District Guidebook for Launching Tutoring Program(s) in Partnership with Community Organization(s)

Introduction

Purpose of this guidebook

The COVID-19 crisis has disrupted every aspect of the K-12 system; challenges include teacher shortages, quarantine of staff and students, and closures at the classroom, school, and district levels. With two disrupted school years, students have fallen behind—many, substantially so.

Chiefs for Change has urged systems to dedicate significant resources to initiatives that accelerate student learning. Strong adult and student relationships are critical to accelerating learning outcomes for students.

As a number of states and districts across the country turn to the innovative use of instructional time to accelerate learning, one approach is tutoring. To be done well, however, expertise is critical, and in many communities, there may not be enough tutors available through traditional programs to meet the growing demand. Community partners who have not historically provided academically oriented tutoring services may be able to help meet that demand given detailed planning and partnership with a district.

This document aims to support states and districts that are looking to partner with a community organization that will provide tutoring services.

The document follows an eight-step guide to identify and work with external partners to implement a tutoring program in the district. For districts that have already begun planning for or launched tutoring programs, this guide can be helpful as a reference for adding additional groups of students for tutoring services.

This guidebook is modeled after the Tennessee Accelerating Literacy and Learning Corps, also known as TN ALL Corps, initiative, operated by the Tennessee Department of Education. The considerations, tools, and resources included in this guide reflect the core beliefs of Chiefs for Change, specifically that every child must have access to an excellent education.

This guidebook will help district leaders efficiently launch effective tutoring programs with partners

A growing number of school districts are working with community partners to provide tutoring

High-dosage tutoring can **accelerate learning substantially**; effective programs have generated up to **2.5 years of learning**[1] per school year

8 of 10 districts plan to provide tutoring during the 2021-22 school year

Existing traditional tutoring **providers are unlikely to have sufficient capacity** to serve all districts

Full-time educators may hesitate to take on additional responsibilities in light of the **already increased load** created by the pandemic

This guidebook includes …

An **8-step checklist to launch** and manage effective programs, including detail on how to …

- Identify potential community partners
- Develop a tutorial program plan (including funding, scheduling, data sharing, adoption of instructional materials) with a partner
- Implement continuous improvement practices

Interactive tools to optimize programming, including

- A calculator for estimating the required number of tutors given program design elements
- A rubric for evaluating potential community partners with a corresponding draft application form
- A interactive tool for assigning core responsibilities across the district and the partner organization

Informational resources, including

- Example tutorial schedules
- Options for sourcing tutoring talent
- Example district-partner meeting cadences

This guidebook will help district leaders bring organization, attention to detail, and transparency to the process

Reduce the time required to launch tutoring programs

Proceed with confidence based on leading districts' experience and best practices based on the research literature

Hold community partners and internal teams accountable for effective implementation

1. UChicago case study of tutoring program between Chicago Public Schools and SAGA Education
Source: NBER; University of Chicago; RAND

Overview: Eight steps for building a successful tutoring program in partnership with a community partner

1   **Analyze district needs, informed by data**

Includes interactive tool for choosing which students, subjects, and grades to tutor

2   **Estimate total tutor capacity needed and identify potential community partners to work with the district**

Includes template and accompanying resources for defining district needs and organizations that could serve as partners; capacity calculator for determining total number of tutors a partner will need to supply

3   **Evaluate and decide which community partner(s) to work with**

Includes interactive tool and accompanying resources for developing a rubric for selecting a community partner

4   **Co-create the collaboration and implementation approach tutoring program**

Includes workbook for plan development, including: roles and responsibilities, funding, scheduling, other logistics, instructional materials, tutoring staff, data sharing for continuous improvement, day-one implementation plan, ongoing communication and collaboration

5   **Set up the tutoring program team for collaboration**

Includes template and accompanying resources for developing the organizational structure that will support the tutoring program

6   **Communicate with families and enroll students in the tutoring program**

Includes interactive tool and accompanying resources for developing a plan to engage and communicate with families to enroll students in the program

7   **Create and communicate tutor groups**

Includes interactive tool and accompanying resources to develop tutorial groupings

8   **Implement continuous improvement procedures**

Includes template and accompanying resources for gathering performance data, establishing a performance monitoring cadence, and course correcting, as needed, based on results

Resources included in this guidebook

In addition to the interactive tools for each step above, this guidebook contains the following resources to assist with project management and implementation:

Scheduling

- Tutor capacity calculator
- Sample schedules for tutoring block
- Example schedules
  - Option 1: Tutoring during the school day
  - Option 2a: Before-school tutoring
  - Option 2b: After-school tutoring
  - Option 2c: Hybrid before-school/after-school tutoring

Recruitment and training of tutors

- Options for sourcing potential tutors
- Considerations for recruiting and training potential tutors
- Options for ongoing tutor support
- Tool to help determine skills to prioritize in tutor training, selection, and PD

Selection of community partner

- Illustrative timelines for establishing a community partnership
  - Second semester of 2021-2022 school year
  - First semester of 2022-2023 school year
- Example meetings for ongoing collaboration and communication between districts and partners
- Considerations to determine potential partners and guide long-term partnership aspirations
  - Considerations for establishing a partnership with a community partner
  - What "good" and "great" look like for partnerships
- Potential application form for community partners

Project management for working with community partner

- Guidelines on tutoring program organizational structure
  - Partner organization roles
  - Potential school district roles
  - Example organization chart
- Options for engaging potential students
- Tool to help districts and partners assign roles and responsibilities for specific decisions and activities

Tutoring Program Guidebook

Table of contents

Below is a step-by-step checklist to prepare for day 1 of running an effective tutoring program through a partnership with an organization to provide tutors (e.g., tutoring company, non-profit or volunteer organization, education preparatory program).

