filling out the Pre-Assessment Checklist below can help you identify what content in this Playbook will be most helpful based on where you are in the process of establishing a tutoring program. If planning hasn't started, this Pre-Assessment can help build consensus about the steps needed to plan a High-Impact Tutoring program and ensure that your district's stakeholders are willing and able to implement it successfully.

Read through the list below and check off each step you have already completed. If you are unsure whether to mark a step as complete, use the optional reflection tool in the [accompanying workbook](#) to start a conversation with relevant stakeholders to determine which steps have already been completed and which steps you still need to take.

Please see the accompanying [District Playbook Workbook](#) for additional materials.

Pre-Assessment Checklist

Lay the Foundation

- Assembled a task force for making initial design decisions about tutoring
- Identified a Focus Area (content area + grade level) or Focus Areas for tutoring
- Planned for alignment of tutoring with existing initiatives by determining how tutoring can both enhance core programming and present opportunities to replace less effective initiatives
- Identified the number of students you plan to reach
- Set the initial goals you hope to achieve by implementing tutoring
- Selected an implementation strategy: partnering with a provider, growing your own or a hybrid approach

Plan for Effective Operations

- Developed a project plan with feasible timelines
- Developed a budget and identified initial and sustainable funding sources
- Assessed which departments across the district should be involved in implementing tutoring
- Developed a staffing plan, including (at minimum) a project manager
- Identified and persuaded key stakeholders to ensure tutoring will be prioritized in the long term
- Developed a plan for building stakeholder investment in your rationale for tutoring and incorporating stakeholders in the planning and decision-making process

Partner with a Provider or Grow Your Own Program

- Designed a high-quality tutoring program OR contracted with a high-quality tutoring provider
- Developed systems and processes for data collection, reflection, and continuous improvement
- Developed a plan for regularly and clearly communicating student progress to each stakeholder group

Implement High-Impact Tutoring

- Developed guidelines for selecting school sites and specific individual students for tutoring
- Implemented school site logistics, including scheduling tutoring sessions in the master schedule
- Planned regular communication with caregivers and students to ensure enrollment and attendance

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Foundation: Assembling a Task Force

Overview: Why should you assemble a Task Force?

A successful High-Impact Tutoring program requires coordinated collaboration across departments and at different levels of the district hierarchy, from teachers and tutors to the district leadership. Input and buy-in from experts at these levels make the program more sustainable. Please see the accompanying [District Playbook Workbook](#) for additional materials.

How often should the Task Force meet?

No less than 1 hour every 2 weeks. Meet weekly if possible, especially if you aim to accelerate your timeline, and expect to meet more frequently (i.e., twice per week) during the final month before the program's launch. Once the program has launched, the task force may scale back to quarterly check-ins or disband entirely.

Who should be on the Task Force?

Depending on the size of your district, your Task Force may only need a handful of members, or it may involve many stakeholders from different constituencies. Any Task Force needs representatives from at least these three key groups:

- Highly effective teachers, particularly in literacy and math.** These are your experts; prioritize their input. Teachers know their students best, and their pedagogical expertise is the foundation of effective tutoring. Identify your district's most impactful teachers and prioritize bringing them on board.
- Instructional coaches and support staff.** These are your proactive troubleshooters, catching potential barriers to implementation during the design phase and suggesting solutions to address them.
- School administrators and district representatives.** These are your organizers and ambassadors, ensuring that everyone knows what resources and budgets are available, holding people to deadlines, and liaising with your district's established power structures and professional networks. Typical district-level departments that should be represented on a Task Force include Teaching and Learning, Curriculum and Academics, English Language Learner¹ (ELL) Services, Special Education and the Superintendent (or Superintendent's office).
- Parent and/or student representative.** These are your engagement allies, ensuring the program is designed and communicated in ways to maximize positive engagement.

The Task Force needs a leader who has decision making powers or has direct access to and support from those who can make final decisions. This person may also be the project manager. All members of the task force

¹ Note: This Playbook recognizes that there are a variety of terms used for students who need support in learning the English language including Multilingual Learners, English Learners, Limited English Proficient Students, and others. We use ELL to represent all of these terms.

should have clearly articulated roles and responsibilities. As with all additional responsibilities, it is important to consider additional compensation when warranted.

Note: If your goal is to build a strong program from the ground up, you must reverse the usual hierarchies. For your program to operate smoothly during the implementation phase, your design phase must prioritize the perspectives of the people who will, collectively, play the biggest role in its day-to-day implementation: educators who work directly with students.

What should the Task Force prioritize?

The rest of this Playbook provides a roadmap to guide your Task Force through each aspect of program planning. The first task is to identify the Focus Area for your tutoring program, set initial goals, and determine your approach (i.e., will you develop your own program, work with a provider, or implement a hybrid of both models).

Once you have completed these initial steps, consider forming subcommittees to focus on separate aspects of the design process (depending on the size of your task force and the scale of your program). Allocating responsibilities allows you to speed up your timeline, though at the cost of a larger team that can be more complex to coordinate and costlier to compensate. Additionally, you may decide to add representatives to the task force once you have greater clarity on your approach and how it will impact other departments. See the list of typical departments that may be involved in the implementation of tutoring.

Identifying a Focus Area

Overview: What is a Focus Area?

Your program's Focus Area is the **content area and/or grade level** that you will prioritize for tutoring. Identifying a Focus Area is the first step in planning a tutoring program, and it requires answering these essential questions:

- WHO would benefit most from the individualized instruction of tutoring, and WHY?
- WHAT programs and initiatives already exist within your district to address these needs?

Please see the accompanying [District Playbook Workbook](#) for additional materials.

What Focus Areas have other High-Impact Tutoring programs chosen and why?

To help you envision your goal, peruse this list of Focus Areas from various school districts across the country.

Example Focus Areas	
Chicago Public Schools (CPS), Illinois	Grade 9: all students in algebra in selected schools
Capitalizing on existing priorities: Chicago Public Schools (CPS) capitalized on existing priorities to keep students on track for graduation. Research revealed that failure of even a single core class could lead students off-track. Because a significant number of incoming 9th graders struggled with Algebra (a core class), CPS saw Algebra as an immediate priority area for tutoring. CPS's tutoring initiative was one pillar of a comprehensive set of supports that the district initiated to ensure all students were on track to graduation.	
Spring Independent School District, Texas	Grades 2-8: students with multiple-year skill deficits in ELA or math
Consistent underperformance: Spring ISD offered daily tutoring to support a consistently underperforming group of students: those with multiple-year skill deficits in ELA or math. The tutoring supplements interventions provided by teachers.	
Guilford County, North Carolina	Grades 6-9: most vulnerable populations (e.g., Incarcerated Youth) in math
District Strategy: Knowing that success in secondary math is associated with improved health and financial outcomes for students, Guilford's strategic plan focused on tutoring targeted at helping students pass this course by the end of their 9th grade year.	
Lenoir City Schools, Tennessee: Pilot 1	Grade 10: all students in geometry

<p>Response to immediate needs: NWEA’s early learning data showed that during COVID-19 school building closures students lost more ground in math than in literacy, making math a logical priority for tutoring. Furthermore, district leaders recognized that 10th graders missed a significant amount of Geometry class during Spring 2020 due to COVID-19. Lenoir City piloted tutoring in Geometry to fill these gaps.</p>	
<p>Lenoir City Schools, Tennessee: Pilot 2</p>	<p>Grade 9: all students</p>
<p>Focusing on Transitional Period: After learning from their first pilot program, the Lenoir City district decided to expand tutoring to address gaps 8th graders may have when transitioning into high school. They paired incoming 9th graders with older high school students to provide academic and social-emotional peer support.</p>	

How do you identify a Focus Area?

To identify your focus area, you need a robust assessment of your students’ needs as well as an understanding of what effective programs already exist. Consider conducting a [District Landscape Analysis](#) to provide a broad understanding across stakeholders of your students’ needs. A good District Landscape Analysis collects qualitative data, relying on empathy and open-ended questions to explore stakeholder (students, teachers, administrations, caregivers, etc.) experiences, and combines this qualitative knowledge with quantitative data. Another tool to consider is [Empathy Mapping](#) to guide the identification of key insights to inform your focus area choice.

Once you have conducted your District Landscape Analysis, discuss the following guiding questions to help you identify where it makes the most sense to focus your new initiative:

- **Who would benefit most from individualized instruction via tutoring and why?**
 - **Local Laws.** Do state or local laws require your district to prioritize specific groups when allocating support?
 - **Vulnerable Populations.** What groups have been disenfranchised by the education system in your district (e.g., disproportionate discipline or SPED identification)? Are there any grades with a decrease in attendance?
 - **Student Achievement.** What groups consistently underperform compared to others? In what areas have your district’s students had the biggest gaps in learning due to COVID-19? ([NWEA data from November 2020](#) shows bigger gaps in math than ELA nationwide). What groups lack access to individualized instruction tailored to their needs?

- **What programs and initiatives already exist within the district to address these needs?**
 - **What priorities already exist within your district, and why?** For instance, if your district has prioritized math in the district strategy, math may be a logical focus area given that a need has already been identified. Building upon existing efforts is likely to result in sustained and effective tutoring programs.

- **Is your district addressing this need in another way?** If an existing district initiative has demonstrated success meeting a particular need, consider focusing on a different area that has received less attention.
- **Is there an opportunity to complement existing effective initiatives?** Embed tutoring into existing effective initiatives to create cohesive learning trajectories. For example, the LAUSD's Primary Promise literacy program serves students in K-2nd grade, so the district created a new tutoring program called [Step Up Tutoring](#) to build on that foundation and support 3rd-6th grade students.
- **Is there an opportunity to improve existing initiatives?** Read more in the next section on aligning tutoring with existing priorities for guidance on how to evaluate already existing initiatives that overlap with tutoring.

Aligning with District Priorities and Existing Programs

Overview: Why is alignment with district priorities important?

Tutoring is most effective when it is integrated into a broader strategy addressing district priorities, positioned as core to each school’s instructional model rather than as a disconnected and optional add-on.

Fully embedding tutoring also helps you build stakeholder engagement:

- For teachers**, you can position tutoring as a resource when they plan their curriculum and lessons, allowing them to leverage tutoring to better meet each student’s individual needs.
- For students and their caregivers**, you can position tutoring as an integral part of the schooling experience, reducing any stigma associated with receiving academic support services.

Please see the accompanying [District Playbook Workbook](#) for additional materials.

What district priorities align best with tutoring?

Tier I Core Instruction

Tutoring should enhance, not replace, High-Quality Tier I Instruction: Tutoring complements grade-level classroom instruction with an extra layer of structured individual support; it cannot replace core instruction. The degree to which your district has adopted and implemented [High-Quality Instructional Materials](#) in your identified Focus Area will help you determine the best Tutoring Approach for your district.

Assess: What is the current quality of core instruction in your identified Focus Area?

- Has your district adopted High-Quality Tier I Instructional Materials in your Focus Area?
- How effectively has your district implemented these materials in its classrooms in your Focus Area?

Tiers 2 and 3: Multi-Tiered Systems of Support (MTSS) and Response to Intervention (RTI)

Tutoring may be able to enhance your MTSS or RTI Frameworks: While tutoring cannot replace Tier I Instruction, in some situations it may be possible to use tutoring programs to offer Tier 2 or Tier 3 supports. Many districts find that tutoring resources can help them improve their approach to MTSS/RTI. The requirements vary by state, so if you would like tutoring to be part of your MTSS/RTI framework, consult state requirements at the outset to make sure that your program’s tutoring model will meet them.

Assess: How could tutoring enhance the system's MTSS and/or RTI Programs in your Focus Area?

- Do you want to leverage tutoring as part of your MTSS and RTI frameworks?
- What requirements would your tutoring program need to meet to be part of those frameworks?

Mandated Services for ELLs and Students with IEPs

Tutoring should not replace, but may enhance mandated services for ELLs and/or students with IEPs: Tutoring typically cannot take the place of mandated services, but in some cases tutoring can support these services.

Assess: Does the tutoring initiative and current mandated services have areas of overlap?

- What mandated services are already being provided?
 - Consult with Special Education and ELL personnel for guidance.
- Does your tutoring program meet the requirements for mandated services?
 - Consult with your district's Special Education administrator and/or ELL coordinator to ensure compliance with these requirements.

How should your new tutoring program align with existing programs?

Districts should align new tutoring programs with existing programs and decide whether to continue, replace, or integrate existing programs addressing the Focus Area. Adding a new program (tutoring) without replacing an existing one or thoughtfully integrating them together can result in ineffective practice and fatigue among both teachers and students, so consider replacing programs or using tutoring to enhance them.

Assess: What other programs or initiatives already exist in your Focus Area? How effective are they?

- Are these programs accelerating student learning? What data demonstrate this benefit?
- Do stakeholders highly value these programs? Which stakeholders, and what do they value about them?
- Will you continue these programs, replace them, or enhance them with tutoring?
 - See example assessments below for how you might evaluate existing additional programs.

Examples: Aligning with Existing Programs		
Type	Existing Program	Example Program Assessment and Decision
Existing enrichment or intervention blocks	Intervention program using online software (Khan Academy, etc.)	Integrate: A district is using a software-based program for students to get extra practice in math.
	Intervention program using scripted curricula (Wilson Reading, etc.)	While academic data show a modest impact, feedback from students shows that they feel frustrated with the monotony of the software and have confusion on certain modules.
	SEL block	To bolster engagement, provide targeted support, and add a human element to the service, the district pairs tutoring with the software so that students rotate between using the software and receiving individualized tutoring.
Additional Existing In-School Programs	Existing tutoring initiative such as homework clubs, peer tutoring, or an external tutoring program	Replace: A school identifies a period in the school day in which students can reach out to teachers for extra help, however this period is not well-attended and often does not include the students who need the support (based on data). The school chooses to replace this period with High-Impact Tutoring in order to target the students who most need the extra support.
21st Century or other extracurricular programs	Summer School, After School or Saturday School Program	Integrate: A district’s summer school is well-attended due to a specific arts enrichment program, and most students in the program are behind grade level.
	Enrichment program	The district chooses to integrate tutoring into summer school so that students receive tutoring alongside the arts enrichment.

Setting Goals

Overview: Why do you need to define goals at the outset?

Your goals inform your program’s design and implementation.

Rigorously defined and monitored goals keep decision-making focused, provide a framework to demonstrate progress and success to stakeholders, and indicate where improvement is needed.

Clear and measurable goals let you design measurement plans to track your progress.

If you start implementing without having set concrete goals, you will not know what data you need to collect for progress measurement along the way. Lack of data makes it more difficult to notice problems quickly enough to solve them early, and easier to miss opportunities to double down on what works. Lack of early data leaves permanent gaps in your understanding of your program’s impact, as some data (e.g., satisfaction surveys) are virtually impossible to collect retroactively with any meaningful degree of accuracy.

Please see the accompanying [District Playbook Workbook](#) for additional materials.

What sources should inform the goals you set?

Your community stakeholders’ priorities.

Leverage your to see what metrics matter most to stakeholders. Identify metrics that are both motivating and objectively measurable, and then set goals for improvement along those dimensions. Consider local stakeholders including school administrators, teachers, students, and caregivers, and also funders.

Existing research and best practices from other tutoring programs.

Even if you choose to grow your own tutoring program, you should not start from scratch. Incorporate key indicators identified in recent research, consider the metrics used by existing tutoring programs to measure and describe their impact, and then adapt this knowledge to your own local context to set goals for those same metrics. See below for guidance.

Existing strategies, goals, and data-collection mechanisms in your district.

Align your tutoring program’s goals with your district’s strategic plan and existing goal-setting systems at the district and school level. By grounding your goals in the data you already collect (particularly student academic growth data) you can not only streamline your measurement system design, but also build stakeholder investment by describing your program’s goals and impact using the metrics that stakeholders care about and understand.

What kinds of goals should you set?

Prior to designing a program model or selecting a provider with their own established model, identify initial goals in the following areas. Your [District Landscape Analysis](#) will provide insights into your stakeholders' priorities.

Area	Explanation	Consider the following to set goals:
<p>Academic Growth Goals</p>	<p>First and foremost, you are implementing tutoring to address specific achievement gaps. Identifying academic goals that all stakeholders can rally behind is critical.</p> <p>If possible, set goals that measure academic growth, not academic achievement scores.</p> <p>See the Example Academic Goals below for a more detailed breakdown of academic goals.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> How do you currently measure academic growth? What metrics matter most in your district? <input type="checkbox"/> What are the critical benchmarks students need to hit (in their grades, standardized test scores, etc.) to be considered college-ready and likely to succeed later in life?
<p>Student Experience Goals</p>	<p>While research shows that High-Impact Tutoring consistently results in student learning gains, the benefits of tutoring can extend beyond academic learning.</p> <p>Typical areas of student experience for which you may set goals include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Growth in self-efficacy <input type="checkbox"/> Increased effort <input type="checkbox"/> Increased interest in subject area <input type="checkbox"/> Development of positive, academically-focused relationships and a sense of belonging <input type="checkbox"/> Development of cross-curricular learning strategies <input type="checkbox"/> Greater future aspirations 	<ul style="list-style-type: none"> <input type="checkbox"/> What student experiences are most important to stakeholder groups? <input type="checkbox"/> What specific social-emotional learning outcomes do you hope to affect? Which ones do you already measure?
<p>Stakeholder Satisfaction Goals</p>	<p>Stakeholder satisfaction is critical to the successful implementation and sustainability of the program. Typical stakeholders include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students <input type="checkbox"/> Caregivers <input type="checkbox"/> School administrators <input type="checkbox"/> Tutors <input type="checkbox"/> Teachers <input type="checkbox"/> Funders 	<ul style="list-style-type: none"> <input type="checkbox"/> Which stakeholders are critical for ensuring smooth implementation of the program in your district? <input type="checkbox"/> What are the most important and tangible outcomes for these stakeholders?

Example Academic Goals

To help you set clear goals, peruse this list of Academic Goals from various school districts across the country.

Example Academic Goals	
Dallas Independent School District, Texas	Elementary Grades: students with literacy skill deficits
<p>Growth on the NWEA MAP exam: Dallas ISD aligns goals with and assesses tutoring efficacy based on Measures of Academic Progress (MAP) performance growth. Students in grades 1 and up take these assessments three times per year. The frequency of data from this routine assessment tool allows the district to act with expediency based on student learning outcomes.</p>	
Providence Independent School District, Rhode Island	Grade 9: all students in algebra
<p>All-encompassing priorities and measures: Providence ISD sets goals related to growth on standardized testing and student pass rates. But they also measure perspectives on how students approach learning through surveys and assess how attendance at tutoring sessions increases success rates on other indicators (e.g., SAT or PSAT).</p>	
Spring Independent School District, Texas	Grades 2-8: students with multiple-year skill deficits in ELA or math
<p>Proficiency increases: Spring ISD sets goals related to increases in achievement on the State of Texas Assessments of Academic Readiness (STAAR). Additionally, as a large number of students who qualify for tutoring are ELLs, the District ties goals to increases in ELL proficiency rates as measured by the statewide Texas English Language Proficiency Assessment System (TELEPAS).</p>	
Guilford County, North Carolina	Grades 6-9: most vulnerable populations (e.g., Incarcerated Youth) in math
<p>Aligning with strategic priorities: Guilford's strategic plan is based on the improved long-term life trajectories for students who take and pass Math 1 by the end of their 9th grade year. GCPS sets goals based on pass rates for Math 1, as well as on improvements in course failure rates, student engagement, and student math identities (i.e., self-descriptions as "a math person" or "not a math person") which they collect from surveys.</p>	
Aspire Public Schools, California	Grades 6-12: all students in math and ELA
<p>Pass/Fail rates: Aspire aims to reduce the number of ELL students failing classes. They assess their program using students' grades at the end of semester 1 and 2 across both middle school and high school participants. The District also utilizes survey-based feedback (qualitative and quantitative) from teachers, caregivers and students to assess the efficacy, satisfaction, and sustainability of the program.</p>	

Selecting a Tutoring Approach: Partner with a Provider, Grow Your Own Program or Hybrid?

Overview: What are the different tutoring approaches?

Once you have set clear goals for your tutoring program, you need to determine how your district will approach the day-to-day implementation of High-Impact Tutoring. Three approaches are common:

Partnering with a Provider

Working with a provider means outsourcing the majority of the design and implementation of the tutoring program. Providers take responsibility for recruitment, hiring, and ongoing training for tutors, as well as managing a large part of data collection and continuous program improvement. Your role at the district will be to collaborate with the provider to ensure smooth program integration into the district's already-established systems.

Growing Your Own Program

Instead of contracting with an outside organization to provide tutoring services, you may opt to build a new program from the ground up, leveraging your district's existing systems and the talent pool in your community. This approach means taking ownership of recruitment, hiring, training, data collection, and program improvement yourself. It provides greater control over the fine-grain details of design and implementation, but entails substantially greater responsibility.

Hybrid Approach

Some tutoring providers offer the option of contracting with them to provide technical assistance with *some*, but not *all*, aspects of designing and implementing High-Impact Tutoring. For example, this technical assistance could involve giving you access to the organization's tutoring curriculum and training materials or providing direct coaching on implementing their model, while the District maintains responsibility for recruiting and selecting tutors.