For districts that have already launched a program or completed planning the launch of their program, this guide can be used to:
- Analyze the district's current approach and make changes as necessary
- Reflect on how bringing in a partner (or an additional partner) may help the district serve more students through tutoring

Guidance is provided for the most critical steps below and can be accessed by clicking on the link to each section.

Step 1: Analyze district needs, informed by data

Workbook to analyze district needs

Note: If the district has already planned or started a tutoring program, this section can be used to reflect on whether the district could serve more students with a community partner

What goals does the district have for tutoring?		
How many students does the district want to tutor this year? How many students does the district want to tutor by 2023? [write here]	What academic outcomes does the district aim to see for students receiving tutoring? [write here]	Are there any other goals that the district has for its tutoring program? [write here]

What criteria is the district using to prioritize students?	How many of those students will the district be able to tutor with existing teachers or staff?
What data is the district using to prioritize students? Which students, grade levels, and subject areas will be prioritized based on that data? [write here]	*Reminder: Research suggests that students should receive three or more tutoring sessions of 30-60 minutes each[1]* - Have any teachers or staff already offered their time to provide tutoring services? - What capacity may be available across schools? [write here]

---

[1] Robinson, Kraft, Loeb, and Schueler, "Accelerating student learning with high-dosage tutoring," Ed research for recovery design principles series, February 2021

Looking at student data, consider the following to fill out the table below for the first semester of tutoring:
- Which students does the district believe need tutoring the most?
- Of those students, which does the district need support from a community partner to serve?

One illustrative row has been filled out as an example in green text below

Grade level	Subject	# of students needing tutoring	# of students to be tutored by partner	Names of schools that need tutoring from the partner	Additional details (e.g., specific student needs)
1st	Reading	400	100	_____ Elementary	100% scoring below grade level on statewide exams
	Math	100	100	_____ Elementary, _____ Elementary	>80% English Language Learners, >50% students with IEPs
1st	Reading				
	Math				
2nd	Reading				
	Math				
3rd	Reading				
	Math				
4th	Reading				
	Math				
5th	Reading				
	Math				
6th	Reading				
	Math				
7th	Reading				
	Math				
8th	Reading				
	Math				
9th	Reading				
	Math				
10th	Reading				
	Math				
11th	Reading				
	Math				
12th	Reading				
	Math				

Step 2: Identify potential community partners to work with the district

> **Other resources:**
> - District tutor capacity calculator

How could a community partner help the district support more students?	What partners already work with the district that may be able to provide tutoring support?	What other partners may be able to provide tutoring support?
Please consider this tutor capacity calculator tool which can be used to estimate how many tutors a partner would need to provide in order to tutor an additional group of students Which additional grades or groups of students would the district support if it had additional tutoring staff available? [write here]	*Tip: At this stage, write down all partners that work with the district, even if unclear whether they would be able to provide tutoring support* ● Does the district currently partner with any organizations that work with students before or after school (e.g., mentorship, reading support, district after school staff)? ● Does the district currently partner with organizations that provide occasional academic support (e.g., science labs, music programs, in-class aides, teaching assistants, substitute teachers)? ● How might the district approach these organizations to see if they'd be interested in providing tutors? [write here]	● Have any organizations already reached out to the district offering to provide tutoring support? ● Are there any educational preparatory programs in the county? ● Are there any large state or national volunteer or non-profit organizations with chapters in the county? ● Are there any tutoring organizations or services offered in the county? ● How might the district approach these organizations to see if they would be interested in providing tutors? [write here]

Step 3: Decide which community partner(s) to work with

[Return to checklist](#)

Other resources:
- [Considerations to determine potential partners and guide long-term partnership aspirations](#)

Tip: If possible, choose one community partner to provide tutoring services for your district rather than multiple partners. This will make working together easier and more consistent across schools and students

---

What criteria will the district use to select a community partner?

Please refer to these [considerations for evaluating community partners](#)
Note: Districts and partners can either fill out the [sample checklist of "what good looks like"](#) for community partners or complete the simplified template below

One illustrative row has been filled out as an example in green text below

Criteria	Expectations for this criteria
Example criteria: Can the partner deliver high quality tutoring?	*+ Partner trains the most important skills for its tutors or screens for those skills when they hire tutors (e.g., instructional skills, relationship building)* *+ Partner has experience running some developmental programming for children (e.g., mentorship)*
Criteria 1: [write here]	
Criteria 2: [write here]	
Criteria 3: [write here]	
Criteria 4: [write here]	
Criteria 5: [write here]	

Which community partner(s) will the district work with?

- Based on the chosen criteria, which community partner(s) best meet your district's needs?
- Can one partner meet all of the tutoring needs for the district?
- If not, how many students will each partner be responsible for?

One illustrative row has been filled out as an example in green text below

Partner	# of students to tutor
Example partner: _____ University	500
Partner 1: [write here]	
Partner 2: [write here]	
Partner 3: [write here]	

Step 4: Co-create the plan for collaborating for the tutoring program

Planning workbook

Return to checklist

> **Other resources:**
> - Worksheet to assign roles and responsibilities
> - Guidelines on tutoring program organizational structure
> - Other sample tutoring schedules
> - Options for sourcing potential tutors
> - Guidance on high quality curricular materials
> - Guidance for recruiting and training potential tutors
> - Detailed worksheet on tutor skills for training and selection
> - Options for ongoing tutor support
> - Illustrative timelines for establishing a partnership
> - Example meetings for ongoing collaboration and communication

After completing the workbook to analyze district needs and engaging potential community partners, the district can use this workbook **alongside a representative from each community partner** to build a specific, actionable plan for how the district and the community partner will serve students together. The district may choose to complete this workbook with multiple community partners and determine the quality of the plans as part of Step 3: Decide which community partner(s) to work with.

Please complete each section of the tutoring plan workbook listed below:
- ☐ Roles and responsibilities
- ☐ Funding
- ☐ Scheduling
- ☐ Logistics
- ☐ Curricular materials
- ☐ Tutoring staff
- ☐ Data sharing for continuous improvement
- ☐ Day one implementation plan
- ☐ Ongoing communication and collaboration

Roles and responsibilities

Who will be in charge of each responsibility for the tutoring program?
Consider the detailed list of responsibilities shown in this worksheet to assign roles and responsibilities
Note: Districts and partners can either fill out the detailed responsibilities chart in the detailed worksheet, or the simplified chart below.

One illustrative row has been filled out as an example in green text below

Responsibility	Owner (write: district or partner, with an individual's name if possible)
Student selection and program planning: *Understand individual student needs within schools and select students to prioritize for tutoring. Design in-school tutoring schedule and assign existing teachers and staff to specific tutoring sections.*	*District, Chief Academic Officer Jones*
Tutor hiring: [write here]	
Tutor training and onboarding: [write here]	
"Back office" support for tutors: [write here]	
Student data monitoring and ongoing tutor coaching: [write here]	
Family and community engagement: [write here]	

Funding

What sources of funding does the district have available for the program?	What (if any) sources of funding does the partner have available to supplement the program?
- Can the district use some of its ESSER funding for tutoring? - Will the state provide any financial support for tutoring? - Can part of the district's operational budget be spent on the tutoring program? - Are there any other grants available for tutoring? [write here]	- Does the partner have any grant funding it could use? - Are there any other sources of funding the partner may have available? [write here]

Scheduling

Please consider [sample tutoring schedules](#)

Can the district schedule time for tutoring during the school day (strongly recommended)? What days will tutoring be provided and at what times?	If not, when will the district and partner be able to offer tutoring? What days will tutoring be provided and at what times (e.g., after school)?
[write here]	[write here]

Logistics

Tips:
- Fill tutoring rooms at <33% capacity if possible to allow for conversations between individual students and their tutor
- Consider using rooms that are not used during certain times of day if possible (e.g., auditorium, gym, lunch rooms, classroom space during teacher prep time)

Can tutoring be conducted at the students' schools?	If not, what additional space can the partner use for tutoring?
- Does the district have enough space in classes and other rooms to accommodate tutoring? - Will the partner need to arrange any transportation for tutors to get to schools on time? [write here]	- Does the partner already have enough space and rooms to accommodate tutoring? Where? - Could public libraries or community centers be used? - Who at the district or partner will need to arrange transportation for students between the school and the tutoring center, if any is offered? - Who at the district or partner need to arrange any transportation for students between the tutoring center and students' homes, if any is offered? [write here]

Curricular materials

Please consider [Chiefs for Change resources on diversity in high quality instructional materials](#); [Louisiana Department of Education (LDOE) curricular resources reviews](#); [checklist for tutors to determine quality of curricular materials](#)

Does the district or community partner already have high quality materials that could be used for tutoring?	**What steps can be taken if the district and community partner do not have high quality curricular materials?**
- Does the district or community partner use curricular materials that are rated as high quality by the relevant SEA? - Does the district or community partner use curricular materials that are rated as high quality by well-respected independent agencies (e.g., EdReports, LDOE curricular resources reviews)? - Do existing materials have resources with plentiful structured activities that could be used for tutoring (e.g., homework, enrichment worksheets, independent practice)? - Are source texts and structured activities aligned with grade-level content standards for the district? - Are source texts and other curricular materials [culturally relevant](#)? - What changes would need to be made to materials for tutors and how will educators be best involved to make those adjustments, if needed? [write here]	- Leverage reports and recommendations by well-respected independent agencies (EdReports, LDOE) to source materials, including those that may be freely available - Draw on highly rated curricula that have been publicly reviewed by states (see this [report](#) for sample list) [write here]

Tutoring staff

What background will tutors be recruited from?	What additional screening or training will be required to prepare tutors for success on Day 1?	How will tutors be coached and trained on an ongoing basis?
Please consider options for sourcing potential tutors • What backgrounds does the partner currently recruit from or plan to recruit from (e.g., retired teacher workforce, graduate students, current professionals)? How will these backgrounds be supplemented with training and resources to equip potential tutors to build meaningful relationships with students? • Will the students tutored have any specific needs that may require more experienced tutors (e.g., high number of English Language Learners, students with dyslexia)? • Given scheduling and logistics, will the partner be able to hire and support full-time tutors (vs just part-time tutors; strongly recommended)? [write here]	*Please consider guidance for recruiting and training potential tutors* *Note: Districts and partners can either fill out the detailed worksheet on tutor skills for training and selection or answer the simplified questions below.* • What skills and experience should tutors have before day 1 of tutoring? *Examples provided below* ➢ *Building student relationships* ➢ *Instructional delivery* ➢ *Language support* ➢ *Behavioral and learning support* ➢ *Coachability* ➢ *Collaboration skills* ➢ *Risk and policy compliance* ➢ *Familiarity with logistics* ➢ *Mission-aligned* ➢ *…* • Of those skills, are there any that will not be sufficiently covered by the partner's existing hiring and training processes? [write here]	*Please consider options for ongoing tutor support* • How often will someone directly observe and coach tutors? • What opportunities and feedback will allow tutors to build positive, enduring relationships with students? • What other ways will the district and partner support tutors' ongoing training? [write here]