Please see the accompanying [District Playbook Workbook](#) for additional materials.

Which approach should you take?

For many districts, partnering with a provider is a good option. Partnering with an established provider allows your District to more quickly adopt an already proven model with an experienced partner. This option is particularly appropriate if your District has limited capacity to develop and implement new programs.

For other districts, developing their own program is a better choice. Growing your own program is a good choice if your district uses High-Quality Instructional Materials, has educator and administrative capacity and interest in developing a High-Impact Tutoring program and does not have access to a strong pool of existing providers with which to partner.

Use the assessment at the start of Section 3B: Grow Your Own Program to better understand whether this approach is a good option for your district.

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Planning for High-Impact Tutoring

Overview: Why is planning ahead important?

Successful implementation of High-Impact tutoring requires planning the process in detail ahead of time. The tool below includes a series of checklists to keep track of the steps needed to get tutoring up and running in your district. It also includes rough timeline estimates, though these will vary depending on the size of your district, the needs of your community, and the scope of your tutoring program.

At the start, the stability and scalability of your program should be a priority. The plan for tutoring should include a multi-year time horizon with an eye toward developing the evidence base to support integrating high-impact tutoring into the district’s educational program for the long-term. Rushing to implement tutoring at a large scale without a clear plan for learning and adjusting can lead to stopgap “solutions” that don’t work at scale. If you take time to systematize your program’s operations from the start, you will be able to scale better.

Don’t be afraid to make seemingly unrealistic overestimates of the time required to do the work well. In a process with many moving parts, unexpected delays happen often. A truly realistic plan accounts for this possibility beforehand. No estimate will be exactly right; make sure that all your estimates are “wrong in the right direction,” i.e., overestimates, not underestimates.

Please see the accompanying [District Playbook Workbook](#) for additional materials.

Preliminary Question Checklist

Use these questions to get a basic sense of how long it will take to get your program set up and help determine whether to use the longer or shorter time estimates for each step of the planning timeline on the following page.

- Funding.** Where is the money to support this program coming from? How long will it take to secure it?
 - What Federal funding is available for this program? When will these funds be available?
 - What existing funding can you reallocate? How long will it take to get this reallocation approved?
 - Will you need to apply for funding? How extensive and time-sensitive are these applications?
 - Will you need to research new funding prospects? How long might it take to find enough funds?
- Approval.** Will you need Board of Education approval? How long does that typically take in your district?
- Issuing RFPs and Awarding Contracts.** Will you need an RFP? How long will awarding the contract take?
 - If Working with a Provider:** How big is the contract? Is it big enough to require an RFP? How many providers must you consider? Do providers have the approval they need to work in your district?
 - If Growing Your Own:** Even if you will be recruiting your own tutors, will you contract out any services (e.g., recruitment, training, or technical assistance)? Does this require an RFP process?

- Access.** What systems and data will tutors need to access? How long will it take to get them set up?
 - School Accounts.** What accounts (email, videoconferencing, etc.) will tutors need to get set up?
 - Student Academic Data.** What student data do tutors need to access? How will they access it?
 - School Curricula.** What needs to be in place for tutors to access school curricula and materials?
- If Growing Your Own: Recruiting.** Without a provider, how long will it take you to find your own tutors?
 - Scope and Scale.** What qualifications will tutors need, and how many will you need to hire?

Consider the following:

 - More qualified tutors may take longer to recruit, but less time to train and supervise.
 - If your tutors need extra skills or language proficiencies, build in extra recruitment time.
 - The better you pay your tutors relative to their qualifications, the faster you can recruit.
 - Hiring Process.** With which departments (e.g., HR) will you need to work on the hiring process?

Planning Timeline Checklist

Lay the Foundation: Program Selection and Initial Design Phase (1-12 weeks, 6-15 hours per week)

- Assemble the Task Force
- Conduct a landscape analysis of your district's current programs, needs, and opportunities
- Determine your program's focus area, scale (number of students, tutors, schools) and high-level goals
- Based on your scale and goals, decide to partner with a provider or grow your own program

Plan for Effective Operations: Planning, Budgeting and Funding Phase (1-3 weeks, 2-5 hours per week)

- Identify a project manager and develop a project plan for the tutoring initiative
- Develop budget and identify when applicable Federal funding will become available to your district
- Examine existing budget to identify funding you can reallocate quickly towards tutoring programs
- Research applications for external funding (e.g., charitable grants) and complete applications on time
- Identify stakeholders that you will need to invest in tutoring and build an investment plan

Design for Impact: Partnering with a Provider:

RFP If Required (2-4 weeks, 15-30 hours per week)

- Determine whether an RFP is required
- If so, follow district RFP guidelines for the RFP process: number of providers to consider, approval process to work in your district, etc.

Provider Selection (2-10 weeks, 4-6 hours per week)

- Research different providers' models
- Meet with providers to learn more
- Select one provider for partnership
- Agree on customizations for your district

Partnership Contract (2-4 weeks, 1-8 hours per week)

- Draw up a contract with the provider
- Adjust contract as necessary
- Obtain board approval for contract
- Finalize and sign contract with provider

District Data Systems (1-5 weeks, 4-15 hours per week)

- Align with provider on the data-collection plan
- Set up student data sharing with provider
- Integrate provider's digital data management systems with district's existing systems
- Identify any other systems tutors will need to access, and find ways to get them that access

Design for Impact: Growing Your Own Program:

Model Design (2-10 weeks, 4-10 hours per week)

- Determine your own model design dimensions
- Create guidance for selecting students/tutors
- Develop a Performance Management Plan

Tutor Recruitment (2 weeks, 2-10 hours per week)

- Set a hiring window with deadlines
- Write and publish tutor job description
- Advertise job posting to speed up timeline
- Start designing tutor training to fill all gaps between "eligible applicant" and "ideal tutor"

Tutor Selection (1 week, 10 hours per candidate)

- Determine and prioritize selection criteria
- Identify indicators of selection criteria
- Conduct interviews/model lessons/etc.
- Analyze indicators and choose candidates

Tutor Hiring (1 week, 10 hours per tutor hired)

- Draft tutor contracts and make job offers
- Process HR, payroll, background checks, etc.
- Follow district policies for fingerprinting, etc.

Tutor Training (1-3 weeks, 4-5 hours per tutor hired)

- Adjust training based on hired tutor skill levels
- Provide all necessary preservice training

Implement High-Impact Tutoring:

School Selection Phase (1-4 weeks, 1-10 hours per week per school)

- Meet with schools and network chiefs to introduce the program
- Identify which schools and students will receive tutoring and why
- Communicate new partnership with school community stakeholders (faculty, students, and caregivers)

School Logistics Phase (2-3 weeks, 2-10 hours per week per school)

- Meet with school administrators to schedule sessions: which weekdays, class periods, classrooms, etc.
- Establish backup days, times, and locations for tutoring in case regular schedule is disrupted
- Meet with department heads to refine which students will work with tutors
- Meet with teachers' union representatives to determine compensation structure for teacher support
- Provide compensated onboarding sessions to introduce the tutoring program to key teachers
- Choose a primary point of contact at each school and clearly establish responsibilities of the role
- Designate a caregiver liaison as the primary point of contact for caregivers with questions about tutoring

Tutor Logistics Phase (2-3 weeks, 2-10 hours per week per school)

- Arrange for tutors to attend summer PD days to get to know teachers and observe school culture
- Set up school email/productivity suite accounts for tutors and get access to all necessary student data
- Arrange for tutors to gain access to teacher curriculum and lesson planning materials ahead of time
- Delineate responsibilities for absences: who does what if a student is absent? If a tutor is absent?
- Establish workflow for school leaders to sign off on tutor timesheets

Implementation Monitoring Phase (Ongoing)

- Plan and schedule regular inservice training sessions to build tutors' pedagogical skills
- Provide inservice training and coaching for each of your tutors
- Provide incentives for tutors to chaperone school trips/activities to integrate into school culture
- Schedule routine check-ins, professional development days, and professional learning communities
- Conduct regular post-assessments to measure student academic progress as the program scales
- Collect qualitative stakeholder feedback via surveys, focus groups, interviews, etc. at planned intervals
- Establish routine data reviews to monitor impact per tutor, per school, and for the program as a whole
- Draft and present reports to relevant district authorities (i.e., School Board) to illustrate program impact

How should you design and conduct a pilot program?**What is a pilot program?**

A pilot program is a small-scale implementation of your program, reducing your program's scale and cost but not changing core elements of the program model. Pilot programs can help you to test and improve your model before scaling up.

What are the goals of a pilot program?

Start simple at a small scale to find and fix the practical problems. Think of your pilot program as a "minimum viable product." Problems with model design and implementation are most concentrated in the first six weeks of tutoring, so solve these challenges before scaling up.

Test assumptions and improve implementation. By starting small, you can quickly gather data on both the effectiveness of your design and the nitty-gritty implementation challenges it faces. Document your problems and solutions as you work and use these data to guide your full-scale implementation.

Find high value uses of resources before spending at scale. Instead of pouring your resources into large-scale projects right away, identify what works best first, and invest district-wide only in those effective practices.

Provide proof points to motivate growth. Show that and how your program works, and stakeholders at all levels will be willing to provide the time, resources, funding, and buy-in that you need to scale it up ([see example](#)).

How does designing a pilot program work?

Every pilot program starts with a **target population** (the subset of your district who will participate in the pilot) and a **research question** (the question that you aim to answer based on the results and impact of the pilot). Use these tips to plan your pilot, and refer to [City Bridge’s Pilot Program Design Sprint Tool](#) for more detail.

Target Population Tips:

- Pick a single content area/grade level, and select the students who need tutoring the most urgently.
- Run your pilot in at least 3 schools (of varying sizes, if possible) to evaluate feasibility and impact. Larger districts may need larger pilot sizes or phased expansions of the target population.
- Select enthusiastic partner schools and teachers who are eager to test out different models and who want to provide feedback along the way.

Research Question Tips:

- Pick specific questions with testable answers, like: “Is it feasible for tutors and teachers to collaboratively plan during common prep time twice a week, or is that too difficult to schedule?”
- Identify both qualitative and quantitative metrics that align with what you want to learn, such as teachers’ or tutors’ self-reported experiences with tutoring or student academic trends.
- Choose a timeline based on the scale of your question: e.g., 2 weeks for initial feasibility, 2 months for satisfaction, and an entire semester to test impact on student outcomes.

Understanding Central Capacity and Staffing Needs

Overview: Which staffing decisions matter most?

Regardless of your approach to implementing tutoring, your district must make four main decisions that will impact the level of centralized capacity and staffing needed:

- Project Management:** Which tasks will require a central project manager?
- Hiring and Compensation:** How will you identify and compensate your project manager?
- Scale:** How will your program's scale impact the support needed to implement tutoring?
- Cross-Departmental Collaboration:** When will departments need to collaborate, and why?

Please see the accompanying [District Playbook Workbook](#) for additional materials.

Which tasks will require a central project manager?

A successful district-wide tutoring program requires a central project manager to take responsibility for key tasks. Regardless of your tutoring approach, your district will need a central staff member to manage the following:

- Articulate the vision and strategy for the tutoring program
- Coordinate across departments implementing the tutoring program to meet goals
- Manage stakeholder communication and cultivate relationships across the district
- Serve as a champion and advocate for High-Impact Tutoring in the district

After that, a few differences will be required based on your tutoring approach:

Partnering with a Provider	Growing your Own
Project manager is the head relationship manager , ensuring the program runs smoothly district-wide.	Project manager is the head program manager , ensuring the program is designed, implemented, and improved effectively and efficiently district-wide.
<ul style="list-style-type: none"> <input type="checkbox"/> Lead a Task Force to identify, vet, and select the best provider for your district <input type="checkbox"/> Manage the relationship with the provider <input type="checkbox"/> Lead collaboration and synthesize feedback from other departments for the provider <input type="checkbox"/> Support school leaders in anticipating 	<ul style="list-style-type: none"> <input type="checkbox"/> Lead a Task Force to determine the tutoring program model and design <input type="checkbox"/> Plan for and collaborate with HR to recruit, design a selection process and hire tutors <input type="checkbox"/> Develop curriculum and instructional tools <input type="checkbox"/> Design and implement training for tutors

<p>logistics and operations to run tutoring at school sites (e.g., scheduling tutoring into the school day)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide support directly to school leaders to troubleshoot challenges and make continuous improvements 	<ul style="list-style-type: none"> <input type="checkbox"/> Collaborate with data and analytics to set outcomes and develop data analysis tools to measure programming effectiveness <input type="checkbox"/> Depending on scale, manage an operations lead who will handle school-level logistics
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How will you identify and compensate your project manager?

Regardless of your tutoring approach, consider the costs and benefits associated with appointing a project manager for this work. The project manager will work outside the scope of their normal role and devote significant time and capacity to your tutoring program, so it may be necessary to update their job title to reflect these new responsibilities and increase their pay to reflect this additional work. When creating the project manager role and identifying candidates, your districts should consider the following guidance outlined by the [Score Institute \(page 6\)](#):

- Can this work be completed as part of an existing role, or does a part-time or full-time staff member need to be hired? (See scale guidance below.)
- If the work will be part of an existing role, does the person currently in this role have the time and capacity to lead a tutoring program team?
 - If not, can duties in their existing role be reassigned to someone else? To whom?
- How will you ensure the project manager has the autonomy and flexibility to make strategic decisions and adjust course quickly? What support will this person need to be able to lead the tutoring program team?

How will your program’s scale impact the support needed to implement tutoring?

If you are operating at a smaller scale (e.g., providers serving under 2,000 students or homegrown programs serving under 300), you may be able to implement tutoring using 25-50% of a Full-Time Employee’s time. As the number of students served increases, you will likely need someone in a full-time role, and maybe even more than one person.

To ensure that you have the capacity to implement tutoring effectively, consider creating a permanent “Tutoring Team” within your central district staff to plan, launch, and monitor the effectiveness of tutoring. This team will definitely be needed if you grow your own program and operate at a large scale. Even districts partnering with providers may need a full team, depending on the number of students served and the number of provider partnerships to manage.

Refer to the example staffing models below for guidance:

District 1	District 2
Tutoring Scale: 20,000 students	Tutoring Scale: 5,000 students
Location: Urban	Location: Suburban
Model: Working with several providers	Model: Grow your Own
Staffing Model: <ul style="list-style-type: none"> ● 1 Director: Provides strategic oversight, oversees RFP process and manages Coordinators ● 4 Coordinators: Oversee tutoring initiative across each of the four regions in the district. Each coordinator will oversee the tutoring program and staff in their region, and will directly work with regional leadership to ensure effectiveness of tutoring. 	Staffing Model: <ul style="list-style-type: none"> ● 1 Director: Provides strategic oversight and manages Coordinators and overall program ● 2 Coordinators: Jointly oversee the design of the program and each coordinator is assigned specific schools to oversee tutors and implementation ● 1 Office Manager: Handles logistics and provides support to the team
Estimated Costs (Salary + Benefits)*: \$440,000 - \$550,000	Estimated Costs (Salary + Benefits)*: \$290,000- \$400,000
*Estimated costs were calculated by identifying the salary range of each position (Director, Coordinator, etc.) for the district and adding 30% for benefits.	

What district collaboration is required for success and why?

District-wide tutoring programs require collaboration with and support from a variety of functional areas. Key functional areas to consider and how to collaborate are detailed below:

Regardless of Tutoring Approach (Partner with a Provider or Grow Your Own)

- Executive Sponsor Support:** The tutoring program project manager will need an individual at the district level who can both sponsor the tutoring program and oversee their work. This Executive Sponsor serves as a manager, but also signs off on board reports and ensures that tutoring is approved by the board if necessary.
- Budget and Funding:** Launching a tutoring program requires clear guidance on budgeting and funding procurement processes at the district level. Depending on your funding structure, you may also need an understanding of the grants management systems in the district.

- ❑ **School Leader Support Team:** Because High-Impact Tutoring is built into the school day, implementing tutoring necessitates working with the district-level team that oversees school leaders. This is the team that typically manages principals; its engagement is needed to support buy-in, school selection, and general investment from principals.
- ❑ **Academic, Curriculum, and/or other Departments with Instructional Coaches and Content:** High-Impact Tutoring requires an articulated scope and sequence for tutoring sessions. For districts partnering with a provider, the district and provider should collaborate to ensure coordination with classroom work with high-quality tutoring curriculum and materials. For Grow your Own programs, tutor training and resources should be created in conjunction with the Instructional Coaches or Content-Specific Teams across the district. This collaboration ensures that tutoring sessions align with the school curriculum, and it helps integrate tutoring more closely with district-wide curriculum maps.
- ❑ **Legal Counsel:** If partnering with providers, you will need the support of legal counsel to draw up an airtight contract with each provider, including approval processes and student data-sharing agreements. Even when growing your own program, your district will need to create policies and guidelines that deal with ethical practices related to contract employees, including their role as employees of the district.
- ❑ **Research, Accountability, and Data Staff:** You will need to work with research and accountability staff both to identify criteria for assigning students to appropriate tutoring programs and also to determine goals and measures of success and growth across all tutoring programs.
- ❑ **District Relationship and Outreach Staff:** The success of your program depends on how well it is publicized, both to prospective tutors and to prospective students. Working closely with teams who focus on partnership development will support outreach efforts and help build stakeholder investment.
- ❑ **Facilities:** For in-person tutoring, you must schedule exactly when and where in each school building the tutoring sessions will take place. This might involve using existing classroom space in a school and adapting rooms to ensure that tutoring can take place based on the total number of students served.
- ❑ **Technology:** Especially for [virtual or hybrid programs](#), you will need to assess your program’s technology needs before you can begin tutoring. This includes assessing both software and hardware needs, including wifi hotspots, laptops, headsets, and webcams for students who do not have their own at home.
- ❑ **Caregiver Engagement Team:** To ensure buy-in and support for your tutoring program, you must consider how the program will be communicated to students and their caregivers. This will involve collaborating with the team that works directly on caregiver engagement and determining district-wide initiative language. Caregiver engagement is particularly important to maintain enrollment and attendance.

Additional Collaboration Needed for Growing Your Own Program

- ❑ **HR including accounting and payroll:** Staffing a tutoring program may involve an additional and separate application process for tutors, including required paperwork and compliance with employment policies such as [background check screening](#) and [data privacy](#) expectations.

- ❑ **Counseling Department:** In some cases, it may be necessary to involve the counseling department, particularly if students in upper grades are serving as tutors for lower grades. The counseling department might be involved in determinations around awarding high school credit and/or offering stipends. It could also be engaged in bigger-picture student-centered considerations; for example, school counselors might coach students on how to leverage their experiences as tutors when writing their college and scholarship application essays.

Designing Data and Continuous Improvement Systems

Overview: How do data drive improvement?

Collecting and analyzing data lets you make improvements in a targeted, strategic way. It allows your program to:

- Measure progress towards tutoring goals and build in opportunities for reflection.
- Make important information more accessible and digestible by gathering it in one place.
- Avoid reinventing data-collection strategies every year.
- Know exactly how to structure your data-collection tools (e.g., what survey questions to ask).
- Set up an integrated way for your organization to intentionally review, tweak, learn, and improve.
- Preserve information architecture and maintain implementation quality as your program expands and/or founding staff are promoted from their original roles.

Please see the accompanying [District Playbook Workbook](#) for additional materials.

How do you design a measurement system to track progress towards your goals?

It is important to have a measurement plan whether you partner with a tutoring provider or grow your own program. If you partner with a provider, you will need to collaborate closely to develop a cohesive measurement system that provides both your district and the tutoring program with the information needed for continuous improvement. In many cases existing data and/or data systems can be used or adapted.

All measurement plans should outline how to assess progress towards making impact whether that impact is defined in your contract with your provider or defined in the benchmarks from your own program's [Logic Model](#). Your measurement plan is a reusable, consistent roadmap for finding rigorous answers to questions like "Are we on track?" or "What are we doing well?" or "How can we improve?"

Start with your goals and work backwards.

Metrics should not exist for their own sake. Instead, every metric your program measures should shed light on whether a specific goal in your provider contract or Action laid out in your Logic Model is being implemented effectively enough to create its intended Outputs and Impact. For each goal or Output and Impact, establish the criteria for success. Ask yourself:

- How would we know that we had accomplished this objective?
- What would need to be done for this ideal outcome to happen?

- What benchmarks would we need to hit along the way to know that we are making progress?

Distinguish between process metrics and impact metrics.

Process Metrics

- Collected continuously during implementation
- Used to monitor progress and adjust accordingly
- Ask “Are you doing what you set out to do?”
- Derived from Logic Model *Outputs*

Impact Metrics

- Collected cumulatively after implementation
- Used to summarize and report performance
- Ask “Did your work have the intended effect?”
- Derived from Logic Model *Impacts*

Determine how to measure each metric.

Start by asking whether you want to gauge the quality or quantity of each goal or Output and Impact, then list data points that would help assess what you intend to measure. Determine how frequently you will collect these data, and choose an appropriate tool that can capture them accurately. Finally, set expectations or benchmarks for each metric at each relevant time interval. For more detailed guidance, see [Developing a Performance Measurement Plan](#) and the associated [Template](#).

What kinds of data-collection tools do you need?

Depending on the metrics you choose, different data-collection tools may be necessary to monitor progress. As a reminder, first attempt to use or adapt existing data collections systems, rather than designing something new. This checklist can help get you started; it lays out the pros and cons of different data-collection tools:

- **Records and Checklists**
 - Capture which elements of the program are being implemented as designed
 - Good for quantitative data including attendance rates
 - Does not capture quality or root causes
- **Rubrics**
 - Clarify and codify standards and provide concrete steps for improvement
 - Require significant time investment to ensure consistent application of more subjective rubric strands
- **Surveys**
 - Compare subjective experiences in a standardized and quantifiable way both during and after implementation
 - Lacks nuance and can be unrepresentative if response rates are low
- **Interviews**
 - Provide more nuance
 - Are far more time-consuming to conduct and evaluate at scale (consider targeted interviews based on survey responses or interviewing a representative sample)

- **Standardized Test Scores**
 - Useful and efficient for consistent measurement of student academic growth, measuring skill deficits before tutoring and documenting academic growth throughout the program
 - May provide an incomplete picture of students' understanding of complex concepts
- **Student Work Samples**
 - Provide a detailed picture of student mastery
 - Are time-consuming to evaluate (consider evaluating work samples for a subset of students based on performance on standardized tests)

For more detailed guidance, see [Data-Collection Tools](#), [Tutoring Survey Instruments](#) (including survey templates), and [Tutoring Surveys Brief](#) (including examples).

How will you demonstrate impact to various stakeholder groups?

Develop a holistic measurement strategy, including non-academic measures based on stakeholder priorities.

- Academic growth is usually the primary goal for high-impact tutoring, but not the only goal. Collect data across multiple dimensions in order to assess the effects on a broad array of outcomes including, for example, attendance and grades. Use surveys to qualitatively evaluate student experiences with tutors. Compare results for different student groups to ensure that your program is serving students equitably.
- Collect feedback from stakeholders (students, families, teachers, and administrators) to understand and improve program impact at all levels. While achievement data and feedback from school partners are critical, you should always include student voices when evaluating program impact.

Develop systems for visualizing data for stakeholders.

- Develop in-house capability for distilling data so that information can be presented in a digestible and actionable format aligned with stakeholder priorities. Some programs may have large databases and utilize software such as [Tableau](#) to visualize data, while other programs that operate at a smaller scale may find it sufficient to store data in well-designed Excel or Google Sheets spreadsheets.
- The method you choose for visualizing data should allow users to sort the data and easily extract insights. Regularly (cadence will depend on the specific tool, please see more details [here](#)) gather feedback on your data-collection and visualization systems and improve upon these systems as part of your continuous improvement processes.

Developing a Budget

Overview: How should you estimate your program's budget?

When implemented effectively, tutoring programs can have a significant impact on student outcomes, making these programs well worth the investment of time and funding. It is important for your district to fully understand the costs of running an effective tutoring program and determine how that program will be funded. Costs estimates for high-impact tutoring programs range considerably from \$1,000 to over \$3,000 per pupil. Your program's overall budget will depend on several factors; however, **districts should likely expect to spend somewhere between \$1,200 to \$2,500 dollars per student²**. If your district plans to serve 1,000 students, for example, anticipate an annual budget of at least **\$1.2 million**.

of Students served × \$1,200 = **\$ lower estimate**; # of Students served × \$2,500 = **\$ higher estimate**

Please see the accompanying [District Playbook Workbook](#) for additional materials.

What factors determine your program's budget?

Model Dimensions

Model dimensions influence costs, whether you are growing your own tutoring program or partnering with a provider (whose fee will depend on their model). These three dimensions are most likely to impact cost:

- **Student-Tutor Ratio:** Programs with higher student-tutor ratios (more students per tutor) may cost less than programs with lower ratios depending on the cost of additional training and coaching required for tutors to effectively tutor higher numbers of students.
- **Dosage:** Higher dosage programs cost more than lower dosage programs.
- **Tutor Type:** More experienced tutors can command higher wages than less experienced ones. If you are growing your own program, see the Grow Your Own Supplement to help determine total tutor costs.
- **Supervision:** Programs with more experienced supervisors and/or more intense supervision will cost more.
- **Delivery Mode:** Virtual tutoring programs can cost less than in-person tutoring programs, particularly in high cost of living areas (because tutors can be recruited from lower cost of living areas). Some programs have used adaptive software to decrease the cost per student, as a tutor can work with more students as students rotate between the software and the tutor, increasing the tutor's capacity.

Before simply choosing the least expensive option, consider the return on your investment. High-dosage in-person tutoring programs with low student-tutor ratios and well-trained and coached tutors will likely have the greatest impact. A range of programs, however, including [virtual programs](#), can also be effective in some contexts.

² These numbers come from research into program costs by Matthew Kraft, Associate Professor of Education at Brown University.

Collective Bargaining Agreements

The terms laid out in the collective bargaining agreement will determine costs if you use existing staff to support the day-to-day implementation of your program. In particular, the role teachers play in your program (e.g., oversight, coaching, leading tutoring sessions, etc.) and the amount of time that you expect them to work will affect the additional stipends or per-session pay for which you will need to budget.

Note: Some agreements explicitly note that teachers and other school staff cannot take on responsibilities above and beyond their work contract. If this is the case for your district, you will need someone else familiar with your context to run the day-to-day implementation of your program on site. Consider hiring central district staff who could work at the school site to support implementation, as there may be fewer restrictions on their additional work.

Program Scale

Starting with a small-scale pilot program in a handful of schools can help you better understand how to scale up an effective program while remaining cost-efficient.

Tutoring Approach

Your tutoring approach (partnering with a provider or growing your own program) will determine the number and types of items in your budget. When you partner with a provider, most line items will be bundled into their overall fee. However, as indicated in the table below, you will still need to budget for additional costs. When growing your own program, you will need to break down your budget into component parts. In a hybrid approach, you will need to select the relevant items from each column in the accompanying table to determine and build your budget.

Note: Tutoring providers may not pass on 100% of the cost to district partners. Some tutoring providers, especially nonprofit providers, have their costs subsidized by government grants (e.g., AmeriCorps funding), philanthropy, or volunteers. This does not mean that working with a provider will always be cheaper, however, as providers must also cover additional overhead costs for their own central management structure.

What are the typical cost categories for each tutoring approach?

Your tutoring approach will impact the types of expenses your tutoring program will incur. To estimate the costs of your proposed tutoring program, estimate costs in the following categories depending on your chosen approach:

Typical Costs Incurred	
Growing Your Own Program	Partnering with a Provider
<p>Tutor costs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tutor recruitment costs <input type="checkbox"/> Background checks <input type="checkbox"/> Tutor wages (and benefits, if eligible) <input type="checkbox"/> Employer taxes and workers compensation <p>See more information on calculating costs for tutors.</p> <p>Additional Human Capital Costs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compensation for district teachers/staff who have additional responsibilities related to the tutoring program (usually per-session pay) <input type="checkbox"/> Salary and benefits for any additional central staff <input type="checkbox"/> Stipends and/or salary and benefits for staff who coach and supervise tutors <p>Central Costs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Training (transport, meals, materials, space) <input type="checkbox"/> General supplies (markers, whiteboards, etc.) <input type="checkbox"/> Curriculum and assessments <input type="checkbox"/> Technology devices for tutors and students <input type="checkbox"/> Blended software licenses (if applicable) <input type="checkbox"/> Data collection, evaluation, and improvement 	<ul style="list-style-type: none"> <input type="checkbox"/> Fees paid directly to external tutoring provider <input type="checkbox"/> Compensation for district teachers/staff who have additional responsibilities related to the tutoring partnership (usually per-session pay) <input type="checkbox"/> Salary and benefits for any additional hired central staff (depending on program scale) <input type="checkbox"/> Technology devices for students <input type="checkbox"/> General supplies (markers, whiteboards, etc.) <input type="checkbox"/> Data collection and sharing

How do you estimate tutor costs?

Your cost for tutors will depend on the tutors' pay (which depends on their experience) and the number of hours they will work.

How will your tutors be paid?

If your tutors will be paid, you must determine how much to pay them, and what form this payment will take. Less experienced tutors may be content with college credit, semesterly stipends, or low hourly wages; however, experienced tutors from diverse backgrounds will be difficult to recruit unless you offer competitive compensation at their level of education and experience.

How much education and experience will your tutors have?

The most important determinant of how much your tutors will need to be paid is their level of education and experience. Attempting to underpay your tutors relative to their qualifications may yield lower-quality candidates who cannot find better-paying offers elsewhere and limit the diversity of your talent pool. Use these pay rates as a baseline, with higher pay for tutors with high-need skills (e.g., bilingualism) or a closer connection to the community they serve:

- Novice tutors** (college students/recent grads): **\$15-\$20/hour** (\$15-\$20 per pupil per hour at 1:1 ratio)
- Experienced tutors** (recent college grads/TAs): **\$20-\$30/hour** (\$7-\$10 per pupil per hour at 3:1 ratio)
- Master tutors** (veteran teachers/veteran tutors): **\$40-\$60/hour** (\$13-\$20 per pupil per hour at 3:1 ratio)

Note: Novice tutors may seem cheaper (\$15-\$20 per pupil per hour), but they can be the most expensive option, because they typically only have the skill to work with one pupil at a time without extensive support. In other words, the number of students a tutor can manage effectively with more experience and training increases faster than their per-pupil pay rate. A master tutor working with three pupils at a time at \$50 per hour only costs \$16.67 per pupil per hour: cheaper per pupil than the median hourly wage for a novice tutor working with one pupil at a time.

How many hours will each tutor work?

Particularly if you plan to pay tutors an hourly wage, the number of hours they will work each week is a critical factor in estimating their pay. Unlike the calculation for how many tutors you need, this calculation relies on the total number of hours tutors spend on all forms of work for your program, not just how much time they spend facilitating sessions. Training, support, prep time, and paperwork all need to be factored into the calculation of total work time.

A significant decision is whether your tutors will be part-time or full-time employees. Full-time tutors can be more expensive for the same number of hours, since you must also fund health and maybe retirement benefits on top of their effective hourly pay. Adding and removing full-time employees is also often more difficult than offering more or fewer hours to part-time employees as a program's needs fluctuate. However, full-time tutors may be more invested in their work and easier to retain in their roles and may take leadership roles in your program, potentially offsetting some of their higher cost.

How can you reduce costs while minimizing impact on student outcomes?

If your estimated costs exceed the funding available for the program, you will need to reduce costs. Below are options to reduce costs arranged in order from least impact to most impact on student outcomes:

1. Secure more funding.

Because it requires no compromises to your core program model, accessing more funding is the best option if you can manage it. Securing more funding can be difficult in practice, but it is the simplest way to solve the problem of insufficient resources. In the meantime, evaluate your other options through the lens of whether they will enhance your funding prospects. For each approach below, ask yourself: Will this change help me make

the case that the program deserves more funding to expand its footprint? Or will this change dilute what made the program worthwhile in the first place?

2. Reduce your footprint: Provide tutoring to fewer students (for now).

To reduce your costs without compromising your core program model, simply reduce your program's footprint. There are two ways to do this:

- Run a pilot program in a smaller number of schools, and use its success to justify more funding.** Provide tutoring to every student who needs it, but only offer it at a select few schools where it is most likely to succeed. This strategy not only reduces the number of *tutors* you need, but also cuts down *significantly* on administrative overhead by eliminating supervisors/coordinators/managers (who cost more than tutors anyway).
- Narrow your eligibility criteria to reduce the pool of students who qualify for tutoring.** To get the most "bang for your buck," focus on a small subset of students who will get the greatest benefit from tutoring. This means prioritizing those with the greatest academic struggles while also deprioritizing those who already receive other forms of individual academic support.

These two strategies are not mutually exclusive: if you can afford far fewer tutors than you really need, you could both offer tutoring at fewer schools and narrow your eligibility criteria for students within those schools. Whatever you choose, your goal is to start small, demonstrate impact, and parlay that impact into more funding.

3. Increase your student-tutor ratio: Push the limits of your tutors' experience level.

To significantly reduce costs without compromising on tutor pay or tutoring dosage and if your model is not at the maximum recommended number of students per tutor, consider increasing your student-tutor ratio taking into account your tutors' experience levels. Your tutors may be more capable than you realize, particularly if you can find cost-effective ways to provide them with additional training and support. Providing above-average pay at a given experience level can also be a cost-effective way to attract higher-quality tutors who can remain effective even when working with more students simultaneously.

4. Reduce tutor costs: Lower wages, reduce benefits, or consider volunteer tutors or digital tutoring programs.

Offering below-market hourly pay is risky.

- It can make recruitment more challenging, leading to compromises on tutor diversity and qualifications.
- It can cost you more in the long run because of the additional training, supervision, and support that less-qualified tutors (i.e., those who cannot find higher pay elsewhere) will require.
- It can exacerbate tutor burnout, leading to lower performance and higher rates of turnover, which then lowers the quality of tutoring for your students.

Other ways to reduce employee costs may work better. Instead of cutting wages, consider these options:

- Shift the cost of paying tutor wages onto other institutions; for example, hire college students with federal work study funding or AmeriCorps service members whose pay is subsidized
- Reduce your expenses from providing employee benefits by hiring current teachers as tutors and pay them [non-pensionable stipends for extra hours](#)
- Supplement well-paid, well-trained tutors with volunteers
- Supplement well-paid, well-trained tutors with high-quality, integrated, digital tutoring programs

5. Reduce your dosage: Provide fewer hours of tutoring per student.

If you originally planned to provide more than three 30-60 minute sessions of tutoring per student per week, you have exhausted the above options, and you still need more tutors than you can afford, consider reducing the amount of tutoring each student receives each week, but do not reduce dosage below the research-backed amount of three 30-60 minute sessions per week.

Identifying Funding Sources

Overview: How do you source and sustain funding for High-Impact Tutoring?

Significant funding is available to fund tutoring programs. This section outlines funding sources district leaders can consider as they determine how to financially support their tutoring program as well as key considerations that can help district leaders decide how to approach funding. Please see the accompanying [District Playbook Workbook](#) for additional materials.

How do you build a sustainable funding model?

While a significant amount of ARPA and other COVID-19 recovery funding that can support tutoring programs is available to districts, funding is also available through other programs unrelated to COVID-19.

Tutoring programs are more difficult to sustain if they depend on a single budget line item that is in question every year. More sustainable programs are supported by multiple funding sources. Consider more than just COVID recovery funding to support your program. One-time funding sources (e.g., ARPA) should be dedicated towards one-time startup and infrastructure costs for your program (e.g., capacity-building resources such as tutoring curriculum, technology, etc.) rather than operational costs that will be incurred every year (e.g., annual salaries).

You may need to tradeoff between existing initiatives and a new High-Impact Tutoring program. Cost and availability of funding is likely to be the main driver of making these tradeoffs. Independent of funding, too many programs also can result in fatigue and ineffective practice for both students and teachers. Consider viewing COVID recovery funds as providing an opportunity to adopt best practices by determining how to support a High-Impact Tutoring program through integrating with existing programs or shifting resources (e.g., staff, supplies, etc.) from less effective programs to High-Impact Tutoring.

Bucketing by Restrictedness

Regardless of what funding sources you use, consider organizing all your funding into buckets by restrictedness. Funding sources in the “very restricted funding” bucket (i.e., funding that must be used in the short-term and/or on very specific items) should be spent *prior to* funding in “relatively unrestricted funding” buckets (i.e., funding that can be used in the medium-long term and/or can be spent on a wide range of items). Next, match your funding sources to your costs over a multi-year time horizon (e.g., 5 years). Visualizing and organizing your funding and costs this way can help you maximize your available funding and ensure your program’s long-term sustainability.

What federal COVID-19 recovery funding is available?

Since the beginning of the pandemic, the federal government has invested over \$200 billion in K-12 education. The most recent round of recovery funding related to the pandemic, the American Rescue Plan Act (ARPA), includes over \$120 billion in funds dedicated to K-12 education and has been described as the “federal government’s largest-ever single investment in our schools” ([source](#)). Specific details on K-12 COVID-19 recovery funding are outlined in the table below:

Federal Investment in Public K-12 Education since the Beginning of the Pandemic (\$200.1 billion Total)			
Funding Source	Amount	Use of Funding	Spending Timeline
CARES Act	\$13.2 billion	<ul style="list-style-type: none"> Prevent, prepare for, and respond to COVID-19 Address learning loss, prepare for school reopening including building enhancements to improve air quality in the school building (Source) 	Funds must be obligated by September 30, 2022 (Source)
Coronavirus Response and Relief Supplemental Appropriations	\$54.3 billion	<ul style="list-style-type: none"> Same as CARES Act (Source) 	Funds must be obligated by September 30, 2023 (Source)
ARPA: E-rate	\$7.2 billion	<ul style="list-style-type: none"> Internet connectivity and technology devices for schools and libraries 	Funds must be obligated by September 30, 2024 (Source)
ARPA: K-12 Education	\$125.5 billion	<ul style="list-style-type: none"> At least 90% of the money awarded to State Education Agencies (SEAs) must be allocated to Local Education Agencies (LEAs) At least 20% of funding allocated to LEAs must address learning loss through “evidence-based” interventions. See this resource for more information on what qualifies as “evidence-based” The remaining LEA funding can be used on a wide array of activities related to the COVID-19 pandemic For a more detailed breakdown of ARPA funds, see this interactive graphic (Source) 	Funds must be obligated by September 30, 2024 (Source)

What recurring federal funding is available?

COVID-19 recovery funds are a great option to fund one-time investment costs for your tutoring program. Recurring funding is needed to ensure your program will be sustainable in the long-term. A number of existing federal programs that provide recurring funding to districts can be used to support tutoring programs. Because of misconceptions about how money from these existing programs can be used, these recurring federal dollars are often underutilized to support tutoring programs ([source](#)). Examples of specific federal programs you may want to access to fund your tutoring program in the long term are outlined in the table below:

Funding Source	Notes
Title I	In addition to funding supplemental reading and math instruction, Title I dollars can support extended or additional instructional time, including tutoring . Many districts may have remaining School Improvement Grants (authorized under section 1003(g) of Title I) from 2017, and can use these funds for tutoring as well, as long as the tutoring program meets the ESSA standards (source).
Title II	If your tutoring program is designed such that it improves teachers' overall instructional practice , Title II funding could be used to support your tutoring program.
Title IV	Title IV, Part B, also establishes funding for 21st Century Community Learning Centers (21st CCLCs). Any public or private organization is eligible to apply for these funds to support after-school activities, including tutoring . See FAQ G-1 in the U.S. Department of Education Non-Regulatory Guidance (source).
IDEA	If a tutoring program supports both students with IEPs and students without IEPs, a district can fund the portion of the program supporting students with IEPs with IDEA funding (source). Districts also can use up to 15% of their IDEA, Part B funds for coordinated early intervening services . These are services for students with no disability classification who struggle to succeed in the general education environment. The U.S. Department of Education has specifically mentioned tutoring as a coordinated early intervening service (source).
School Improvement Grants	School Improvement Grants can also be used to support tutoring programs when targeting high-needs populations. This document notes how they can be used for ELL students specifically.

Key tips to keep in mind when considering the use of other federal funding programs:

- Blending and braiding federal funding** can be an effective way to use existing federal dollars to fund a High-Impact Tutoring program (learn more [here](#) and [here](#)).
- Tutoring should not replace mandated services** for specific student populations (i.e., ELLs and students with IEPs or 504s), and it should be accessible to all students (including these special populations).
- Most federal funds available to Local Education Agencies are allocated by State Education Agencies**, which may not be accustomed to allocating certain types of federal funding to tutoring programs.
- You may need to advocate to use existing federal funds to support your tutoring program.** If your SEA is hesitant to authorize using existing federal funding on your tutoring program, updating them with

current federal guidance or consulting legal counsel with expertise in governmental education funding can help.

What other funding options are available?

In addition to federal funding, other funding may be available to your district to ensure program sustainability after one-time funding sources dry up:

Funding Source	Notes
State and Local Government Grants	State and local grants may be available to your district that can be used to fund your tutoring program. Grants do not need to be explicitly earmarked for tutoring to provide support for your program. Depending on the structure of your program, you may be eligible for state and/or local grants that support tutoring inputs such as technology, after-school programs, and High-Quality Instructional Materials .
Institutional Philanthropy	Your district may also secure regional or national philanthropy to fund your tutoring program. Consider exploring foundations that support education initiatives as a possible funding source (learn more at Foundation Center (Video Overview)).

Building Stakeholder Investment and Enthusiasm

Overview: Why does stakeholder investment matter?