Data sharing for continuous improvement

Tip: Strong continuous improvement systems track a variety of metrics, including:
- Leading indicators of outcomes (e.g., growth on monthly progress checks)
- Input indicators (e.g., student attendance)

What data needs to be tracked to drive continuous improvement?
- What data can the district track to determine what to improve in the tutoring program?
- What tools (e.g., surveys, observations) does the district already have or could build to track this data, and how frequently will the district track it?
- Who will be in charge of tracking data?
  Please reference the table created in the roles and responsibilities section

One illustrative row has been filled out as an example in green text below

Metric	Target	Frequency of review (e.g., monthly)	Level of collection (e.g., student, tutoring section, tutor, grade, school, district, all)	Tool to measure (e.g., survey, weekly reports)	Person in charge of measuring
Example metric: Student attendance rate	*80%*	*Monthly*	*All levels*	*Online attendance roster*	*Tutors*
Metric 1: [write here]					
Metric 2: [write here]					
Metric 3: [write here]					
Metric 4: [write here]					
Metric 5: [write here]					

How can that data be shared between the tutoring partner and the district securely, ethically, and legally?
- Does the district already have systems to share data securely, ethically, and legally with community partners? If not, what systems need to be put in place?
- How will students' personally identifiable information (PII) be protected?
- Does the district already have data sharing agreements and contracts available that can be modified? If not, who in the district can create them?

[write here]

Day one implementation plan

Tip: Focus on the 3-5 biggest risks that would have the biggest impact on the success of the partnership

What major milestones should the district and partner plan to meet before the first day of tutoring?

Please consider these illustrative timelines for establishing a district partnership

- What milestones are most important to track against?
- When should those milestones be achieved?
- What work needs to be done to make sure those milestones are achieved on time?

One illustrative row has been filled out as an example in green text below

Milestone	Date to achieve milestone	Supporting work to achieve this milestone
Example milestone: Tutors onboarded and trained	December 3rd, 2021	Additional tutors recruited as necessary, training held for all tutors
Milestone 1: [write here]		
Milestone 2: [write here]		
Milestone 3: [write here]		
Milestone 4: [write here]		
Milestone 5: [write here]		

What risks are there for implementing this partnership, and how might they be mitigated?

- Which milestones are the most likely to be missed or delayed? Why?
- Imagine this tutoring partnership fails to meet its objectives. Why might that have happened?
- How can both the district and partner proactively mitigate those risks?

One illustrative row has been filled out as an example in green text below

Potential risk	Mitigation plan
Example risk: Partner is not able to recruit enough tutors to tutor as many students as planned	+ Partner will work with its Human Resources and Communications department to make sure job descriptions and all outreach are as successful as possible + District and partner will launch referral campaigns within their organization to increase number of applications + Partner program manager will give weekly updates to district on how many tutors have applied and how many they believe they will be able to hire so both parties can adjust plans as necessary
Risk 1: [write here]	
Risk 2: [write here]	
Risk 3: [write here]	
Risk 4: [write here]	
Risk 5: [write here]	

Ongoing communication and collaboration

How will the district and partner collaborate and communicate going forward?
Please consider this example set of example meetings for ongoing collaboration and communication

One illustrative row has been filled out as an example in green text below

Meeting	Engagement type (e.g., email, report, working session)	Frequency	Attendees	Purpose / agenda	Date and time of first meeting (schedule it now!)
Example engagement: Operational weekly check-in	*Conference or zoom call*	*Weekly*	*Partner staff: Partner tutor program manager, school tutor leads* *District staff: District tutor program manager*	*+ Flag tutor retention and other concerns and co-develop mitigation plans* *+ Flag anything upcoming that may impact tutor operations (e.g., professional development, holidays)* *+ Problem solve potential solutions, and share best practices across schools and grades*	*Monday, September 20th, 2021* *4pm-5pm* *(Meeting is at the same time every Monday throughout the year)*
Engagement 1: [write here]					
Engagement 2: [write here]					
Engagement 3: [write here]					
Engagement 4: [write here]					
Engagement 5: [write here]					

Step 5: Set up the tutoring program team for collaboration (excluding tutors)

> **Other resources:**
> ● [Guidelines on tutoring program organizational structure](#)

Successful tutoring programs have a senior, high-skilled management team. That team is responsible for every step of the tutoring program from designing the program to standing up the tutor program for the first time to implementing continuous improvement measures for years to come.

Use the table below to plan who will be on the tutoring program team for collaborating with a community partner (excluding tutors). In filling out this table, consider:
● The roles and responsibilities that the district and the selected community partner(s) defined together, either in the simplified workbook table or in the detailed roles and responsibilities worksheet
● Additional guidelines on tutoring program organizational structure which details the most important parts of a tutor program team, including sample job descriptions

One illustrative row has been filled out as an example in green text below

Title	Primary responsibilities	New hire or existing team member?	Part time or full time?	% time for this role	Relationship to other team members
Example team member: District tutor program sponsor	● *Final approval on any public-facing materials (with partner project sponsor)* ● *Defines what family communication will happen, when, how often, and by whom*	*Existing team member, currently Chief Academic Officer*	*Portion of full-time employee*	*10-20%*	*Day-to-day manager for district tutor program manager*
Team member 2: [write here]					
Team member 2: [write here]					
Team member 3: [write here]					
Team member 4: [write here]					
Team member 5: [write here]					

Step 6: Sign up (additional) students to enroll in the tutoring program
Return to checklist

Other resources:
- Options for engaging potential students

Before engaging students and families, the district and partner should plan their outreach in detail together using the district needs analysis workbook and the planning workbook.
- Who is responsible for selecting students and contacting families to enroll them?
  See roles and responsibilities
- Which students will be tutored (incl. total number, grade level, subject(s), specific needs)?
  See district needs analysis workbook

Use the space below to plan how the district and/or the community partner plan to sign up students to enroll in the tutoring program.