Tutoring programs rely on diverse groups of stakeholders: not just the students and caregivers the program serves and the tutors, teachers, and administrators who implement it, but also the district superintendents and local government who approve budgets and the other community partners who support the program. If any of these groups are not invested in your program, successful implementation becomes more difficult. To build and maintain investment from stakeholders, you must understand their priorities and be able to explain your program's Logic Model in the terms that matter most to them. Engaging stakeholders is particularly important when describing the impact of a pilot program and making the case for expansion. This section offers guidance on how to communicate the principles and benefits of High-Impact Tutoring to each stakeholder group. Please see the accompanying [District Playbook Workbook](#) for additional materials.

What are general principles for all stakeholders?

Identify key stakeholders with authority or influence and start with them.

In any stakeholder group, key individuals can be either dealbreakers or ideal promoters depending on their level of buy-in to your program. These key stakeholders are those who have decision-making power (such as a district superintendent or a specific assistant superintendent who oversees all the schools in your pilot program) or who are best positioned to build investment among other stakeholders (such as a network team lead with connections to many school administrators, a teachers union representative or department lead whom fellow teachers respect, or a parent who is active and admired in the local community).

It is important to build investment among these stakeholders first. Work with district-level decision-makers to take the lead on tutoring initiatives, streamline district-wide communications, and bring school administrators on board. Leverage all your key stakeholders' influence: ask them to advocate for your program with their networks, meet with other stakeholders alongside you, and help you better understand other stakeholders' perspectives and priorities.

Demonstrate impact with a pilot program.

Conducting a pilot program is an excellent way to build investment (particularly from implementers like tutors, teachers, and administrators), because it lets highly-invested early adopters try out your program and become [net promoters](#) among their colleagues. It helps generate grassroots interest by allowing stakeholders to see your program in action. And it enables you to collect data to prove to skeptics that your program model works.

Different data can persuade different people. Quantitative data showing academic growth are often necessary to secure funding, while qualitative data and anecdotes may be necessary to convince implementers that the program can work for them and show them what specific steps will be necessary to achieve positive results.

When presenting results, include an expansion plan with a concrete scope of work (like [this example from Chicago, IL](#)).

To build enough stakeholder investment to start a pilot program in the first place, share data about the need for tutoring in your district (like [this example pilot program pitch from Providence, RI](#)) and data about impact from other districts' tutoring programs (like [this example from Tennessee Tutoring Corps](#)). For information on additional tutoring providers, please see the [Tutoring Database](#).

Maintain stakeholder investment with consistent and customized progress updates.

A burst of initial stakeholder excitement is not enough to sustain a tutoring program. To make adjustments, scale up a pilot to a full-scale program, and keep implementation aligned with your Logic Model, you will need to keep stakeholders informed and invested throughout the school year. To do this, you must provide them with routine updates about the program's progress. Instead of just recycling the same update content, customize updates for different stakeholders, presenting your progress in terms that speak to each group's particular priorities whenever possible.

What are best practices for each stakeholder group?

A number of stakeholders are critical to the success and sustainability of a High-Impact Tutoring program. Use the list below to develop a specific plan to secure buy-in and build and sustain enthusiasm for each stakeholder group.

Students and Caregivers

Rationale:

- Student and caregiver investment in tutoring is critical to ensure student enrollment and attendance.
- Many tutoring programs have optional resources and structures to help students supplement their in-school studies at home, and caregiver investment is the key to making the most of those additional supports.

Best Practices:

- Use Asset-Based Framing** (language that defines students by their strengths and aspirations before noting challenges). Use positive and asset-based language to describe the benefits and outcomes of tutoring, rather than framing tutoring as remediation to correct a deficiency in the student. Asset-based framing will correct misconceptions about tutoring that may otherwise have negatively impacted support and attendance.
- Understand and Address Needs and Concerns.** Regularly assess needs and concerns through surveys or other communications systems and use that information to inform program operations and communications with students and caregivers.
- Involve Caregivers in Program Design.** Solicit input directly from caregivers both during initial design and throughout the program through surveys and interviews and use that input to design the program to meet caregiver needs. Recognize that caregivers' time is valuable and offer incentives for

participation when possible.

- ❑ **Involve Students in Tutor Selection.** If you are fortunate enough to have more candidates for your tutoring program than open positions, consider involving students in the tutor selection process to build student support. By allowing students to participate in demonstration lessons with potential tutor candidates once prospective tutors have cleared most of the hurdles in the selection process, students can provide feedback to those making final selection decisions.
- ❑ **Hold Early Info Sessions.** Directly communicate the following parameters of the tutoring program in order to increase caregiver investment and decrease stigma:
 - ❑ **How the tutoring program will benefit and impact their child.** Frame tutoring as an additional resource, rather than a response to any perceived educational failures on the teachers', school's, or caregivers' part.
 - ❑ **How students are selected.** Focus on the benefits of High-Impact Tutoring to decrease the stigma often associated with tutoring.
 - ❑ **How the tutoring program is connected to existing systems or technology.** Be explicit about how the new tutoring program is linked to or part of something with which the student is already familiar, such as interventional technology programs or an Advisory period.
 - ❑ **Provide Regular Updates on Student Progress.** Clearly communicate the progress students make to maintain investment from caregivers and attendance from students. Read more about using regular communication to boost enrollment and attendance [here](#).

Implementers: Tutors, Teachers, and School Administrators

Rationale:

- ❑ Tutoring cannot succeed if the tutors leading sessions are not invested in their day-to-day work.
- ❑ Teachers and tutors are the primary drivers of students' day-to-day school experience, and their level of enthusiasm and excitement about tutoring will set the tone for how students perceive the program.
- ❑ Teacher and administrator investment is necessary to embed tutoring in a school's culture. Instead of imposing a tutoring program on a school, building investment in the key principles and benefits of High-Impact Tutoring during the design phase will build buy-in for your model and increase support when logistical issues arise.
- ❑ Administrators need to commit significant time and effort to support tutoring throughout the year: making classroom space available, fitting tutoring into the schedule, and collaborating with tutors. The level of investment they make shows students and tutors how seriously the school takes the program.

Best Practices:

- ❑ **Involve Implementers in Program Design.** Include (and prioritize input from) highly effective and respected classroom teachers and school administrators in your program design. The earlier implementers can be involved, the more opportunities you will have to get their buy-in.
- ❑ **Hold Early Info Sessions.** Connect early with schools, so that administrators and teachers can ask tough

questions and work with tutoring programs or each other to find satisfactory answers before the program starts, so that everyone will be on the same page when explaining the program to students. Hold open meetings during planning to solicit implementer input and adjust accordingly.

- ❑ **Strongly consider a Pilot School Opt-In Model.** Before scaling up, consider starting a [pilot program](#) with an opt-in option for schools to find [early adopters](#) among administrators. Place the financial burden for the pilot on the district, as administrators will be more likely to try out a tutoring program if they do not have to worry about initial funding. Pilot programs allow for adjustments to be made more easily and will create early ambassadors for the scaling phase.
- ❑ **Use Asset-Based Framing.** Explicitly include asset-based language around implementers, especially teachers, in your program’s messaging. The tutoring programs should be framed as a resource that builds on and supports high-quality instruction from teachers, not a replacement for Tier I instruction or a reflection of perceived failures or inadequacies in classroom instruction.
- ❑ **Clarify Roles and Ensure Compensation for Extra Duties.** Ensure that all implementers are clear on their specific role. Particularly for teachers, setting the expectations for how they will engage with tutors and what tutors will need from them (e.g., gradebook data to help differentiate tutoring session content and target specific unmastered standards for each student) is important. Ensure that teachers are fairly compensated for extra duties outside of their role.

Labor Unions

Rationale:

- ❑ Up-front buy-in from labor unions prevents misunderstandings about teacher and school staff responsibilities, both with the union leadership and with teachers and school staff themselves.
- ❑ Union buy-in is often a critical prerequisite for getting buy-in from your more skeptical teachers, and existing union communication structures with teachers and school staff can help keep messaging clear.

Best Practices:

- ❑ **Provide Clear and Consistent Messaging that Tutors Will Support Teachers, Not Replace Them.** Demonstrate how the tutoring program supports current teachers’ needs and expands school and teacher capacity.
 - ❑ Clearly delineate the distinctions between teacher and tutor roles to emphasize that tutors’ responsibilities are designed to support teachers, not to be a substitute for critical core instruction. See the [Reading Corps tutor job description](#) (page 5) for a good example of delineating roles to distinguish tutors’ responsibilities from those of classroom teachers.
 - ❑ Highlight how effective tutoring programs can be career pipelines for future educators, leading tutors to become union members. (Note that some programs, like those that rely on AmeriCorps service members as tutors, have policies against union membership until *after* this service is completed.)
- ❑ **Make Shifts in Teacher Roles Transparent.** Be clear about what level of collaboration with tutors will be

required from teachers and should communicate the teacher role in the tutoring program. It may be necessary to spend time early in the process of establishing a tutoring program with unions to understand existing collective bargaining agreements and establish clarity on how teachers will be compensated for any additional work. Districts and schools should check in regularly throughout the year to ensure the accuracy of the shifted teacher role descriptions and make adjustments if necessary.

- Use Asset-Based Framing.** Focus on what tutors are uniquely positioned to do. For example, some jurisdictions legally prevent teachers from giving one-on-one instruction, but tutors can take this role. In general, tutors should be framed as a resource to support teachers.
- Share Transparent Budgets.** To build trust with the union, share information about tutoring funding sources. If teacher budget cuts occurred during the time frame of the new tutoring program, share why, and distinguish between that funding stream and the separate tutoring funds. Emphasize that teachers and ensuring high-quality Tier I core instruction was prioritized before designing interventions or tutoring programs.
- Hold Inclusive Meetings.** At school-level meetings, include a representative from the teachers union (and any other relevant unions, such as the paraprofessionals union) alongside school administrators and tutoring program staff. This inclusivity presents a united front to all teachers and provides opportunities to ask questions with everyone present.

Superintendents and Boards of Education

Rationale:

- These stakeholders approve your program's funding, so you need their support to start your program.
- Getting support from these stakeholders can be a challenge, as tutoring programs may be more costly than other less effective interventions.
- A well-placed ally in this group can be a great asset, helping you find key district staff to bring on board.

Best Practices:

- Share Evidence of Return on Investment.** Share clear quantitative data (supplemented with qualitative anecdotal data from a pilot program, if possible) on a regular basis to illustrate the tutoring program's impact.
- Clarify Alignment with District Needs.** Be explicit about how your program aligns with district-wide priorities, integrates into district-wide strategies, and addresses a specific district-wide need to make it easy for superintendents and school board members to support your program.
- Develop a Diverse Set of Supporters.** Develop multiple allies amongst school board members and superintendent office leadership to protect your tutoring program from changes in leadership.

Community Partners

Rationale:

- ❑ Getting buy-in from local high schools, universities, or other aligned educational programs can streamline tutor recruitment and retention by giving you access to a large pool of potential tutors.

Best Practices:

- ❑ **Coordinate Schedules.** Align the times tutors will be most needed with the times tutors will be most available by involving partners when establishing the schedule.
- ❑ **Focus on Educator Pipelines.** Help expand and diversify local teacher pipelines by partnering with local colleges and universities to provide tutors for your program. High-Impact Tutoring programs provide hands-on training and exposure to the education field for their tutors, who may not have previously considered careers in education. This exposure to the education field may open up opportunities for intentional career development among local young adults.

Local Governments

Rationale:

- ❑ These stakeholders can be key allies when securing funding, particularly long-term sustainable funding.

Best Practices:

- ❑ **Align with Local Government Initiatives.** Advocate for tutoring initiatives to be included as a part of a governmental official’s plan. When tutoring is an articulated priority in a plan, it may be easier to access a consistent and reliable source of funding, and to build a sense of community investment to help sustain the initiative in the long run.

SECTION 3: DESIGN FOR IMPACT

Once you have completed initial planning, the next critical task is designing the tutoring program. Districts may choose to partner with a tutoring provider and use the provider’s program design, design and grow their own tutoring program or pursue a hybrid approach. If you have not done so already, learn more about how to choose an approach for your district in Tutoring Approach: Partner with a Provider, Grow Your Own Program or Hybrid?

The following includes two supplements – 3A: Partnering with a Provider is designed to support districts who plan to **partner with a provider** and 3B: Grow your Own is designed for districts that plan to **develop their own tutoring program**. Both supplements should be reviewed by districts that plan to use a **hybrid approach**.

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Introduction to Partnering with a Provider

Overview: Why is partnering with a provider a good option?

High-Impact Tutoring programs are difficult to design and implement effectively. When possible, relying on an organization with a track record of doing both successfully can increase the likelihood that your own district's tutoring program will be successful. Your Focus Area for tutoring is largely determined by the unmet needs in your own district; these needs may represent gaps in your district's expertise or implementation. When you partner with a provider, you can select an organization based on their experience in meeting these specific needs. Please see the accompanying [District Playbook Workbook](#) for additional materials.

What are the prerequisites for partnering with a provider?

Before engaging in a selection process for a tutoring provider, districts should complete the following:

- Identify a Focus Area:** Knowing your focus area will allow you to seek out and select a provider that is experienced in delivering the specific content and serving the specific grade level.
- Choose a Delivery Mode:** Clarifying your preferred delivery mode (virtual or in-person) will focus your provider search process on those that can meet your needs.
- Identify ideal program scale:** Knowing the size of your intended program helps identify providers with enough capacity for this scale.
- Assess opportunities for alignment with district priorities, including an assessment of Tier I Instructional Materials:** Assessing the degree to which your district has adopted and effectively implemented [High-Quality Instructional Materials](#) in Tier I instruction will guide the types of materials your tutoring provider will need to use and/or provide.
 - If High-Quality Instructional Materials are in place,** consider the degree to which the provider should use the same materials as the classroom. Many providers have their own instructional materials, while some can tailor their sessions to districts' materials.
 - If High-Quality Instructional Materials are not in place,** partner with a provider that does use them, and implement those materials to fidelity. As a rule, do not attempt to align providers' materials with any instructional materials that are not high-quality; instead, work to bring your district's own instructional materials up to the same high standard as your provider's materials.

- ❑ **Define preliminary goals:** While the district and a provider will work together to finalize goals, having clarity on preliminary outcomes that the district hopes to achieve will allow you to identify a provider who can meet those outcomes.
- ❑ **Understand your budget for tutoring:** Knowing the budget will ensure you source providers that are within your range.

Additionally, it can be helpful to reflect on your previous relationship with external providers. Districts should consider what has worked effectively in their district in the past. Understanding the types of providers that have generally thrived in your district and (even within specific individual schools) will provide guidance for sourcing a tutoring provider as well.

Partnering with a Provider: Selecting a Provider

Overview: What are the key steps to selecting a provider?

Thousands of organizations identify themselves as tutoring organizations, but few will be a strong match for your district's needs. Selecting a provider can be straightforward by following the steps outlined in this section and using the provided tools. You can start by identifying potential providers on the National Student Support Accelerator's website or by using a [request for proposal process](#). Regardless of how potential providers are sourced, they should be thoroughly vetted as described below. The [Provider Selection Tool](#) can support you through this important decision-making process. Please see the accompanying [District Playbook Workbook](#) for additional materials.

Where can you source providers?

Use the [National Student Support Accelerator Tutoring Database](#) to search for potential providers. This database allows you to search by type of service, operating state, grade level, subject, setting, delivery mode, organization type, and level of evidence. If considering a provider that will develop a new tutoring program in collaboration with the district, leverage the elements of High-Impact Tutoring to establish the design of the tutoring program.

Note: You may want to consider providers you already work with, who may be interested in developing an extension of their services through tutoring. Providers that already work with your district already have a clear understanding of your district's curriculum, data structures, and technology, which makes alignment much easier. For example, [Baltimore Public Schools](#) previously partnered with [Amplify](#) on its assessment and curriculum materials, making Amplify a natural fit to extend its services in Baltimore by providing tutoring based on its assessment and intervention program.

How do you vet providers?

At a minimum, we recommend that you **compare at least three providers**. However, based on your district procurement process, you may be required to consider more. **If you are required to release an RFP, skip to the Designing an RFP section below.** If no RFP is required, we recommend the following steps:

- Review impact data:** Ideally, the provider has had a rigorous [Randomized Control Trial \(RCT\)](#) evaluation, but in absence of a formal evaluation, consider whether the program uses the elements of High-Impact Tutoring and evidence-based practices in your Focus Area.
- Ask where the provider has operated and speak to previous clients:** Client references will help you assess whether the potential provider has worked with students and communities similar to those in your district and in your target population for tutoring. The best way to find out about a provider's

strengths is to speak directly with both previous and current clients. We suggest speaking to two - three districts or schools with whom a provider has worked.

- ❑ **Review artifacts:** Reviewing specific artifacts will allow you to better understand the provider’s model and culture. Consider asking the following questions to evaluate the provider’s alignment with your priorities:
 - ❑ **Instructional Materials:** Scope and sequence, placement assessment and progress monitoring tools, and ~five sample tutoring session outlines/lessons and accompanying materials
 - ❑ **Tutor Training Materials:** A descriptive summary of the provider's approach to training that includes 1) what tutors will be able to do at the end of pre-service training and the core activities that comprise training, and 2) the cadence and pedagogies of the ongoing coaching/supervision
 - ❑ **Tutor Recruitment Approach:** A descriptive summary of the provider’s approach to tutor recruitment and specifically how they aim to recruit a diverse cohort of tutors that reflect the likely demographics of students
- ❑ **Conduct a site visit:** Viewing the provider’s program in action will provide a more holistic sense of how their model operates.
 - ❑ **If the program is virtual,** visiting another district in which the provider is operating can ensure that you have a solid understanding of how program logistics work and the technology required.
 - ❑ **If the program is in-person,** a site visit or the opportunity to see video of tutoring in action can provide insights beyond those from written material .
- ❑ **Request a detailed financial quote:** Understanding the provider’s cost estimate and what drives their costs will help you understand whether the provider is within your budget both now and as your program scales.

Provider Selection Tool

Selecting a provider (or multiple providers) is a strategic process. While selecting providers that have a track record in your identified Focus Area is generally best practice, in some cases you may choose to work with a new provider or make trade-offs based on logistical requirements in your district.

Note: This tool is designed to help you to both solicit the right information from a potential partner and make a holistic decision based on your district’s specific context and priorities. While this tool is **not** designed to generate a specific score to decide whether you will work with a provider, it can be adapted for your local context to create a tutoring provider evaluation rubric.

To select a provider, we suggest examining each provider through four screens, presented in order of priority. If a provider does not pass muster under a given screen, stop there and move on to a different provider instead of dedicating more time to considering the first provider under the subsequent screens.

- 1. General Fit/Experience in Identified Focus Area:** This screen identifies whether the potential provider has the skills and capacity to meet your needs.
- 2. Impact and the Elements of High-Impact Tutoring:** This screen assesses whether the potential provider’s model is likely to be effective.
- 3. Level of Alignment with the District:** This screen assesses the degree to which a provider’s pedagogy, instructional strategies, technology, etc. are aligned with or compatible with your district’s. Existing alignment is not as critical if the district and provider develop an effective plan to address compatibility. Pre-existing provider alignment with a district should be a tiebreaker, not a dealbreaker.
- 4. Logistical and Operational Requirements:** This screen identifies the logistical and operational potential of a provider’s program operating well in your local context.

1. General Fit/Experience in Identified Focus Area

Consideration	Evidence
The provider has experience serving the identified Focus Area (content area/grade level) and student population <input type="checkbox"/> If not, they have experience in an adjacent area and an effective plan for how to adapt their model to your focus area	
The provider has experience in similar schools/districts (size, demographics, etc.) as your district <input type="checkbox"/> If not, do they have a plan for how they gain an understanding of your context?	
If you plan to use tutoring to fulfill MTSS/RTI requirements , the program structure meets state guidelines	
The provider can meet the scale requirements based on the number of students your district plans to serve (supply of tutors, etc.)	
Cost is Affordable Based on District Budget: Typically \$1,200-\$2,500 per pupil ³	
Legal Requirements: The provider can commit to all legal requirements for partnering with your district (e.g., data sharing agreements)	

2. Impact and the Elements of High-Impact Tutoring

Consideration	Evidence
Results Proven by Rigorous Research Studies	
An independent researcher (one not affiliated with the program) has conducted a rigorous evaluation (RCT or Regression Discontinuity Design) of the provider and	

³ These numbers come from research into program costs by Matthew Kraft, Associate Professor of Education at Brown University.

found significant positive effects.	
Exemplifies Elements of High-Impact Tutoring	
<p>Equity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity is at the center of the provider’s systems, policies and practices <input type="checkbox"/> The provider recruits and employs tutors who are representative of the students they serve <input type="checkbox"/> The tutoring program provides initial training and ongoing support to tutors in culturally competent practices 	
<p>Safety:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The provider has necessary protocols in place to keep students (and their data) safe and implements those protocols with fidelity 	
<p>Cohesion:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The provider has a defined mission, vision, and set of organizational goals that are codified and well understood throughout the program <input type="checkbox"/> The provider has strong organizational leadership and effectiveness 	
<p>Tutor:</p> <p>Consistency</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will work with a consistent tutor and the program has a focus on cultivating tutor-student relationships <p>Recruitment</p> <ul style="list-style-type: none"> <input type="checkbox"/> The provider is willing to tailor recruitment needs to the local context if necessary (e.g., sourcing from local universities, community programs) <input type="checkbox"/> The provider can source tutors who can meet any special need areas (i.e., special education experience, language abilities) <p>Training and Support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tutors have initial training, ongoing coaching, and clear lines of accountability 	
<p>Instruction:</p> <p>Significant Time</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sessions are a minimum of three times per week (30 minutes per session for younger grades; 60 minutes per session for older grades) <p>Small Groups</p> <ul style="list-style-type: none"> <input type="checkbox"/> Group size is no more than 3 students at a time per tutor <p>High-Quality Materials</p> <ul style="list-style-type: none"> <input type="checkbox"/> Materials are aligned with state standards and research on teaching and learning <input type="checkbox"/> Program materials include a consistent set of engaging instructional routines for tutors to use with students in each session to support students’ self-regulation, focus, and risk-taking in learning and to lower the burden for tutor preparation 	
<p>Learning Integration: Embedded in School Day</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tutoring is embedded in the school day to create equitable access and consistency for students and coordination with school efforts. <ul style="list-style-type: none"> <input type="checkbox"/> If not, tutoring is right before or after the school day and viewed as part of the core school program 	

Data Use: Regularly uses data to inform instruction and program improvement

- Formative assessments are **used regularly** to understand students' strengths and needs and to build sessions to focus on these needs
- Program data are used to assess **effectiveness at improving student learning** and make adjustments to tutoring
- The provider plans to serve as a **thought partner** to the district/school to reflect on data and improve implementation

3. Level of Alignment with the District

Consideration	Evidence
The provider’s Instructional strategies and pedagogy align with district instructional philosophy	
The provider’s data-collection plan is (or can be) aligned with district data initiatives (This includes the provider’s surveys, assessments, etc.) Additionally, if the district already has an effective assessment that can place students in the appropriate tutoring group, program, scope and sequence, the provider is willing to use this assessment	
Any technology required is easily integrated into district systems	
The provider is able to align their program with existing initiatives and programs if required (e.g., leveraging a district’s SEL curriculum)	

4. Logistical and Operational Requirements

Consideration	Evidence
<p>Logistics: Your district is able to develop a plan for any operational requirements outlined by the provider’s model, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Staffing responsibilities at school sites <input type="checkbox"/> Physical space needed at school sites <input type="checkbox"/> Scheduling /matching tutor availability to student schedules <input type="checkbox"/> Tutor/teacher collaboration and implications for teacher contracts <input type="checkbox"/> Data sharing and technology needs (particularly for virtual programs) 	
<p>District Capacity: Your district is able to meet any capacity requirements needed by the provider (e.g., time to meet with the provider, capacity for engagement and collaboration with different departments)</p>	
<p>Timeline: The provider can meet your desired timeline for implementation</p>	
<p>Point Person: A single point of contact will be assigned to be your point person at the provider</p>	
<p>Joint Fundraising: If needed, the provider is willing to jointly raise funds for the program</p>	

Partnering with a Provider: Issuing a Request for Proposal (RFP)

Overview: How do you plan for issuing an RFP?

An RFP may be required depending on the scale of your program and the regulations in your district. If so, understanding the approval process is critical. Some districts may require approval from the [school board](#), while others may allow district employees to sign off. If higher levels of decision-makers are needed, their approval may extend your timeline: if the school board needs to approve the provider selected through an RFP, you may need to wait *several months* before they include this approval in their agenda. Please see the accompanying [District Playbook Workbook](#) for additional materials.

What district approval processes should be considered?

Depending on your district and potential contract size, you may be required to select only providers that have been approved by your district, locality, and/or state. Potential steps you may need to take when verifying approved vendor status are:

- If a provider seems like a good fit for your district**, look them up on your district’s approved vendor list.
- If potential providers are already approved vendors**, move on to the RFP process.
- If a provider has not yet been approved**, ask them to apply to become an approved vendor. Depending on your district, this process may take a few weeks or several months.
- If you determine that an unapproved provider may be the best fit for your district, but your program timeline is too tight for them to complete the vendor approval process in time**, consider creating a smaller scale contract that does not require vendor approval for a pilot program while the provider gets approved as a vendor. Once the vendor is approved, they can bid on a larger-scale contract in the future.

How do you design an RFP?

Refer to your jurisdiction’s policies and procedures for designing the RFP; ideally, you should build from a template crafted by legal counsel to adhere to all the requirements in your jurisdiction. The following checklist can serve as a baseline for what information to request from each provider *beyond* whatever the legal requirements in your jurisdiction may be. **This tool is not legal advice, and the exclusion of any particular item from this checklist does not mean you should exclude it from your RFP.**

General Fit/Experience in Identified Focus Area

- Service.** What problem does the provider seek to address? Is it one your district is facing right now?
- Approach.** What is this provider’s strategy for solving the problem? What does it look like in practice?
- Business Model and Organizational Structure.** Is the provider for-profit or non-profit? How is it run?

- Provider History and Track Record.** Does the provider have a track record of success in similar districts?
 - District References.** Whom can you contact to discuss their past work with another district?
 - Financial Statements.** Can the provider show that their business model is fiscally sound?
- Content Area and Grade Level.** Which grade levels and content areas does the provider have experience in?
- Target Students.** What students is the provider’s model most effective for? What populations do they have experience serving? If the provider does not have experience serving the student populations you want them to serve, how will they adapt their model to meet the needs of the target population?
- Delivery Mode.** Will sessions be in-person, virtual, or hybrid? What resources must the district provide?
- Pricing.** What will the provider charge for their services? How does this pricing break down in detail?
- Scale.** At maximum, how many students per campus can the provider serve? How many campuses?

Impact and Elements of High-Impact Tutoring

- Impact Data and Explanation.** What research and data show the provider’s impact or support its design?
- Evaluation Model.** What methodology does the provider use to evaluate its impact and effectiveness?
 - Randomized Controlled Trials?** Has the provider rigorously tested its impact scientifically?
 - External Evaluators?** Has the provider worked with an external evaluator? What did they find?
 - District-specific Studies?** Could the provider work with your assessment and accountability department?
- Logic Model.** What is the provider’s theory of change? What inputs and actions produce its results?
- Equity.** What is the program’s approach to equity? How is equity embedded within the tutoring model?
- Safety.** How does the program ensure safety for the student involved in tutoring?
- Cohesion.** What is the tutoring program’s mission? What are its organizational goals? Is leadership stable and effective?
- Tutor Consistency.** Will a student consistently work with the same tutor? How will they be matched?
- Tutor Type.** What qualifications will tutors have? How will they be selected, trained, and supervised?
- Session Dosage.** How often will tutoring sessions happen? How long will each session run?
- Student-Tutor Ratio.** How many students (maximum) will each tutor work with simultaneously?
- Curriculum.** What high-quality curriculum will the sessions use? How will it align with state standards? What instructional routines will tutors be required to use?
- Session Setting.** Where/when will sessions happen? What classroom space must the district provide?
- Data Use.** What data will be collected? How will these data support tutors to individualize instruction with students? What support will the program provide to the district for data review and reflection?

Level of Alignment with the District

- Instructional Strategies and Pedagogy.** What instructional strategies will be utilized? How do those align with the district’s instructional strategies and pedagogy?
- Tech Requirements.** What are the tech requirements that need to be in place in a district?
- Alignment with Existing Initiatives.** Will the provider be able to align its program with any specific existing initiatives within the district? How will the provider ensure this alignment?
- Baseline and Growth Assessments.** What tests will be used to measure student academic growth? Is the provider willing to leverage already existing assessments?

Organizational Capacity

- Logistical Requirements.** What are the logistical requirements for running the tutoring program in the district (e.g., physical space, scheduling requirements, etc)?
- District Capacity Expectations.** What capacity will be needed from central district staff members to support the implementation of tutoring?
- Timeline.** What is the lead time required before the provider can begin its work in your district?
- Personnel.** Which personnel can the provider dedicate to this project? What are their qualifications?
- Fundraising.** Is the program willing to fundraise with the district as needed?

For specific RFP language examples, please see the [Tutoring Provider Selection Criteria Tool](#).

Partnering with a Provider: Contracting with a Provider

Overview: Why is it important to have a contract?

Most districts will require formal contracts to be in place before work with a provider can begin, but even if your district does not, an agreement or Memorandum of Understanding (MoU) should be in place before work begins. This helps you and your provider align your expectations and incentives at the outset, preemptively solving problems before they arise.

Before drawing up your contract, check your district's policies for any limitations on the following:

- Contract length:** Some districts allow multi-year contracts, while others only allow one-year contracts.
- School-based contracts vs. district-based contracts:** Requirements may differ if providers contract directly with each school or with the district as a whole. Both options have advantages and drawbacks, as they tend to have different procurement requirements and guidelines. Consider both options and select the one that works best for your district.

Please see the accompanying [District Playbook Workbook](#) for additional materials.

How do you develop a contract, agreement, or memorandum of understanding?

Because drafting a contract involves advice and guidance from legal counsel, a streamlined process can save both time and money for your district and your provider. These are typical steps for drafting a contract:

- One party (either the district or the tutoring provider) **drafts** (often a template is available or a previous agreement can be used as a template) an agreement document.
- The other party **reviews** the agreement and drafts questions or marks up the document
- A **discussion** and/or **negotiation** ensues between the two parties.
- The agreement is **finalized** based on the discussion and negotiation.
- Both parties **sign** the agreement, and the partnership can begin.

Many districts will have generic formal agreements pre-drafted by legal counsel that all vendors are required to sign. Regardless of what your district requires, we recommend that you also include partnership expectations to set the foundation for a successful partnership. It should cover the following topics:

- Scope of work:** Specific details of what will be provided to the district should include the number of tutors provided, the number of tutoring hours provided, tutoring schedule, etc.

- Payment:** The payment schedule along with specific amounts or how fees will be calculated should be included in the agreement.
- Data:** The agreement should include information about data sharing and privacy and may require a separate data sharing agreement document (see below).
- Intellectual property:** Intellectual property is especially salient when new instructional materials are being developed for tutoring. The agreement should indicate who owns the rights to materials created or used for tutoring.
- Termination clauses:** The agreement should include conditions under which a party may terminate the agreement and corresponding financial obligations.
- Requirements for doing work with the district:** The agreement should include a requirement that the vendor will follow all laws and regulations in your district (e.g., all tutors and student-facing staff must be fingerprinted).

Why are data-sharing agreements critical?

Given the complexities, rules and regulations around student data, tutoring partnerships that involve the exchange and use of student data should have separate agreements dedicated to data. A [data-sharing agreement](#) should include a data privacy and security plan that is compliant with district, state, and federal guidelines.

What should a data-sharing agreement include?

This checklist serves as an overview of the general topics your agreement should cover. Your jurisdiction may also have additional requirements.

- How will the provider comply with all **legal and regulatory requirements**?
- How will the provider's **security plan** satisfy its statutory and regulatory obligations?
- How will the provider's **administrative and operational safeguards and practices** protect Personally Identifiable Information (PII) and other confidential information from unauthorized use or disclosure?
- How will the provider ensure that any **subcontractors** with whom they partner will adhere to federal, state, and district requirements in the agreement to ensure PII remains protected?
- How will the provider **communicate with and train** their tutors and other staff on data security and privacy responsibilities to meet all legal requirements?
- How will the provider **respond** to any data security and privacy incidents that may compromise PII?
- How will data be **returned, deleted, or destroyed** when the contract is terminated or expires?

- How will data be **encrypted** in transit and at rest?

This tool is not legal advice, and the *exclusion* of any particular item from this checklist does not mean you should exclude it from your data-sharing agreement. Read more guidance about [Student Data Privacy](#) on the National Student Support Accelerator website, and refer to example data-sharing agreements [here](#) and [here](#).

Partnering with a Provider: Collaborating with a Provider

Overview: Why is it important to collaborate with your tutoring provider?

Your district's degree of collaboration with a provider will depend on the program model and the level of logistics and support needed from the district to implement the program. Ideally, a tutoring provider will operate as a strategic partner, supporting the district to continuously reflect and improve upon the tutoring program. Providers are experts in their own model and should manage a lot of the detailed troubleshooting so that the districts can focus on higher-level strategic alignment of High-Impact Tutoring with district priorities. Please see the accompanying [District Playbook Workbook](#) for additional materials.

What are best practices for collaborating with tutoring providers?

Ensure a single point person on each side.

Assign a primary point of contact who will be accountable for maintaining communication and sustaining the relationship.

Ensure that roles and responsibilities remain clear to all collaborators.

Establish clear roles, including who will create the agenda for collaboration and who will be accountable for ensuring follow-through on each step. Additionally, while both entities should have a point person, districts will want to decide when and how others across the district will engage in district collaboration. The guidance for Collaborator Involvement can support you in making these decisions.

Set aside time for collaboration both before and throughout implementation.

Spend significant time up front aligning your expectations with your provider's. Depending on the provider's model, this alignment could happen anywhere between six weeks and six months before launching tutoring.

While this up-front time will mainly be spent planning between the district and the provider, in some districts the tutoring provider may also work directly with schools. Even when the provider is primarily collaborating with the district, the tutoring provider and school should also hold a kick-off meeting. See our list of [suggestions](#) about how to kick off a tutoring collaboration at a school site, while the next section describes tutoring collaboration at the district level.

Once tutoring is launched, schedule a regular meeting every one to two weeks with the provider. After the first quarter, you may want to reflect on the quality and frequency of collaboration and make adjustments to your collaboration cadence based on provider and district needs. The list of Collaboration Topics below offers several suggestions.

Which stakeholders should be involved in collaboration efforts and how?

You should have a plan for how collaborators will interact directly with the provider in order to ensure that collaborators are appropriately and regularly updated and are able to give direct feedback to improve the program. See the recommendations below for how to involve collaborators in collaborating with your provider:

Recommended Collaborators		
Role	How often	Rationale
Tutoring Project Manager/Provider Relationship Manager	Every Meeting	The Project Manager should attend every meeting to make connections and pull in others from the district when relevant. The Project Manager may also develop agendas for the collaboration, though this should be decided on the front end with the provider.
Superintendent/CAO (Depending on the size of the district)	2-3 times per year	At a minimum, the superintendent or Chief Academic Officer should meet key individuals from the provider, have input on the final goals/outcomes of the tutoring program, and have access to end-of-program data. The Superintendent/CAO ultimately signs off on the budget, and it is ideal for them to be aware of the return on their investment.
Principals/Assistant Principals	At least 2-3 times per year As often as every meeting (optional)	Depending on the model and implementation, you may want to have principals and/or APs involved in the collaboration. This involvement could be 2-3 times per year to provide feedback and thought partnership or it could be more consistent if desired and appropriate based on the scale of implementation.
Classroom Teachers	At least every other month At most once a month	Teachers should have regular access to tutoring data. Additionally, classroom teachers may receive data analysis from providers based on tutoring data. Depending on your provider's capacity, they may provide classroom teachers with some support on how to adjust lesson plans to address problems seen in student understanding. School staff must be able to contact the provider when issues arise.
Coaching Team	Depends on context	Depending on how much contact coaches have with tutors, you may want to integrate coaches into meetings for relevant topics.
District Data Point of Contact	During data reflections	Members from your data and analytics team should attend meetings where data from the field are presented and reflected upon.

What topics should be covered in collaboration efforts?

This list is divided into two sections: topics to discuss before implementation begins and during implementation.

Before Implementation Begins: Collaboration Topics At the start of the partnership, your goal is to establish a shared vision and robust system for collaboration.	
Roles	<ul style="list-style-type: none"> • Who is the point person at the district? • Who is the point person at the provider? • What other individuals will be involved from the district and when will they be involved? • What other individuals will be involved from the provider, and when?
Joint Collaboration Systems	<ul style="list-style-type: none"> • What is the vision for partnership <ul style="list-style-type: none"> ○ What do we hope the partnership will accomplish? ○ What does that require for how the parties will collaborate? • What shared systems for storing collaboration documents are required? • What are communication expectations? <ul style="list-style-type: none"> ○ What are preferred modes and times of communication (email, text, phone, etc.)? ○ Who should be included in email updates, etc.?
Program Decisions	<ul style="list-style-type: none"> • What are the target numbers of tutors, students and schools? • Finalize Performance Management Plan: <ul style="list-style-type: none"> ○ What are the partnership's goals by time period? ○ Which data-collection tools will be used? Typically districts will manage academic data, while providers take the lead on attendance/engagement data. <ul style="list-style-type: none"> ▪ Who will have a role in data collection (implementing or completing surveys, collecting academic data, etc.)? What will each person's role be? ▪ What will be the time commitment of each of the individuals involved? • What is the final budget for this partnership? What are the cost drivers?
Data Systems	<ul style="list-style-type: none"> • Which data will be shared and how? (Reminder: follow all FERPA requirements and data privacy best practices and ensure that you have a signed data sharing agreement). • What is the plan for integrating the provider's data management system?
Training for District/School Leaders and Teachers	<ul style="list-style-type: none"> • What training will need to be completed (and for whom) based on the model? Typical training may include teacher-tutor collaboration best practices, how to navigate the provider's online system, etc. • What is the schedule and method for training?
Determining Customization	<ul style="list-style-type: none"> • What types of customization do both parties want to make (e.g., recruiting from specific local entities, designing training relevant to the specific district context)? The amount of customization will vary based on local context.

School Site Logistics	<ul style="list-style-type: none"> • In which schools will the provider operate? • Which tutors will be placed at which school? Should specific factors be taken into account when matching tutors to schools such as language abilities? • Who at each school is responsible for specific support roles such as scheduling, classroom space, etc.? • Where is a centralized database of contact information for each school?
Meeting Schedule	<ul style="list-style-type: none"> • How often and where should Data Reflection and Improvement meetings take place and who should be included?

During Implementation: Collaboration Topics	
While the district or provider should plan for a bi-weekly or monthly check-in, it also suggested that you schedule (at minimum) quarterly reflections to formally reflect on progress and make improvements.	
Impact Data Analysis	<p>What do the data show us about engagement and initial impact?</p> <ul style="list-style-type: none"> • Enrollment/Registration • Attendance/participation/engagement rates • Regular academic data (such as exit tickets) • Quarterly academic data (assessments, etc) • Coverage data as appropriate (what standards, objectives are being addressed in tutoring)
Process	<p>How effective is the following and where are there opportunities to troubleshoot?</p> <ul style="list-style-type: none"> • Collaboration with school sites • Collaboration between the provider and district • Collaboration between teachers and tutors • Data systems and technology
Communication	<ul style="list-style-type: none"> • How will we communicate data on student progress to each stakeholder group? • How will caregivers and students receive updates on progress and who will share these updates with them: tutors, teachers, or both?
<p>Data Reflection Protocol: In many cases, the provider will have an established data protocol and routine for reviewing and reflection upon data. However, if needed, you can implement this data reflection protocol, along with this guide on developing routines for regular data reflection.</p>	

How do you work with multiple providers?

Depending on your Focus Area, the size of your district, and the proposed scale of your tutoring program, your district may partner with several providers simultaneously. If so, it can be beneficial for your district’s project manager to hold group meetings with leaders from all providers as well as individual meetings with each one. How often groups of providers and the district should meet will depend on the level of program overlap, the importance of potential discussion topics, and the number of providers who will require cross-collaboration.

Multi-Provider Meetings: Collaboration Topics

If providers **do not have overlap across schools**, then a **bi-annual meeting** could be enough to build relationships and share best practices. However, if providers are **working in the same schools**, then more frequent meetings, **quarterly at minimum**, can help address challenges and cultivate collaboration.

Shared Vision for Collaboration	<ul style="list-style-type: none"> • What is the district’s rationale for bringing in multiple providers? • How can different providers best collaborate? <ul style="list-style-type: none"> ○ Where can providers leverage each other’s systems or resources? ○ Where can providers support each other’s work? • What challenges can we foresee? How can we address them proactively? <ul style="list-style-type: none"> ○ What differences do providers have in their model or approach? ○ What key messages and principles should remain aligned for everyone? ○ Where might different providers run into conflicts (e.g., site selection, scheduling rooms and times for sessions, selecting students, etc.)? ○ How can we collaboratively resolve these questions ahead of time? • What joint collaboration systems or joint fundraising opportunities would help?
School Site and Student Selection	<ul style="list-style-type: none"> • What is each provider’s model, and which students are they positioned to serve? <ul style="list-style-type: none"> ○ Which providers will be working in which schools, and why? ○ Which providers will be working with which students, and why? ○ If schools or students overlap, how will providers collaborate?
Reflection and Improvement	<ul style="list-style-type: none"> • What data have each provider collected on student successes and struggles? • What best practices has each provider been using? Could other providers try them? • What implementation challenges is each provider facing? Any suggested solutions? <ul style="list-style-type: none"> ○ How could providers boost attendance through caregiver communication? ○ How could providers communicate better with teachers and school admin? • What feedback does each provider have on the district’s overall tutoring strategy?
<p>Note: These meetings are important even if few actionable steps come out of them. Particularly when different providers tackle similar challenges but take different approaches, a territorial or competitive atmosphere can emerge. Multi-provider meetings can foster constructive relationships by giving all providers a structured time to share best practices, communicate openly and honestly about challenges, and celebrate each other's successes. The value of these meetings is not always quantifiable, but they can help cultivate an atmosphere of camaraderie and mutual trust among all providers.</p>	

SECTION 3B: GROW YOUR OWN PROGRAM

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Introduction to Growing Your Own Program

Overview: What does grow your own tutoring program mean?