How will the district and/or the community partner sign up students to enroll in tutoring?
Please consider options for engaging potential students
- How will the district and/or the community partner excite families and communities about tutoring?
- How could the district and/or the community partner involve teachers and staff that already have working relationships with students and families?
- How will the district and/or the community partner contact families to enroll students, including those who may not speak English?
- What follow-ups will the district and/or the community partner need to do to make sure students attend day one of tutoring?

[write here]

Step 7: Create and communicate (additional) tutor groups
Return to checklist

<table>
<tr>
<td>

Of the students who have signed up for tutoring, how can the district group students with similar needs?
Please consider the roles and responsibilities, scheduling, and data sharing agreement that you and the district already defined in the planning workbook

- Can the district group students together from the same school?
- What data can the district use to see which students have similar needs (e.g., formative test scores, teacher interviews)?
- What data can the district use to see which students can attend tutoring sessions at the same time?

[write here]

</td>
<td>

How will the district match tutors to student groups?
- Are there any groups that will need tutors with more experience or specific skills (e.g., bilingual tutors, certified teachers)?
- How will the district match tutor schedules with student schedules?
- Can the district match tutors to student groups so that tutors are at the same school for all of their sessions for the day?
- How will the district ensure that tutors can build and maintain strong relationships with students? (e.g., ensuring tutors have stable and consistent student groups)
- How will the district involve the partner in this decision (e.g., initial call to share tutor's scheduling considerations)?

[write here]

</td>
<td>

How will the district communicate tutoring schedules?
- What information will students and families need, and who will be in charge of communicating it to them?
- What information will tutors need to know about their schedule and the students in their groups to serve them most effectively?
- What information will the partner team need, and how can the district communicate it in a timely manner?

[write here]

</td>
</tr>
</table>

Step 8: Implement continuous improvement procedures

Tip: Strong continuous improvement systems track a variety of metrics, including:
- Leading indicators (e.g., growth on monthly progress checks)
- Input indicators (e.g., student attendance)

How will the district make sure data is used to drive real change for students? *Please consider the roles and responsibilities and continuous improvement plan that the district already completed* - Who will be responsible for analyzing and reviewing data and making improvements at each level (e.g., tutor, school, district)? - How frequently should they be reviewing data? - Will the district need to hire anyone new or change anyone's responsibilities? - How will the district build a culture where everyone feels responsible for continuous improvement based on data? [write here]	**How will people at lower levels of the organization escalate concerns that need more attention?** - Which kinds of concerns need senior input (e.g., those requiring more investment, those with risks)? - What protocol should be in place to escalate those concerns? - How will protocols be communicated throughout the organization? [write here]

Wrap-up

Structured, effective tutoring programs can be critical to combat learning loss and help ensure every child has access to an excellent education – in part because they can pair focused instruction with the development of strong relationships between students and adults. This guide is one example of how districts can establish effective systems, provide training and resources, and overcome common barriers when partnering with community organizations to deliver a tutoring program that will provide exactly those opportunities to students.

If you have any remaining questions or would like to provide feedback on this document, please email (CFCTA@chiefsforchange.org) for support.

Sample schedules for tutoring blocks

Option 1: Tutoring during the school day: Research shows that tutoring offered during the school day has a greater impact on student success than tutoring offered before or after school. Researchers believe that this greater impact is because students are more likely to attend tutoring sessions during the school day than those offered before or after school.[2] For this reason, when possible, partners should seek to work with districts to provide tutoring services during the school day (*See Option 1 example below*).

Option 2: Out of school tutoring: However, tutoring during the school day may not be possible in many districts. Therefore, in addition to a potential in-school scheduling option, three additional scheduling choices have been illustrated below.

    (a) Before-school tutoring
    (b) After-school tutoring, and
    (c) Hybrid before-school / after-school tutoring

---

[2] Nickow, Andre Joshua, Philip Oreopoulos, and Vincent Quan. (2020). The Impressive Effects of Tutoring on PreK-12 Learning: A Systematic Review and Meta-Analysis of the Experimental Evidence. (EdWorkingPaper: 20-267). Retrieved from Annenberg Institute at Brown University: https://doi.org/10.26300/eh0c-pc52

Example schedules

All examples below assume the school will have six 45-minute periods each day and run from 8:30 am to 2:00 pm.

There is no "right" model, but the scheduling options below show the most likely before and after school approaches that may increase student attendance.

Tutoring programs can also design their own schedules. As a reminder, *research* suggests that students should receive three or more tutoring sessions of 30-60 minutes each[3]

Option 1: Tutoring during the school day
Offering tutoring during school has been shown to be linked to higher rates of attendance and increased impact on student outcomes. If this is possible, districts will tell partners which time blocks students will be available for tutoring in school (e.g., non-core classes, push-in during independent practice).