You may opt to build a new program from the ground up, leveraging the existing systems in your district and the talent pool in your community. Both with regard to program design and implementation, when a district grows its own program it has more choices to make; with this greater autonomy comes greater control over outcomes, but also greater risk of implementing ineffective practices.

Design. When you work with a provider, a significant part of what they provide is a coherent model design. It may not be perfectly tailored to the needs of your district, but if the provider shows you sufficient impact data from their work in other districts, you can rest assured that their model has worked successfully. Every provider will make slightly different decisions along a wide variety of model design dimensions:

- | | | |
|---|--|---|
| <input type="checkbox"/> Subject Area | <input type="checkbox"/> Session Format | <input type="checkbox"/> Tutor-Student Ratio |
| <input type="checkbox"/> Grade Level | <input type="checkbox"/> Session Schedule | <input type="checkbox"/> Tutor Experience Level |
| <input type="checkbox"/> Curriculum Integration | <input type="checkbox"/> Session Location | <input type="checkbox"/> Tutor Training/Support |
| <input type="checkbox"/> Assessment Methods | <input type="checkbox"/> Session Frequency | <input type="checkbox"/> Tutor Compensation |
| <input type="checkbox"/> Technology Use | <input type="checkbox"/> Session Content | <input type="checkbox"/> Tutor Consistency |

Instead of choosing among established programs, you will need to make these design decisions yourself, which means understanding how your choices along one dimension may impact your options along another.

Implementation. Once your program is up and running, daily operations of the program are your responsibility. Everything from scheduling sessions and communicating with stakeholders to evaluating data and reassessing strategy will be up to you. Most importantly, you will need to recruit, hire, train, supervise, and compensate your tutors in compliance with labor law and employment standards in your local jurisdiction. While you may choose to outsource portions of this process, by bringing in outside experts to train your tutors or external evaluators to assess your impact, for example, the operational responsibility for the program will rest with you.

Please see the accompanying [District Playbook Workbook](#) for additional materials.

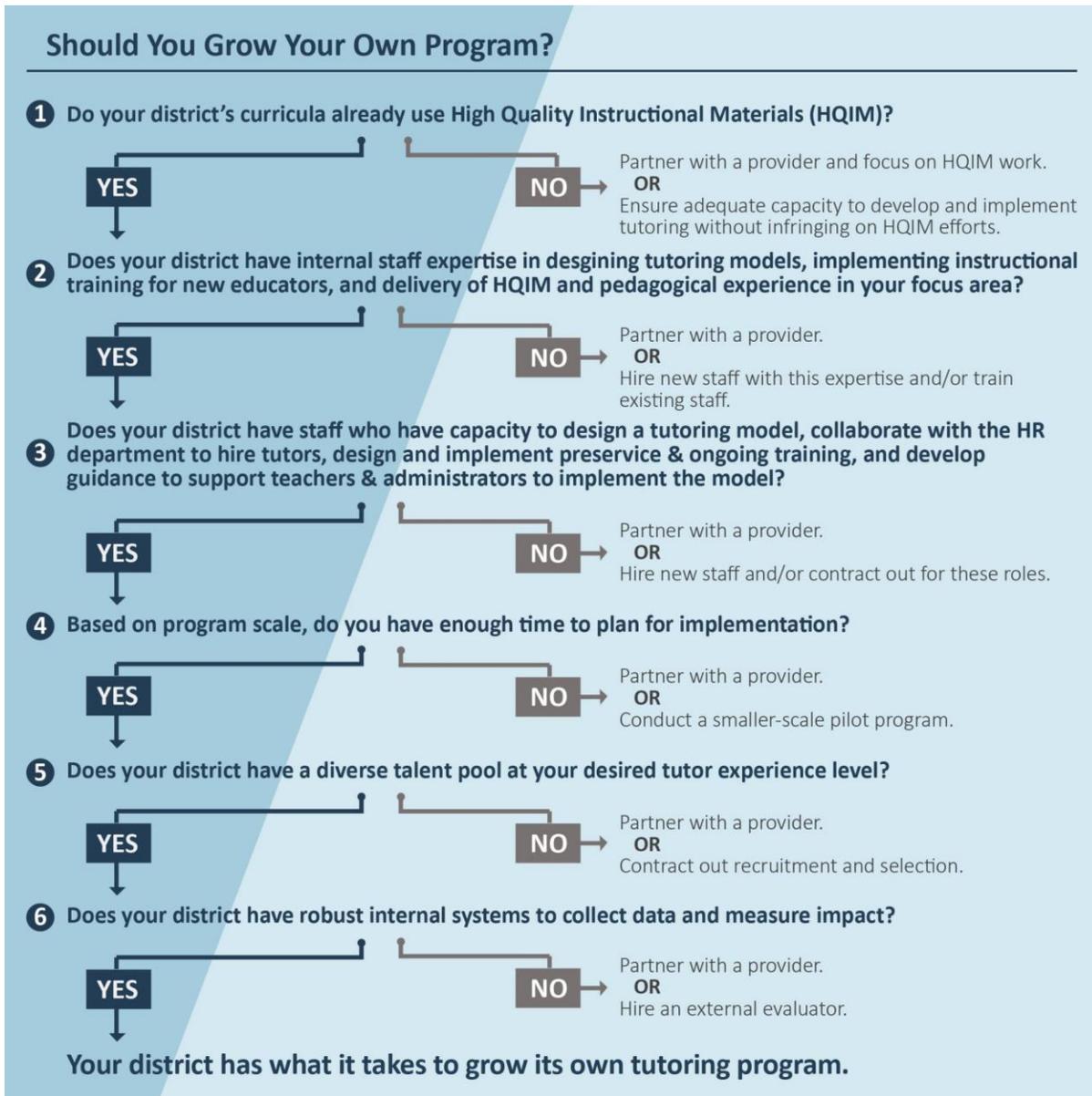
Does growing your own program mean starting from scratch?

Growing your own tutoring program does not mean you need to start from scratch. In fact, by growing your own program, you have the advantage of being able to incorporate insights from the most recent research into the design of your program right from the start. To guide your design process, leverage the large [existing knowledge base](#) accumulated by experts who have studied tutoring for decades. Using evidence-based research to guide

your program design will not only increase your chances of success, but help you secure funding for a new “untested” program: if you can show that your methods rely on recent and rigorous research, your program will be a safer bet.

Should you grow your own program?

Use the following flowchart to assess whether your district is currently capable of growing its own tutoring program:



If your district is not ready to fully develop and implement its own program, it may be able to undertake a hybrid model in which the district retains responsibility for some aspects of tutoring and contracts out for other aspects. See Section 3A for information on working with providers.

Growing Your Own Program: Designing Your Tutoring Model

Overview: What does Model Design involve?

Model Design involves several steps including understanding the needs of your district by conducting a [District Landscape Analysis](#), developing a logic model to map how your program will address these needs and then making a series of consistent and coherent choices along various model design dimensions based on this information. Conducting a District Landscape Analysis is covered in Section 1: Lay the Foundation. Please see the accompanying District Playbook Workbook for additional materials.

How do you develop a Logic Model?

A [Logic Model](#) is a roadmap for thinking through how to create a desired change or outcome. Your program's Logic Model should explain how the program itself, the community supports, and the stakeholders will all interact to produce the results that you aim to achieve for students. Every Logic Model has five ingredients:

- Needs:** Areas identified in your Landscape analysis where your district has insufficient resources or capacity
- Inputs:** Requirements needed for the program to function: e.g., students, tutors, instructional materials, etc.
- Actions:** Recurring core components of your program: testing students, training tutors, leading sessions, etc.
- Outputs:** Immediate, quantifiable results: number of students whose GPAs increased, average increase, etc.
- Impact:** Overarching changes you aim to achieve in your district (short-term, intermediate, and long-term) for all stakeholders (students, teachers, and caregivers) on all levels (learning, skills, and conditions)

A high level of clarity and detail in the Logic Model ensures that everyone knows what the organization is working towards and facilitates well-aligned goal-setting and progress monitoring at all levels. It makes communicating your program's value to external stakeholders easier and more consistent, while also helping internal stakeholders prioritize the highest-impact drivers of success and continuously improve the program.

How do you design a cohesive tutoring model?

Once you understand your district's needs and have a clear logic model for how your tutoring program will meet them equitably, your goal is to make choices along several [Model Design Dimensions](#) that synergize with each other, address your district's needs, and align with your program's logic model. Use the [Model Dimensions Planning Tool](#) to help make **consistent decisions** and understand the **considerations** at each step. Guided by your [District Landscape Analysis](#) and informed by existing research, you will need to choose:

- Which students will receive tutoring?
- What subjects/grade levels will be tutored?
- Where and when will tutoring take place?
- Will tutoring be voluntary or mandatory?
- What skill/experience level will tutors have?
- Will tutoring be in-person or virtual?
- How often will tutoring sessions take place?
- How many students will each tutor work with at the same time during each session?
- Will each student work with the same tutor each time they come to tutoring?

Model Design: What best practices does the most recent research support?

We recommend kicking off your design process by choosing **optimal defaults for a few key decisions**. You can deviate from these design elements and still succeed —across all models, tutoring consistently provides students a boost [equivalent to jumping from the 50th percentile to the 66th](#) — but these defaults offer the **best chance** of the **greatest impact**.

Tutors

- Tutor Training and Coaching: Develop and deliver high-quality pre-service and ongoing coaching.** Research shows many types of tutors can be effective as long as high-quality training and coaching are in place. Ensure that topics related to equity and student safety are included in the training and support.

Instruction

- Session Frequency: Provide at least three 30 to 60 minute sessions per week (50+ hours/year).** Students derive little benefit from short, sporadic sessions. Schedule a minimum of three sessions per week, keeping each session long enough to cover a lesson’s worth of content (30 - 60 minutes).
- Tutor Consistency: To foster strong relationships, match students with the same tutor every time.** Student-tutor emotional connections are critical for motivating students to attend sessions and persevere through challenging academic content.
- Tutor-Student Ratio: Tutor students in groups of three or fewer.** Inexperienced tutors will require additional support to tutor more than one student at a time. Even experienced educators will see rapidly diminishing returns if the group size is larger than three.
- Session Content: Use High-Quality Instructional Materials.** Session materials should be aligned with state standards and research on teaching and learning.

Learning Integration

- Session Schedule and Location: Embed tutoring in the school day.** Tutoring during the school day is the best way to ensure tutoring actually happens, and it makes sessions easier to monitor. It also helps avoid inequitable self-selection problems. If students must choose between attending tutoring and working after-school jobs or caring for younger siblings, not only will attendance fall, but it will fall most

for the most economically disadvantaged students, entrenching the inequities your program was meant to disrupt.

Data Use

- ❑ **Data Use: Personalize the content of each session for each student.** Formative and regular, ongoing assessments should inform tutoring session content. Different students struggle with different topics and skills. One of the key drivers of the effectiveness of tutoring is its ability to provide each student with the specific support they need most.

Once you have developed your Logic Model, consider splitting your Task Force into separate teams for data systems and continuous improvement, tutor recruitment and selection, and tutor training and support. The following sections of this Supplement will guide each team through an overview of the best practices in each area.

Grow Your Own Program: Recruiting and Selecting Tutors

Overview: How do you build an effective and diverse cohort of tutors?

Your tutors are your program’s most important asset. To find the best tutors for the role, you must clearly define required qualifications and ideal qualities, prioritize them based on your district context and program model, and design an intentional recruitment and selection strategy to build a diverse cohort of tutors that will meet your scale goals while remaining within your tutoring program’s budget. Please see the accompanying [District Playbook Workbook](#) for additional materials.

Which tutor types can be effective tutors?

The most important determining factor in your recruitment and selection process will be the type of tutor you plan to recruit. A wide variety of tutor types can be effective tutors as long as they have strong training and ongoing support. Typically, the most successful High-Impact Tutoring programs have chosen tutors who have at least a college degree, some experience working with children, and a growth mindset about student potential. However, depending on your Focus Area, you might source tutors from many different backgrounds, including:

- Paraprofessionals
- College Students
- Peers or near-peers
- Retired Teachers
- Recent College Grads
- Students’ Caregivers
- Current Teachers
- Teachers in training
- Community Volunteers

How do you choose a tutor type?

Consider the Model Dimensions of your tutoring program when deciding your tutor type and pay particular attention to:

- Focus Area.** The more challenging your Focus Area, the more experienced your tutors should be. This applies to content area and grade level, but also to pedagogy, especially if your focus area prioritizes ELLs or students with IEPs: bilingual tutors or those with Special Education experience may be necessary.
- Student-Tutor Ratio.** The more students a tutor must support simultaneously, the more experience they should have before starting the role, and the more training and ongoing support they should receive.
- Dosage.** The more frequent your sessions, and the more integrated they are into the school day, the more likely you are to need full time tutors.

How does tutor type affect recruitment and selection?

Your preferred tutor type will determine the qualities of your ideal tutor, your tutor job description, tutor pay, and more. In general, more experienced tutors are costlier to find and recruit, but easier to train and support.

How does tutor type affect training and support?

A wide range of individuals can be great tutors. Nonetheless, the less pedagogical training a tutor already has and the greater the responsibilities of the tutor role, the more training and support the tutor will need. If the tutor type is teachers or paraprofessionals, they will have previous training in pedagogy; thus, the program will likely only need to provide training on its own specific program requirements such as session structure, instructional individualization, and rapport-building. If a tutor is a college student or near-peer, however, your program will need to provide both general knowledge on effective instruction and program-specific training.

How many tutors do you need to hire?

These four questions will help you estimate the number of tutors you need to hire:

- Students: How many students will receive tutoring?** The more students you need to support, the more tutors you will need to hire. As tutors' caseload grows, they not only have to work more hours, but may also find it more difficult to build meaningful individual connections with every single student.
- Dosage: How many hours of tutoring will each student receive per week?** The more tutoring each student needs, the more tutors you will need to hire. Aim to provide at least three 30-minute sessions per week for younger students and three longer sessions for older students; anything less is unlikely to have a meaningful effect on students' academic growth.
- Workload: How many hours of tutoring will each tutor provide per week?** The more hours of tutoring each tutor can provide, the fewer tutors you will need to hire. This assessment does not include time spent on training, support, prep, or paperwork: just the number of hours of actual session facilitation per tutor per week. The upper limit of a tutor's workload depends on the total number of hours in the master schedule set aside for tutoring, for example: # of Hours per day when tutoring can occur × # of Days per week each tutor works = Maximum Hours per Tutor
- Ratio: How many students will each tutor work with simultaneously?** The more students with whom a tutor can work, the fewer tutors you need to hire. With enough experience, training, and support, tutors can work with up to three students at a time while maintaining their impact on each student's academic growth:

Guidance for Number of Students Effectively Managed by Experience Level and Training	Training and Support Provided	
	Minimal	Thorough
Tutors' Experience Level		
Novice tutors	1	3
Experienced tutors	1	3
Master tutors	3	3

To estimate how many tutors you will need to hire, use the calculation below:

$$\frac{(\text{\# of Students} \times \text{Tutoring Hours/week})}{(\text{Weekly Hours of Tutoring/Tutor}) \times (\text{\# of Students per Tutor})} = \text{\# of Tutors Needed}$$

Example:

You need at least 40 tutors to tutor 1,000 students for 3 hours a week if your tutors can tutor 25 hours per week with 3 students in each session.

# of students who need tutoring:	1,000 students need tutoring
× # of Hours of tutoring per pupil per week:	× 3 hours = 3,000 hours/week
÷ # of Hours of tutoring per tutor per week:	÷ 25 hours = 120 Tutors at 1:1
÷ # of Students per tutor during a session:	÷ 3 students = 40 Tutors at 3:1

Minimum tutors needed	40 tutors
-----------------------	------------------

How will you recruit tutors?

Create a clear and concise job description.

Read more about [Tutor Job Description Guidance](#) on the National Student Support Accelerator website, where you can find examples of tutor job descriptions from various tutoring programs with different tutor types.

Recruit at least 4x more applicants than the number of tutors you need to hire.

Whatever minimum number of tutors you calculated above, multiply that number by 4 to estimate the number of *applicants* you need to recruit. From most pools of applicants, less than 50% will likely meet your selection criteria and receive offers. Less than 50% of those (25% of the total pool) likely will accept your offer. Set goals for the number of applicants from minority backgrounds to help develop a diverse, qualified cohort.

Establish a clear recruitment timeline.

Based on your program scale and Planning Timeline, work backwards from the first day of tutor training to set specific recruiting deadlines. Start earlier than you think you need to, and consider staggered start dates if you plan to conduct phased pilot programs of increasing scale across various schools in your district.

Leverage partnerships to build your recruitment pipeline.

Partnerships with local colleges and universities are particularly valuable, as you can recruit tutors of various types: near-peers in students’ first year of undergraduate study, volunteers or novice tutors throughout their undergraduate tenure, experienced tutors among recent graduates, and even expert tutors among current graduate students (particularly those studying education, teaching, social work, or the particular content area

for tutoring). Partnering with local educational institutions not only helps fill your tutor pipeline with local community members, but can contribute to your pipeline for future teachers and other school staff.

Conduct outreach both in person and online.

While recruitment methodologies will vary greatly by tutor type, always look for tutors within your district's local community first. To recruit a diverse cohort of applicants who can more easily build rapport with the students they will serve, consider local school communities, district professional networks, and local career fairs *first*, before branching out into online modalities like online job boards and social media platforms. Tailor your recruitment materials to your audience, and choose your messengers strategically based on context.

Read more about [Tutor Recruitment Strategy](#) on the National Student Support Accelerator website.

Make the application process accessible.

The more complex your application process becomes, the harder it will be to recruit tutors, particularly when recruiting less-experienced tutors like recent college graduates applying for their first “real job.”

How will you select and screen your final tutor candidates?

Determine Selection Criteria and Identify Indicators

Start with the qualities of your ideal tutor, then determine which ones your training will impart (e.g., practical skills or content knowledge). For all remaining qualities, identify the observable behaviors that will serve as objective proxies for each, and use these behaviors to evaluate candidates throughout the selection process.

Prioritize Diversity, Equity, and Inclusion

Your candidate pool should reflect the backgrounds of the students tutors will serve. To ensure equity in the selection process, provide all your selectors anti-bias training to help counter their own implicit biases. When developing selection criteria, consider how advanced you need tutors to be when it comes to understanding racial equity and trauma-informed instruction. Some programs look for an openness to learning and an acknowledgement of intrinsic bias as this mindset sets the foundation for future training.

Involve Students in the Selection Process

Tutors ultimately work for their students. Therefore, involving student voices in the selection process can be both empowering for the students and helpful for the program. Gathering student feedback is usually best achieved by having tutor candidates conduct demo sessions with actual students once prospective tutors have cleared most of the hurdles in the selection process. The goal of these sessions is to gauge how well tutors connect with the students they will serve.

Screen Prospective Tutors with Reference and Background Checks

Professional reference checks should address the applicant's experience working with children. Depending on your jurisdiction, a specific background check may also be required by law. To ensure student safety, all your

tutors should be screened prior to working with any students. Read more about [Tutor Background Checks](#) and general [Tutor Selection Strategy](#) on the National Student Support Accelerator website.

How will you set clear expectations in tutor contracts and agreements?

Prospective tutors need a clear understanding of the program's expectations and the training it provides (i.e., during the recruitment and selection process) so that they know what to expect and can prepare appropriately. Clear expectations provide tutors with a benchmark for self-evaluation and a reference point when expectations are not met.

Your district's HR department will likely have examples and specific guidance on the type of agreement that is most appropriate for tutors given hiring regulations (e.g., collective bargaining agreements). In addition to the contract/agreement paperwork required by your human resources team, also consider having tutors sign an agreement document that explicitly outlines the expectations of the role. This documents an understanding and provides legal cover if a tutor fails to meet expectations. Read more about [Setting Expectations with Tutors](#) on the National Student Support Accelerator website.

Growing Your Own Program: Training and Supporting Tutors

Overview: Why is tutor training and support important?

Tutor training is required to fill gaps between your selection criteria and your ideal tutor’s qualities. While the level of training required depends on tutor experience and student-tutor ratio, pre-service training alone will not be sufficient. All tutor types perform better with direction and coaching. Use tutor feedback to customize training content, and read more about [Tutor Training and Support](#) on the National Student Support Accelerator website. Please see the accompanying [District Playbook Workbook](#) for additional materials.

How will you prepare your tutors before they start tutoring?