The example below shows a tutoring schedule with three 45 minute tutoring blocks per day, with all six meeting Friday. This example would allow tutors to serve six possible tutoring groups.

■ Tutoring group 1 ■ Tutoring group 2 ■ Tutoring group 3 ■ Tutoring group 4 ■ Tutoring group 5 ■ Tutoring group 6

	Monday	Tuesday	Wednesday	Thursday	Friday
7:15 am					
8:30 am	Period 1 (tutoring group 1)	Period 1	Period 1 (tutoring group 1)	Period 1	Period 1 (tutoring group 1)
9:20 am	Period 2	Period 2 (tutoring group 4)	Period 2	Period 2 (tutoring group 4)	Period 2 (tutoring group 4)
10:10 am	Period 3 (tutoring group 2)	Period 3	Period 3 (tutoring group 2)	Period 3	Period 3 (tutoring group 2)
11:00 am	Lunch	Lunch	Lunch	Lunch	Lunch
11:35 pm	Period 4	Period 4 (tutoring group 5)	Period 4	Period 4 (tutoring group 5)	Period 4 (tutoring group 5)
12:25 pm	Period 5 (tutoring group 3)	Period 5	Period 5 (tutoring group 3)	Period 5	Period 5 (tutoring group 3)
1:15 pm	Period 6	Period 6 (tutoring group 6)	Period 6	Period 6 (tutoring group 6)	Period 6 (tutoring group 6)
2:30 pm					

---

[3] Robinson, Kraft, Loeb, and Schueler, "Accelerating student learning with high-dosage tutoring," Ed research for recovery design principles series, February 2021

Option 2: Out of school tutoring

Option 2a: Before-school tutoring
Some students may be able to meet for tutoring before school, especially younger students.

The example below shows a tutoring schedule with 30 minute tutoring blocks offered M/W/F before school and 45 minute tutoring blocks offered T/Th before school. It includes a 30 minute buffer before class starts for students to get from the tutoring space to school. This example would allow tutors to serve two possible tutoring groups, though group 2 would not meet the recommended 3+ times per week.

■ Tutoring group 1 □ Tutoring group 2

	Monday	Tuesday	Wednesday	Thursday	Friday
7:15 am	Tutoring group 1 (30 mins)	Tutoring group 2 (45 mins)	Tutoring group 1 (30 mins)	Tutoring group 2 (45 mins)	Tutoring group 1 (30 mins)
	Transit to school	Transit to school	Transit to school	Transit to school	Transit to school
8:30 am	Period 1	Period 1	Period 1	Period 1	Period 1
9:20 am	Period 2	Period 2	Period 2	Period 2	Period 2
10:10 am	Period 3	Period 3	Period 3	Period 3	Period 3
11:00 am	Lunch	Lunch	Lunch	Lunch	Lunch
11:35 pm	Period 4	Period 4	Period 4	Period 4	Period 4
12:25 pm	Period 5	Period 5	Period 5	Period 5	Period 5
1:15 pm	Period 6	Period 6	Period 6	Period 6	Period 6

2:30 pm

Option 2b: After-school tutoring

Some students may be able to meet for tutoring after school. Furthermore, some districts may already be serving several students in after-school care, which could be repurposed as tutoring time. However, for other students, an after-school only option may create conflicts with extra curricular or family commitments.

The example below shows a tutoring schedule with 30 minute tutoring blocks offered M/W/F after school and 45 minute tutoring blocks offered T/Th after school with a 30 minute buffer after class ends for students to get from school to the tutoring space. This example would allow tutors to serve two possible tutoring groups.

	■ Tutoring group 1	☐ Tutoring group 2

	Monday	Tuesday	Wednesday	Thursday	Friday
7:15 am					
8:30 am	Period 1	Period 1	Period 1	Period 1	Period 1
9:20 am	Period 2	Period 2	Period 2	Period 2	Period 2
10:10 am	Period 3	Period 3	Period 3	Period 3	Period 3
11:00 am	Lunch	Lunch	Lunch	Lunch	Lunch
11:35 pm	Period 4	Period 4	Period 4	Period 4	Period 4
12:25 pm	Period 5	Period 5	Period 5	Period 5	Period 5
1:15 pm	Period 6	Period 6	Period 6	Period 6	Period 6
	Transit from school	*Transit from school*	*Transit from school*	*Transit from school*	*Transit from school*
2:30 pm	Tutoring group 1 (30 mins)	Tutoring group 2 (45 mins)	Tutoring group 1 (30 mins)	Tutoring group 2 (45 mins)	Tutoring group 1 (30 mins)

Option 2c: Hybrid before-school / after-school tutoring

A hybrid option may offer flexibility for individual students who need to alternate between before and after school tutoring on different days. It may also offer districts the flexibility to serve a greater number of students who have different tutoring time preferences. The example below shows 30 minute tutoring blocks offered both before and after school on M/W/F and 45 minute tutoring blocks offered both before and after school on T/Th. This example would allow tutors to serve four possible tutoring groups.

| | 🟧 Tutoring group 1 | 🟦 Tutoring group 2 | 🟧 Tutoring group 3 | 🟩 Tutoring group 4 |