While the specific content and length of your tutors’ pre-service training will vary based on their experience and your program, all programs should incorporate some universal topics into their pre-service training. [Saga Coach](#) offers free online pre-service training modules that you should consider. Regardless of whether you use pre-existing training, or develop your own, all pre-service training should include the following topics at a minimum:

Tutor Expectations

- Open pre-service training with an explicit definition of what it means to be a successful tutor in your program. Carving out time at the outset to discuss what constitutes success makes giving feedback when expectations aren’t met much easier.
- Communicate expectations verbally and give tutors the opportunity to ask clarifying questions.
- Create a formal understanding of expectations by having tutors sign a written version.
- Learn more about setting expectations by referring to the [Setting Expectations with Tutors tool](#).

Content Proficiency

- If content proficiency is not prioritized as a [selection criterion](#), include strategies tutors can use to effectively prepare to deliver content fluently and facilitate student learning.
- Incorporate multiple strategies to explain concepts, identify students’ misconceptions, and proactively plan to address those misconceptions.
- Introduce specialized content knowledge or skills unique to your program (e.g., some literacy programs need to teach tutors how young children learn to read).
- Provide opportunities for tutors to grapple with these strategies and consider how they will structure their own pre-session prep time.

Program-Specific Pedagogy

- Regardless of tutors' content proficiency, provide training on your program's particular pedagogical practices.

Effective Facilitation

- Provide training and skill building for effective session facilitation including implementing an appropriate warm-up, giving clear directions, asking appropriately rigorous and scaffolded questions, and finding opportunities to build the student-tutor relationship.
- Include examples of strong facilitation and the opportunity to practice through role play and giving/receiving feedback.
- Learn more about facilitation by referring to the [Effective Facilitation Checklist](#).

Data Practices

- Familiarize tutors with the data-collection tools they will use throughout their time as a tutor with your program, along with expectations related to student data use and privacy.
- Learn more about data use and best practices by referring to [Example Data-Collection Tools](#) and [Student-Data Privacy Guidance](#) tools.

Supporting Students with Learning and Thinking Differences

- Include opportunities for tutors to practice facilitating sessions that incorporate strategies for working with students who have learning and thinking differences. After practicing, tutors should debrief and receive feedback, then try again (incorporating the feedback).
- Learn more about supporting all learners by referring to the [Example Tutoring Session Structure](#), [Accessibility Checklist](#), and [Personalizing a Tutoring Session](#) tools.

Tutor-Tutor Team-Building and Networking Activities

- Provide opportunities for tutors to engage with and learn from each other. Examples include incorporating icebreakers into sessions that promote getting to know each other, providing optional affinity spaces, and organizing events outside of training that build positive culture among tutors.
- Include a session on your program's mission/vision/values and consider supplementing that training with of team-building activities — both to promote socializing during less-interactive sessions and to leave tutors with strong implicit associations between their positive social-emotional experiences that day and your program's identity.

Read more about [Tutor Pre-Service Training](#) on the National Student Support Accelerator website.

How will you match tutors with students?

High-impact tutoring works best when students consistently work with the same tutor and build a strong, academically-focused relationship with that tutor. Intentionally matching students with tutors whose individual personality and instructional style works best for the students will help keep students motivated to reach their academic goals. Students also have different academic and accessibility needs, and pairing each student with a tutor who can best meet their needs increases the impact of tutoring on their academic growth.

Best Practices for Matching Tutors with Students

- Use predetermined matching criteria.** Using articulated criteria is the most common method for matching tutors and students, though the criteria can vary depending on your focus area. Use surveys to gather relevant data, then make matches accordingly. Common matching criteria include the following:
 - Student struggles/tutor expertise
 - Student accessibility needs/tutor skills (e.g., bilingual tutors for ELL students)
 - Shared identities or academic interests
 - Similar personalities or backgrounds
 - Available days and times
- Rotate through matches and see what works.** It can be hard to predict which matches will work, so try rotating through several possible matches early on in the program before settling on a consistent match.

Alternatively, you could consider the following methods, though they have both practical disadvantages of being difficult to implement and the potential to result in unintended inequities.

- Let students inform their tutor match.** Allowing student input into their tutor match can give them a sense of agency in their own learning, but they will need coaching to provide good input, and may be disappointed if they do not get their first-choice tutor.
- Let caregivers inform their students' tutor match.** Giving caregivers a role in tutor selection can help build their investment and involvement in the program, but caregivers might recommend tutors based on their own preferences, not their student's.
- Let teachers match tutors with students.** Teachers know students' academic needs best, but sometimes may match students based solely on perceived deficits without regard for personalities or learning styles.
- Let tutors choose their students.** If tutors have enough experience to know their own strengths and can access detailed student data to inform their decisions, tutors can identify good matches themselves.

Whichever method you choose, re-examine student-tutor matches at regular intervals: use surveys to gather feedback from caregivers, teachers, tutors, and (above all) students to assess the success of the match. If a match isn't working, identify why not, and consider re-matching the student with a different tutor if necessary.

Read more about [Matching Tutors with Students](#) on the National Student Support Accelerator website.

How will you ensure your tutors' sessions align with your students' school curriculum?

Why does curriculum alignment matter?

Students derive the greatest academic benefit from tutoring and can best apply what they learn in tutoring to their schoolwork when their tutoring curriculum aligns with the High-Quality Instructional Materials used in their classrooms. Therefore, your program should provide tutors with rigorous, standards-aligned, grade-level-appropriate instructional materials to use.

Note: A Grow Your Own approach is not recommended for districts where [High-Quality Instructional Materials](#) are not already in place because high-quality materials are essential for high-impact tutoring. If you are not yet using a high-quality curriculum, partner with a provider who is, and work to improve your own instructional materials until they meet the same high standard.

What resources do you need to align tutoring sessions with school curricula?

Survey the school curricula in use across your district and collect the following High-Quality Instructional Materials for each subject area and grade level in your tutoring program's Focus Area:

- Scope and Sequence:** Scope and sequence materials help tutors see the year-long arc of student learning, avoid overlap, and narrow down content. Tutors can also use this information to identify opportunities for remediation or learning acceleration.
- Unit Plans:** A Unit Plan typically includes the standards covered over the course of 4-6 weeks, the lesson plan objectives and their order, a calendar, and the unit assessment. Unit Plans help tutors identify prerequisite skills and knowledge students will need in order to access the new grade-level material they will learn.
- Lesson Plans:** A detailed explanation of exactly how a teacher will instruct on a particular standard or learning goal. These plans can be useful for tutors to internalize and mirror terminology, review the content their students are learning, and see what their day-to-day learning experiences are like.
- Textbooks:** A single textbook sometimes serves as the entire curriculum. If multiple textbooks are used, use the scope and sequence to focus on the parts of each textbook the class will cover (and in the right order).

Using these resources to reverse-engineer a tutoring curriculum

Once you have assembled key materials, review them thoroughly and consider two fundamental questions:

- What are the **foundational skills** students need to be successful?
- What are the **most important standards** that students are learning?

Then, overlay your tutoring program's scope and sequence to align each session with the classroom curriculum. Ask:

- What **prerequisite skills** might students need to access upcoming content?
- What **new skills** will students be learning each week?

Finally, create and adjust supplemental materials as necessary based on feedback.

- Ask teachers to identify **tipping points** where students tend to fall behind if they fail to master a particular standard and **core skills** that students will apply all year; focus on those standards and skills.
- Work with implementers, particularly Special Educators, to pinpoint likely **misconceptions** that students may hold about concepts or terminology; address misconceptions preemptively during tutoring sessions.

How will you supervise and support your tutors?

In-Service Training

Regular in-service training is an integral part of a tutor's ongoing support, helping your tutors consistently meet your expectations, support their students, and continue growing as educators within your district community. This training should refresh tutors' knowledge of what was covered in their pre-service training, but also build on it by introducing more advanced content or facilitation strategies as tutors progress and gain experience.

Plan a scope and sequence for training, establish a regular cadence for sessions, and share the scope and sequence with your tutors ahead of time to help them plan ahead. However, remain flexible, and adapt or modify this plan as necessary: Just like your tutors, you should use your observations to identify and meet individual learning needs. If you notice common struggles across tutors, consider addressing these via in-service training sessions.

Ongoing Supervision and Support

The level of supervision and support should reflect tutor experience levels and tutoring program modality:

- Heavy oversight and individual coaching support from a Site Director or Coach.** Highly effective, but very time-intensive. Mandatory for less experienced tutors, but still helpful even for classroom teachers.
- Daily oversight from school faculty with routine support from program staff.** Most appropriate when tutors and teachers can collaborate intensively without running into problems with established collective bargaining agreements.
- Virtual oversight and support.** Most effective when the tutoring itself is completely (or mostly) virtual. Supervisors can either pop into sessions or record a session to watch and later provide feedback.
- Light oversight with peer support via professional development communities.** Most effective with expert or master tutors (e.g., classroom teachers). Less experienced tutors will need more support than this.

Regardless of how intensive your support model is, tutor support has four key best practices: creating a culture of open communication and feedback, supporting tutors in creating their own goals for improvement, conducting regular observation and debrief cycles, and creating a [clear rubric to assess tutor performance](#) (see

section title Rubrics). Read more about [Tutor In-Service Training and Support](#) on the National Student Support Accelerator website.

Staffing Needs for Tutor Supervision and Support

Depending on program scale and tutor type, you will need to decide if you are able to cover direct coaching and training through your centralized staffing model. If not, you may want to consider whether you should appoint school Site Directors or Coaches who are managed by district central personnel. Depending on the number of tutors per school and their experience level, a single Site Director or Coach could work across several schools.

Typical responsibilities of a School Site Director or Coach include:

- Actively partnering with school administration to set a vision for tutoring at the school site.
- Ensuring strong implementation of the tutoring program by reviewing data and making improvements.
- Observing and providing feedback on strategies to facilitate adjustments when needed.
- Providing ongoing coaching to tutors and sharing feedback from tutors with central district staff.

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Identifying Schools

Overview: Why should you be selective about your program's schools?

Choosing schools whose communities are fully invested in your program's success will help you optimize your model more quickly. Prioritizing the schools whose students need tutoring most will ensure that your program can make a meaningful impact at any scale. Please see the accompanying [District Playbook Workbook](#) for additional materials.

What criteria should you consider when selecting your program's schools?

Does this school need this program?

- Greatest Need.** Start there, and even a “rough draft” of your program will help. More importantly, by conducting your initial design iterations in the highest-need schools and making adjustments to boost your impact there before scaling up, you will be optimizing your model to provide its greatest benefits to the students with the greatest needs, building an equity foundation for your entire program.
- Turnaround Status.** When measuring need, consider both a school's performance and its available supports. A school currently emerging from Turnaround status may outperform one still marked as a Turnaround School, for example, but may have *fewer* supports available now that it has slightly improved its outcomes. Schools just *above* a threshold may be ideal partners for a program to maintain their momentum.

Can this school successfully implement this program?

- School Capacity.** Determine which schools have the logistical and leadership capacity (e.g., time already set aside in the schedule, space in the building, infrastructure like laptops or parking for tutors) to accommodate your program. Some schools already have more initiatives than they can manage, and adding another may cause more problems.

Does this school want this program?

- Stakeholder Enthusiasm.** Identify school communities with the most interest in adopting a tutoring program. Work with them first. If you try to impose a program on a school where it is not welcome, you will waste time and effort addressing administrative roadblocks. But if you start in more welcoming schools and do good work there first, you may be able to dispel other schools' distrust through positive word-of-mouth and evidence of impact. For rationale and best practices for securing stakeholder buy-in and building and sustaining enthusiasm, see [What are Best Practices for Each Stakeholder Group?](#)
- Early Adopters.** Identify which schools have a culture of innovation and continuous improvement. These schools may be more open to beta-testing your program and providing ongoing feedback about how to improve it.

Is this provider a good fit for this school?

- Provider Criteria.** Pair providers with schools where their model works best. Providers may have their own list of criteria for an ideal partner school, such as Title 1 schools or schools without other partnerships in place, that can be used to inform school selection.

- Provider Culture.** Consider not only your provider's explicit criteria but also the implicit ones built into their model. Understand the provider's culture and the culture of each school to match them effectively.

Selecting Students

Overview: Why should you create guidance for which students receive tutoring?

All students can benefit from high-impact tutoring, but you will probably need to prioritize which students receive this tutoring, at least in the short-run. Once you have chosen a focus area (subject and grade level) and identified partner schools for your program, the next step is to select which students at each school will receive tutoring. The district should create overall guidelines for schools to make these decisions. The goal is to help schools identify the students with the greatest need, enabling you to target your program's support to the students who can derive the greatest benefit. Please see the accompanying [District Playbook Workbook](#) for additional materials.

What criteria should you consider when selecting students?

Focus Area

- Grade Level and Content Area.** Only select students for your tutoring program who are in the grade levels you have chosen. If you cannot offer it to all students, select the students who need academic support the most in the selected content area.
- Specific Skills.** Will your tutoring program prioritize specific skill sets within its chosen Focus Area? This determination will help you gauge what data you need to collect to determine which students are eligible. For example, if your program will focus on early-grade foundational literacy, student lexile levels will be critical data points.

Provider Criteria (if partnering with a provider)

- Student Profile.** Some tutoring providers are not equipped or certified to provide certain types of support (e.g., for ELL students or students with IEPs). Work with your provider to ascertain the profile of student they can support best, and provide additional supports for students who need more than the provider can offer.
 - A provider might be able to help a subset of students from a special population, but not all; a student with dyslexia or difficulty reading English might fit the provider's profile, for example, while a student who cannot see or cannot speak English may need more intensive support.
- Best Fit.** If your district partners with multiple providers, consider which provider's program model is best suited to meet the unique needs of different student subpopulations and assign students accordingly.

Student Academic Performance

- Failing Grades or Low Test Scores.** Which students have already failed core classes or performed far below grade level on standardized tests? **These are the most important determining factors for which students should receive tutoring.** The students who have already fallen behind their grade level benchmarks have the most urgent need and the most room for academic growth.
- Prerequisite Skill and Knowledge Gaps.** What prerequisite skills and content knowledge will be necessary for success in current and upcoming core classes, and which students have not mastered this material based on pre-assessments?
- Multi-Year Skill Deficits.** Which students have fallen further behind across multiple successive school years? Slowing and eventually reversing this downward academic trajectory is important regardless of whether or not students have already crossed a particular hard boundary like failing a core class or state standardized test.
- Chronic Absenteeism.** Which students have missed a lot of school days and need extra support to catch up and engage in school? Look for patterns in student absences to schedule sessions on days when they are more likely to attend, and supplement tutoring itself with more holistic support to find and address the root cause of their absences.
- At-Risk Status.** Which students are most at risk of falling behind academically? This might include students at risk of missing grade-level reading proficiency benchmarks and those struggling with reading, students on a pre-track to need Special Education services, and students at risk of chronic absenteeism.
- Teacher Recommendations.** Consider asking teachers to provide a list of students who need tutoring and/or to refer students to tutoring throughout the school year. Sometimes students' struggles do not show up in data at first; a good teacher can catch a student who is *about to* need support before it becomes an emergency.

Special Populations

- Students Receiving Mandated Services.** Decide on your program-wide philosophy from the outset: how will your tutoring program ensure accessibility for students receiving Special Education Services (such as students with IEPs or 504s) and English Language Learners (ELLs) without replacing or interrupting the support they receive from programs tailored to their specific needs?
 - This determination will likely depend on the level of overlap between these populations and the academic performance criteria established above, as well as what other supports are available to them.
 - If your tutoring program will serve ELLs or students receiving Special Education services, consider how this will influence other program-wide decisions:
 - For Special Education services: How will tutoring integrate with existing pull-out supports?

- For ELL services: Will your students have access to bilingual tutors? Is there a specific level of English proficiency that students need to be eligible for this tutoring program?

Logistics

- Availability.** Cross-reference your eligible students' class schedules with scheduled tutoring sessions in their school. Which eligible students are available to attend tutoring on these scheduled days and times? If not enough students are available, reschedule your sessions (or their classes) and repeat this step.
- Overlap.** Cross-reference your list of eligible, available students with the list of students who receive support from other similar programs (at school or on their own). Prioritize students who receive no other support, both for reasons of equity and to avoid confounding variables when analyzing your pilot program's impact.
- Barriers.** Review your list of eligible, available, otherwise-unsupported students and determine what barriers might prevent them from participating in tutoring. If tutoring is virtual, do they have the necessary technology to benefit from virtual sessions? Do they have the necessary language proficiency to benefit from sessions in English? If not, these barriers must be addressed prior to including these students in tutoring.

Scheduling Sessions

Overview: How can districts and schools work together to schedule tutoring into the school day?

Once you have identified the schools where tutoring will happen and selected the students who will receive it, you are ready to tackle the logistical challenge of scheduling when and where your program's tutoring sessions will take place. While this logistical work happens primarily at the school level, districts can and should support schools to help schedule sessions effectively, particularly when changes to the master schedule require renegotiating collective bargaining agreements and making tradeoffs to ensure the success of High-Impact Tutoring. Please see the accompanying [District Playbook Workbook](#) for additional materials.

What are best practices in scheduling?

Schedule at least three sessions per week, each one at least 30 minutes long.

For your tutoring to qualify as High-Impact Tutoring, sessions must meet this cadence and length at a minimum. While 30 minutes are sufficient for earlier grades, [later grades can benefit from longer 45- to 60-minute sessions](#). Please see example schedules at the end of this section. For supporting research, see page 19 of the [Research Agenda](#).

Build tutoring sessions into each school's master schedule.

[Tutoring during the school day is more effective than tutoring outside of the school day](#). Building High-Impact Tutoring into the master schedule as part of the school day ensures student attendance, strengthens school culture, and reduces the perceived stigma of tutoring. This integration of tutoring into the school day is worth it even if it means renegotiating collective bargaining agreements. Schedules reflect your priorities: if tutoring is really a priority, build it into the master schedule alongside other priorities like core instruction, social-emotional learning, or [mandated services for ELLs and students with IEPs](#).

Never replace core instruction with tutoring.

Ensure equitable and inclusive academic support for students. If students must miss core classes to receive tutoring, they will fall behind in those classes as a result, and tutoring will have done more harm than good. Pulling students out of class can also stigmatize them and undermine their social-emotional learning. Finally, ensuring that tutoring is never a replacement for instruction can help get buy-in from teachers and their union.

Avoid scheduling models that stigmatize students receiving tutoring.

Stigma is not a significant issue if all students receive tutoring. However, if your program only targets certain students, it is essential for tutoring not to seem like a punishment. Whenever you single a student out by pulling them out of their peer group for tutoring — whether by pulling them out of class time, lunch time, or after-school free time — you reinforce the stigma associated with tutoring. Instead, consider alternative scheduling

models that do not limit students' social-emotional learning or opportunities for in-person social interaction with their peers.

Dedicate time and resources to scheduling and rescheduling.

Finding the best schedule may take some trial and error. Proposed schedules will need to be tested locally and revised at the school level. Reserve planning time for scheduling at both the district and the school level, and consider input from a diverse group of school-level stakeholders like SPED coordinators and elective teachers. Above all, ensure that stakeholders recognize that scheduling may be adjusted to reflect unforeseen circumstances like shifts in instructional modality (in-person or online) due to ongoing COVID-19 developments.

District-Level Guidance: How can districts support scheduling?

While most of the general principles above apply to school-level decisions, your district can and should provide several supports centrally to help your schools with scheduling tutoring sessions.

- ❑ **Renegotiate Collective Bargaining Agreements.** Collective bargaining can only happen at the district level, so renegotiating agreements is an most important way districts can support schools with scheduling tutoring sessions. Because tutoring should be built into the master schedule, and because changes to the master schedule can require renegotiating collective bargaining agreements, your district should consider this possibility and be prepared to make tradeoffs to ensure the success of your new tutoring program. To make this process smoother, build stakeholder investment in High-Impact Tutoring among union leaders.
- ❑ **Create District-Specific Guidelines.** Review the general principles for scheduling tutoring sessions and provide schools a prioritized list of guidelines. These guidelines should also incorporate other district-wide initiatives and requirements (e.g., block scheduling for algebra, tutoring blocks must be at least 30 minutes in length, etc.).
- ❑ **Create District-Specific Examples.** Discuss centrally what an example tutoring schedule should look like in your district, and provide examples to schools. Concrete examples can help school leaders see how accommodating multiple priorities and rules can still allow them to achieve a common vision.
- ❑ **Bring School Stakeholders in for Direct Thought Partnership.** Your tutoring program's project manager is uniquely well-positioned to help schools reflect on the effectiveness of their current schedule to ensure that what has worked in the past is incorporated into the new schedule alongside tutoring. Here are a few reflection questions for your project manager to ask when initiating those conversations:
 - ❑ Reflect on current scheduling by asking schools:
 - ❑ **Priorities:** What were the main decision factors that went into your schedule?
 - ❑ **Upsides:** What worked well about your current schedule?
 - ❑ **Downsides:** What challenges have there been with your current schedule?
 - ❑ **Student Needs:** What are the most pressing student needs and how does the current

schedule support or not support those needs?