	Monday	Tuesday	Wednesday	Thursday	Friday
7:15 am	Tutoring group 1 (30 mins)	Tutoring group 3 (45 mins)	Tutoring group 2 (30 mins)	Tutoring group 4 (45 mins)	Tutoring group 1 (30 mins)
	Transit to school	*Transit to school*	*Transit to school*	*Transit to school*	*Transit to school*
8:30 am	Period 1	Period 1	Period 1	Period 1	Period 1
9:20 am	Period 2	Period 2	Period 2	Period 2	Period 2
10:10 am	Period 3	Period 3	Period 3	Period 3	Period 3
11:00 am	Lunch	Lunch	Lunch	Lunch	Lunch
11:35 pm	Period 4	Period 4	Period 4	Period 4	Period 4
12:25 pm	Period 5	Period 5	Period 5	Period 5	Period 5
1:15 pm	Period 6	Period 6	Period 6	Period 6	Period 6
	Transit from school	*Transit from school*	*Transit from school*	*Transit from school*	*Transit from school*
2:30 pm	Tutoring group 2 (30 mins)	Tutoring group 4 (45 mins)	Tutoring group 1 (30 mins)	Tutoring group 3 (45 mins)	Tutoring group 2 (30 mins)

Checklist for tutors to determine quality of curricular materials or supports
Return to checklist

If districts or partners decide to develop or buy additional curricular materials or supports, it should make sure those supports are high quality. There are generally five components of high quality curricular materials, though additional components may be defined by SEAs or LEAs:

- Aligned with state standards and classroom objectives
- Provides consistent instructional routines and formatting between lessons
- Creates data on student thinking and learning for tutors
- Has instructional supports to guide and structure instruction and feedback (e.g., lesson plans)
- Mostly centered on cycles of practice and feedback rather than reteaching content or teaching new content (may be more relevant for math)

These components combine characteristics of materials used in successful tutoring programs in districts across the country.

Weekly "pulse" check: To determine whether materials are meeting tutor and student needs, districts and/or partners could choose to have school tutors take a quick pulse-check survey at the end of each week through any survey tool to determine the quality of the curricular materials used in their sections.

The survey can ask whether tutors agree or disagree with the six statements below. Materials may be considered "high quality" for the week if >90% of tutors agree to at least four of the criteria listed below.

- ☐ Overall, I was satisfied or very satisfied with the quality of curricular materials provided to me this week
- ☐ This week's materials mostly aligned with my student's classroom objectives
- ☐ This week's materials looked similar to last week's materials and had similar instructional routines
- ☐ This week's materials provided enough data on student thinking and learning to inform my tutoring
- ☐ This week's content included tutoring supports that helped me guide and structure my feedback for students (e.g., lesson plans) OR
  At least 1 hour of time this week was set aside by my school or tutor coach to intellectually prepare for my lessons alone or with other tutors (e.g., to prepare scaffolding questions)
- ☐ This week's materials mostly centered on student practice and feedback rather than reteaching content or teaching new content

Options for sourcing potential tutors

Community partner organizations recruiting tutors generally consider one or more of the following sources of tutors:

- Current full-time teachers
- Current full-time teaching assistants, paraprofessionals, or other support staff
- Retired teachers, teaching assistants, paraprofessionals, or other retired support staff
- Recent college graduates
- Current e students preparing for careers in education or other related fields
- Volunteers

Each of these potential sources of tutors presents strengths and risks.

The table below reflects general patterns of those strengths and risks, as well as potential considerations for program design. In all cases, there are exceptions to these patterns. Therefore, these guidelines should be considered in the specific context of a given community and/or community partner organization or institution.

Separately from the considerations included below, **partners and districts should take note of potential differences in cost** across options.

> **Successful existing programs build different supports based on the initial experience of their tutors:**
>
> - A tutoring program in one district hires current college students of all backgrounds. Teachers coach tutors daily and tutors must be supervised by a teacher or staff member at all times that they are with a student
>
> - A program in a district hires recent college graduates and current teacher preparation program participants. Tutors are observed 1-2 times per week and given weekly 1:1 coaching sessions
>
> - A program in a district hires more experienced education graduate students and retired teachers and completes most training through asynchronous, online modules prior to the start of service

Source of talent	Potential strengths	Potential risks	Potential considerations for program design
Current full-time teachers	Commitment to and skill in teaching likely to make teachers highly effective tutors Teachers are already a part of school communities, giving them more informal knowledge about students (e.g., regarding individual student needs) Likely gives program the most credibility in the eyes of families and other stakeholders	Existing teaching duties may limit how much availability teachers have for additional paid work supporting new tutoring efforts	Organizations may want to consider full-time teachers for models in which a relatively small number of students in a given school or grade band will be served
Retired teachers	*Strengths listed above, PLUS* Compared to full-time teachers, likely to be able to dedicate more time per week to tutoring	In some places, there may be limits on the number of days retired teachers can work while still receiving retirement benefits. This may mean these teachers still have limited availability, despite the advantage cited to the left	Organizations may want to consider estimating ahead of time the total tutoring sessions retired teachers can deliver
Current full-time teaching assistants, paraprofessionals, or other support staff	Commitment to and experience in education may make school staff more effective than tutors from other sources Staff are already a part of school communities, giving them more informal knowledge about students (e.g., regarding individual student needs)	Existing staff duties may limit how much availability staff have for additional paid work supporting new tutoring efforts	Organizations may want to consider full-time staff for models in which a relatively small number of students in a given school or grade band will be served