- ❑ Brainstorm a new schedule by asking schools about:
 - ❑ **Time:** How will tutoring be embedded during regular school hours to eliminate barriers to participation? How will you ensure tutoring sessions do not replace core instruction?
 - ❑ **Frequency:** How will you ensure that each student consistently receives at least three 30-60 minute tutoring sessions a week with the same tutor?
 - ❑ **Modality:** How will tutoring be delivered—in person, virtually, or both? How will that impact scheduling?
 - ❑ **Tutor Availability:** Given your tutors' work schedules, when are tutors most available?

- ❑ **Provide Logistical Support for Middle and High Schools.** In addition to facilitating direct thought partnership, you can help streamline logistics by ensuring schools have the necessary course codes for High-Impact Tutoring.

School-Level Guidance: What information is important to consider when making scheduling decisions?

Adding tutoring to your schedule involves balancing various logistical needs—which often has programming implications, since making any schedule change inevitably affects other parts of the schedule. To proactively prevent problems, schools should consider these additional factors **before** they begin scheduling:

- ❑ **Student-Tutor Ratio.** Understand how many your tutors can support at any one time and do not schedule more students for tutoring simultaneously than tutors can support. (See [here](#) for more on understanding how many tutors your program may require)
- ❑ **Proctoring Needs.** Determine whether any additional staff are required to be present during tutoring and take this into consideration when scheduling. Tutoring programs that do not use certified teachers as tutors will often require a teacher or staff member present to oversee the classroom while tutors are working with students.
- ❑ **Space and Tech Allocation.** Identify how many classrooms and/or devices or other resources (such as whiteboards) are needed for tutoring at any one time and which rooms are available during which class periods.
- ❑ **Tutor Work Schedules.** Determine when your tutors will be available. Coordinate with any local partner organizations (like a local university or high school, if relying on near-peer tutors) to determine schedule availability.
- ❑ **Time for Collaboration.** Build in time for teachers and tutors to collaborate. Scheduling this time into the school day helps teachers view tutoring as a resource that supports their core instruction.
- ❑ **Mandated Services.** Prioritize mandated services for ELLs and students with IEPs before scheduling tutoring. If any tutoring block is scheduled during the time typically allocated for mandated services, schools must

ensure students can receive their services while also not denying them access to High-Impact Tutoring.

- ❑ **Coordination with Other Initiatives.** Consider other programs in order to prevent double-booking spaces or student or staff time.

School-Level Guidance: What are some common scheduling approaches?

Recommended Approaches

Finding time in the school day for tutoring may seem daunting; however, many approaches are available. Many schools prioritize certain student groups for tutoring or rotate students in and out of tutoring by semester. Here are some ways schools schedule tutoring by repurposing time that was already in their master schedules.

- ❑ **Flex Blocks.** Many school schedules have a consistent period that is flexibly used, such as advisory or homeroom. These periods can often be repurposed for tutoring. See more examples below.
 - ❑ **For High Schools:** To boost attendance, avoid scheduling tutoring during your first or last period.
 - ❑ **For Elementary or Middle Schools:** If your tutoring program model relies on high school tutors, coordinate with local high schools and align your flex blocks with their service-learning periods.
- ❑ **Intervention Periods.** Some schools have a staggered two-period lunch, where half the students have lunch during the first period and half have lunch during the second. Each group’s non-lunch period can then be used for tutoring. See more examples below.
- ❑ **Extension Periods/Parallel Blocks.** If the school uses block scheduling and core instruction has extended periods, then tutoring can occur during the second portion of the extended classes during independent practice. This setup works best when blocks are consecutive; otherwise, attendance for the tutoring block may drop.
 - ❑ **For Middle or High Schools:** To simplify logistics, tutors can “[push in](#)” for the second block.
 - ❑ **For Elementary Schools:** Tutoring can occur in a separate space apart from the student’s normal classroom where students from multiple classes are taken to form homogenous groups by mastery level and student need.
- ❑ **Electives.** For many schools, the most flexible part of their schedule is electives. While it is not recommended to replace all electives with tutoring, schools could use some elective time to provide tutoring for students. For example, students could have tutoring three or four times a week and attend their elective classes at the same time on the other days.

Approaches to Avoid

The following options for scheduling tutoring have equity and efficacy concerns for students. However, tutoring programs may consider these options in addition to tutoring within the school day. Students and their caregivers may also request that tutoring come in the following formats:

- ❑ **Pull-Outs from Core Classes or Lunch Time.** Taking students out of lunch or core classes can undermine their social-emotional learning. Pulling students out of class or away from friends during lunch time will almost always seem like a punishment, stigmatizing students who receive tutoring. If this model must be used, students should be pulled out of whichever time slot is considered the lowest opportunity cost, and never out of core instruction.

- ❑ **After-School Tutoring.** Attendance at after-school tutoring is much harder to guarantee, and this model forces older students to choose between attending tutoring and extra-curricular activities, caring for younger siblings or working an after-school job to help support their households. If this model must be used, schedule tutoring immediately before or after the school day and consider potential conflicts with extracurriculars. Monitor uptake and attendance closely to make sure the tutoring programs is serving students equitably.

Example Schedules

Below are some examples of creative scheduling that fits High-Impact Tutoring into a master schedule. This content is adapted from [Unlocking Time](#), where you can find additional creative ideas for reworking your school schedule. The two options highlighted below work particularly well with tutoring.

Extension Periods/Parallel Blocks	
<p>Description: Instruction in targeted classes is divided into two blocks of time. During the first block, all students receive whole-group instruction in their original classes. During the second block, students are regrouped into homogenous small groups led by other teachers of the same grade or content and tutors. Additionally, some groups may be independent, using personalized learning software.</p> <p>Suggested Setting(s): Elementary School</p>	
Pros	Cons
<ul style="list-style-type: none"> For Elementary School: This model uses a grade team of teachers to flexibly meet student needs Balances inclusive grade-level instruction with mastery-based learning, ensuring all students receive additional instruction at their zone of proximal development Eliminates logistical concerns and perceived stigma of pull-out supports Ensures student attendance by including tutoring within class time 	<ul style="list-style-type: none"> Teachers need to coordinate a time to plan student groupings For Middle/High School: additional tutors would be needed to push in for the second block for general education classes. Consistent full-time tutors would be most effective, though enrichment teachers or specialists may also be utilized. For co-taught classes, special education or ELL teachers could support additional groupings.

Intervention Periods/Flex Blocks

Description: A new period is added to the school day where teachers assign students or students self-select into the provided tutoring options, college advisory sessions, or social-emotional learning blocks for that day.

Suggested Setting(s): High School

Pros	Cons
<ul style="list-style-type: none"> Helps ensure student attendance and prevents after-school extracurricular conflicts Can include stretch activities (e.g., honors projects) for students mastering above grade level material Can be responsive to students’ needs daily For High School: student choice model gives students a chance to practice managing their own learning by self-selecting the best option for them that day 	<ul style="list-style-type: none"> Can be a major adjustment to a school schedule If repurposing lunch or Advisory periods, schools may need to work around student clubs and extracurriculars Managing student sign-ups, attendance and room capacities can be a logistical challenge For Middle/Elementary School: students may benefit from daily teacher assignment, which may cause additional logistical considerations and challenges If this is accomplished through adding additional time to the school day, special attention needs to be paid to educator buy-in, compensation and union contracts.

Variations/Examples (SOURCE: [Edficiency](#))

- From a Texas high school: This school has two Flex Periods called Tutorials in a 90-minute block schedule. One Flex Period is a default lunch period and the other is used for tutoring, giving additional flexibility in scheduling both for teachers scheduling their tutoring and for students: students could choose to swap their lunch and Tutorial or bring their lunch and join an additional Tutorial.

PERIOD	START	END	# MIN.
1 / 2	8:30	10:00	90
3 / 4	10:05	11:35	90
A Lunch / Tutorial A	11:35	12:05	30
B Lunch / Tutorial B	12:10	12:40	30
5 / 6	12:45	2:15	90
7 / 8	2:20	3:50	90

- From a New Hampshire high school: This school has a six-day rotating schedule (A-F cycle, while maintaining a five-day school week) where each day has an Advisory Period. Each student meets with their advisor at the start of a cycle to develop a schedule for when the student will spend their tutoring time.

Monday (A)	Tuesday (B)	Wednesday (C)	Thursday (D)	Friday (E)	Monday (F)
Advisees meet 1:1 with advisors	Whole group advisory instruction	Individualized advisory instruction via tutoring	Individualized advisory instruction via tutoring	Individualized advisory instruction via tutoring	Whole group advisory instruction
Tuesday (A)	Wednesday (B)	Thursday (C)	Friday (D)	Monday (E)	Tuesday (F)
Advisees meet 1:1 with advisors	Whole group advisory instruction	Individualized advisory instruction via tutoring	Individualized advisory instruction via tutoring	Individualized advisory instruction via tutoring	Whole group advisory instruction

- From an elementary school: This school uses a staggered schedule by grade level in order to rotate through intervention periods, enrichment ('CAMP'), and physical spaces for lunch and recess throughout the day

GRADE	CAMP (60)	RECESS (30)	Lunch (30)	Interventions (45)
Pre-K	12:00-1:00	10:30-11:00	10:00-10:30	N/A
Kinder	1:05-2:05	10:05-10:35	10:35-11:05	2:05-2:55
1st	9:35-10:35	10:35-11:05	11:05-11:35	8:35-9:20
2nd	12:05-1:05	11:05-11:35	11:35-12:05	2:55-3:40

Boosting Enrollment and Attendance

Overview: How do you identify causes and solutions to poor enrollment or attendance?

This section offers solutions to common challenges concerning student enrollment and attendance. Use the recommendations proactively to establish systems early: enrollment and attendance are non-negotiable necessities for a tutoring program to succeed, and they do not happen automatically. However, this section can also be used reactively: if you find yourself struggling with enrollment or attendance at tutoring, or even with low school-wide attendance, return to this section throughout the school year to help diagnose the root causes and find possible solutions. Please see the accompanying [District Playbook Workbook](#) for additional materials.

What are common challenges to enrollment and attendance?

High enrollment and consistent attendance are usually the results of early investment and routine follow-up. When enrollment and attendance falter, common reasons include:

- Lack of awareness about the tutoring program and its potential impact within the school community
- Lack of investment from teachers, often resulting from insufficient program planning with teachers
- Internal confusion over responsibilities related to enrollment, attendance, and program coordination
- Incompatible student/tutor pairings or insufficient time for students and tutors to build relationships
- Unengaging sessions and instructional materials, either too easy and boring or too difficult and confusing
- Inconsistent school-wide attendance

Enrollment and Attendance Troubleshooting Checklist

Use this checklist to reassess your program's fundamentals and identify areas in need of improvement. Time invested on this assessment at the outset saves time throughout the year, as any flexible response to new challenges should begin with an understanding of these fundamentals.

- Strong Logistical Systems:** Do you have clear systems in place at the beginning of the year to recruit and enroll students, track attendance, follow up about absences, and communicate with stakeholders?
- Clear Roles and Responsibilities:** Have you designated a point person or tutoring program coordinator who is responsible for ensuring student enrollment and attendance at each specific school?
- Communication and Collaboration:** Is your tutoring program coordinator regularly meeting with teachers and school administrators? Is your coordinator listening to and addressing these stakeholders' concerns?

- Strong Relationships:** Are you scheduling students to attend sessions with the same tutor consistently? Are you scheduling opportunities for students and tutors to connect with each other one-on-one?
- Building Interest and Awareness:** Are you investing time and effort in getting the school community excited about the program? Do teachers know when and how to refer students to tutoring?
- Caregiver Engagement:** Have you set clear expectations for student attendance from the start? Are you keeping caregivers updated on students' progress and continuing to build investment in the program?
- Student Engagement:** Are you incentivizing attendance for students (e.g., celebrating students who reach a number of days of attendance in a row)? Are you working to ensure that students are actively engaged during tutoring sessions? Are you coaching tutors to personalize learning to each student's specific needs and personality?

How do you boost enrollment at the outset?

Spend time building investment and excitement within the school community.

Successful tutoring programs require buy-in from the entire school community. Ensure that students, teachers, caregivers, and administrators understand the program and its benefits. Give them reasons to be excited about tutoring!

- Have the school's tutoring coordinator(s) introduce themselves and the program to school staff and set aside time to cultivate relationships within the school community. Ensure teachers and school staff know what to expect from the program and what it expects of them (e.g., how to refer students for tutoring).
- Work with school staff and administrators on strategies to embed tutoring in the school culture. These strategies might involve incentivizing attendance for students, determining where and when tutoring sessions will take place, and having key teachers act as ambassadors for the program to their students or colleagues.
- Maintain positive relationships with teachers through constant communication and collaboration. Establish an ongoing promotion of the tutoring program within the school community to build hype, and ensure that effective systems are in place for tracking attendance and other student data to share with teachers.
- Build caregiver interest through thoughtful introductions to the program. Emphasize the benefits of tutoring during the [initial phone call and letter home](#), and explain further by hosting orientations and workshops.

Adapt the enrollment process to caregivers' specific needs.

During the enrollment process, program staff should establish clear expectations (e.g., student attendance) and provide information to caregivers in a way that is suited to their specific needs and concerns.

- ❑ Reduce barriers to enrollment by adapting the process to caregivers' specific needs, like preferred modes of communication (phone call, email, text, etc.), preferred language, and any necessary tech support.
- ❑ Ensure that caregivers are aware of whom to contact with questions and concerns, and prioritize answering these questions and addressing these concerns to keep caregivers involved and invested.
- ❑ Communicate expectations for attendance to caregivers before tutoring begins, and keep caregivers informed and engaged by providing regular updates on student progress.

How do you boost attendance throughout the year?

Approach challenges by seeking to identify and address the root cause.

While it may be tempting to apply a quick, simple solution, take the time needed to investigate the root cause of an issue. Delving deeper builds stakeholder trust, strengthens the program, and leads to a better experience for students.

- ❑ When challenges arise, elicit input from all main stakeholders to understand underlying root causes.
- ❑ Instead of doubling down on what isn't working well, consider how you could adjust your approach.
- ❑ Don't take problems personally. To find solutions, approach the situation with open-minded empathy.
- ❑ Monitor attendance and factors that might adversely affect it, and prepare strategies in advance for expected challenges (e.g., class schedule changes).

Build awareness and sustain enthusiasm among students to improve their attendance.

Maintain momentum through regular monitoring and progress updates. Sustaining enthusiasm requires not only keeping track of student progress and sharing exciting updates with stakeholders, but also reminding students about upcoming sessions and incentivizing their attendance through positive peer pressure and team-based competitive gamification.

- ❑ Remind students about upcoming tutoring sessions. Send text reminders the day before (or during lunch for after-school tutoring). Collaborate with teachers to verbally remind students about tutoring throughout the day.
- ❑ Group students into "buddy-system" pairs or teams, and reward each student for their *teammates'* attendance. This encourages students to hold each other accountable for attending tutoring through positive peer pressure.
- ❑ Encourage competition between teams of students. Include game-like activities in tutoring, and create public leaderboards of attendance and performance. Keep records updated, and reward teams that meet benchmarks.

- ❑ Experiment with holding sessions at different times of day or days of the week, and track changes to attendance. This helps you identify when simple adjustments to the tutoring schedule could boost attendance dramatically.
- ❑ Make tutoring feel less like a classroom: provide snacks, arrange the room's desks into pairs or small groups, and consider using non-classroom spaces in the school (like lunchrooms or library spaces) to host tutoring.
- ❑ For elementary/middle school: Pull up students' class schedules, then send tutors to pick students up from their previous class and walk them to the tutoring session. This creates time for rapport-building 1-1 conversations.
- ❑ For middle/high school: Offer tangible extrinsic benefits for tutoring attendance (e.g., "Come to tutoring and work on Topic X three times this week, and you can correct your assignment on Topic X for a higher grade.")

Building in Continuous Improvement

Overview: Why are continuous improvement systems critical to sustainability?

All tutoring programs and especially new tutoring programs need improvement. Continuous improvement systems allow you to gather, act on and share the information needed to reach and exceed program goals and inform and build support from stakeholders. Without intentional continuous improvement systems embedded in your program, your program will not generate the outcomes necessary, nor will you have the data available to advocate for ongoing support and growth of your tutoring program.

How should you use data for continuous improvement?

What are data reviews for?

Routine data review and formal reflections provide a systematic and timely way to evaluate effectiveness and assess how to adjust the model or its implementation when necessary.

Routinely reviewing recent student data on a small scale (e.g., weekly reviews of school-wide data, or even daily reviews of class-wide data) will allow tutors and their supervisors to catch small gaps before they widen, then adapt implementation tactics to meet the specific needs of individual students. Formal data reflections at a larger scale (e.g., monthly, quarterly, or annual analyses of district-wide data) will allow your program to tell a clear story to all stakeholders about its impact so far, then make data-informed recommendations for changes in implementation strategy (or even revisions to the underlying program model).

Read more about [Program Evaluation and Improvement](#) on the National Student Support Accelerator website.

Assigning Responsibilities

For each dataset you collect for your [Performance Measurement Plan](#), outline the following:

- Who is responsible for **collecting** these data? When and how will they collect them? How often?
- Who is responsible for **reviewing** these data? When and how will they review them and distill insights?
- Who is responsible for **acting** on the insights distilled from the data review? What is their timeline?
- Who is responsible for **supporting** the people acting on the data, and what form will this support take?
- Who needs to be **informed** about the data, insights, and actions? Who will inform them, and by when?

Data Review Protocol

Standardizing a data review process helps set a clear expectation that the objective is not simply knowledge, but action based on knowledge. Any Data Review Protocol should ensure that raw data are converted into a clear and digestible format beforehand, so that reviewers can focus on interpreting the data, not deciphering it.

The next page lays out a detailed template agenda/protocol for a data review. Your tutoring program leadership team might apply this protocol to end-of-year outcome data; a program lead might apply it to training data at the end of tutor preservice training; a leadership team might apply it to quarterly caregiver feedback. While this protocol can be used in a wide variety of contexts, the rationale for data review remains consistent:

- When:** Review data as soon as possible after collecting relevant data because outdated data are less valuable and actionable.
- Why:** Focus on learning and improving rather than assigning blame for shortfalls.
- Who:** Empower the facilitator to guide the conversation and make sure every voice is heard.
- What:** Review both aggregated data and disaggregated data. Disaggregating data by demographics and other characteristics will reveal impact across lines of difference: race, gender, IEP status, home language, school, etc.
- How:** Prioritize quality over speed and adjustment time based on the scale of the review:
 - Tutors reviewing daily assessment data for their students should only need about 15 minutes.
 - An entire team reviewing the past year’s worth of data might take an entire day to review them all.

Data-Review Protocol		
Step	Purpose	Possible Questions
Step 1: WHAT did we want to happen?	<i>Ensure all participants are on the same page about what the goal or intended outcome was</i>	<input type="checkbox"/> What was our goal? (Refer to any relevant performance expectations from the Performance Measurement Plan .) <input type="checkbox"/> What was our plan for reaching this goal?
Step 2: WHAT actually happened?	<i>Ensure all participants are on the same page about what the actual outcome or result was</i> <i>Explore the divergences between expectations and realities</i>	<input type="checkbox"/> Did we meet our goal? What did we achieve? <input type="checkbox"/> Did we follow our plan? If not, where did we diverge from it? <input type="checkbox"/> Where were the differences between our intent and our impact?
Step 3: WHAT did we learn?	<i>Reflect on successes and failures during the course of the project, activity, event or task</i> <i>The question ‘Why?’ generates understanding of the root causes of these successes and failures.</i>	<input type="checkbox"/> What worked? <input type="checkbox"/> What didn’t work? <input type="checkbox"/> What could have gone better?

		<input type="checkbox"/> Was our plan a success? Why or why not?
Step 4: WHAT can we do better in the future?	<i>Generate clear, actionable recommendations and next steps for future projects</i>	<input type="checkbox"/> What would we do differently next time? <input type="checkbox"/> What advice would you give yourself if you were to go back to where you were at the start of the project? <input type="checkbox"/> What two or three key lessons would you share with others? <input type="checkbox"/> What should be different one year from now (or after the next similar project) given this conversation? <input type="checkbox"/> What comes next for us on this project? <input type="checkbox"/> Are there any lessons for you, personally, to internalize that may not be relevant to the wider group?
Step 5: WHAT changes do we need to make to our project and individual plans?	<i>Incorporate key lessons into your future actions</i> <i>Document all key lessons for those who may inherit this project in the future</i>	<input type="checkbox"/> Have we added all reflections and next steps to individual plans? <input type="checkbox"/> Have we added all reflections and next steps to project plans?

Closing Thoughts

In the aftermath of the COVID-19 pandemic, schools and districts face myriad challenges. Many of these challenges pre-date the pandemic and were exacerbated by it; others are new and put further stress on the most vulnerable children. With the federal government providing over \$200 billion in funding for education over the next few years, schools have an unprecedented opportunity to put into place High-Impact Tutoring — an evidence-based program that has proven to dramatically help students and that can be sustained as an integral part of school programs going forward. This Playbook aims to make the project of getting a High-Impact Tutoring program up and running less daunting and easier. We welcome feedback on these materials suggestions for additional materials through our [website](#) and look forward to hearing about the launching of new equitable and effective high-impact tutoring programs!