Recent college graduates	Demonstrated levels of effectiveness is strong in recent research studies (see, e.g., this NBER meta-analysis) Case studies in one district indicate that a "Corps" model for this cohort may make it possible to recruit highly motivated and talented tutors	Limited experience tutoring may require a "learning curve" period to be as effective as more experienced tutors	Organizations may be especially likely to consider recent college graduates for programs that are at scale in a given community (e.g., 200+ students) Organizations may want to consider additional emphasis on pre-service training and ongoing coaching for recent college graduate tutors (given the likely value of coaching for full-time but novice educators)
Current undergraduate or graduate students preparing for careers in education or other related fields	Potential to combine tutoring with practicum requirements may make tutors more committed ("win-win") Interest in education may make these tutors more skilled initially and eager to improve	Lack of full-time commitment means: (a) slower skill ramp-up for tutors over the course of a given school year -- which may reduce program effectiveness; (b) increased recruiting needs for a given number of students served Tutors may be less able to form a consist tutor-student relationship, which has been shown to make tutoring more effective, because of tutors' changing schedules (e.g., courses term-to-term)	Where possible, organizations may want to consider making tutoring part practicum and/or other formal preparation structures Organizations may wish to consider requiring: (a) at least a one-year commitment from each tutor and/or (b) letter of recommendation from a professor and a commitment to regular availability

Volunteers	No pay or benefits required; may allow investment in other program aspects	Lack of formal employment arrangement may reduce effectiveness of coaching and management relationships or increase risk of tutor turnover Typical average time commitment per volunteer per week may slow efforts to scale programming Likely use of informal selection mechanisms may increase potential for variability in tutor quality or experience	In most cases, organizations may consider prioritizing other sources of talent

Considerations for recruiting and training potential tutors

Qualifications for tutor success

When an organization defines how it will select or train its tutors, several factors can be considered. Outlined below are questions an organization can use to determine whether its tutors will be prepared for success in the tutoring program. For each question, the organization should consider selecting tutors who already have that skill or experience, training that skill directly, or both.

- Will tutors be trained and able to provide the necessary content support to students and the specific needs of those students (e.g., considering grades served and/or subjects)?

- Will tutors be trained and able to build meaningful relationships with students and families? Additional information and resources here

- Will tutors be trained and able to provide language support beyond content delivery?

- Will tutors be trained and able to provide behavioral and learning support beyond content delivery?

- Will tutors be willing to be coached?

- Will tutors possess strong collaboration skills?

- Will tutors be familiar with policy compliance and risk mitigation requirements for their role?

- Will tutors be familiar with all logistical requirements of their role?

- Will tutors be aligned with the tutoring program's mission?

> Other high-quality tutoring programs include elements of training and support such as:
>
> - 1-2-week training before service starts covering overall expectations, basic instructional skills, curriculum, how to check for student understanding, and how to build student relationships (incl. community context)
>
> - Professional development sessions throughout the service period, aligned to instructional materials and tailored to tutors' needs
>
> - Physical or digital reference that includes tutor best practices as well as scripted tutoring session protocols, exercises, and tools tools
>
> - Roleplayed "mock tutoring" sessions with live feedback to support tutors
>
> - Routine observation by administration or partner program staff -- with weekly or biweekly dedicated feedback time -- to strengthen tutors' skills on an ongoing basis

Additional resources are available here. This includes a detailed worksheet of the potential needs, supporting skills, and potential indicators of those skills that the organization may find helpful in guiding a planning conversation on which skills to select for in candidate screening and in defining the needs for a supplemental training program (if any).

Considerations and resources to help build positive academic environments and strong relationships between students and tutors

Strong and supportive relationships between students and teachers lead to improved and enduring social-emotional and academic outcomes. Positive and enduring relationships with adults in the school can lead to greater student motivation, satisfaction, self-esteem, and social skills. This connection is particularly important for first-generation students and students of color.

Districts and community partners can draw on the resources below to help foster supportive, positive environments and relationships:

- Various research that outlines the benefit and importance of strong relationships for students
  - Meta-analysis of education research on learner-centered teacher-student relationships
  - The importance of strong, academically-focused tutor-student relationships
  - School climate research on student-teacher relationships

- Strategies to build relationships with students here and here

Options for ongoing tutor support

In addition to pre-service training (see Considerations for recruiting and training potential tutors), successful tutoring programs generally include ongoing in-service coaching and professional development (PD) for tutors.

Two resources may be used together to help organizations develop effective in-service coaching and PD:
- The list below of potential coaching opportunities over the course of the semester or school year and
- This worksheet to prioritize skills and content for tutor PD

Both resources are based on the practices of high-performing tutoring organizations but can and should be adapted to meet the needs of individual community partners and the communities they serve.

Potential opportunities for tutor coaching and PD

Coaching opportunities	Participants	Frequency and duration	Tips from experienced practitioners
Tutorial observation: Visit to one or more of a tutors' tutorials -- with structured observation notes	● Tutor ● School tutor lead or program manager ● Students	~15 minutes; once per week or an entire tutoring session of at least 30 minutes once every two weeks	Using a cell-phone camera[4] to record observations can help tutors grow faster by seeing their own practices; it can also reduce the distraction to students, especially younger learners, of having the coach sitting close to the session to observe it
Feedback and coaching one-on-one session: Opportunity to provide feedback and to check in on each tutor's overall experiences	● Tutor ● School tutor lead or program manager	30 minutes; once per week or every other week, ideally immediately after the observation to make sure concrete examples are easily recalled and accessible	Starting each one-on-one session by asking how the tutor is doing overall can set sessions up for success by building rapport between coach and tutor Feedback that begins with a concrete observation (e.g., "I heard…") helps tutors learn faster Ending each session with 1-2 focus areas for next time gives the coach "look-fors" for the following week's observation

---

[4] As long as this is consistent with students' and families' release permissions and data are stored in a way that is compliant with all federal, state, and local laws and regulations

Intellectual preparation time: Structured independent or group work time to prepare for tutorials	● All tutors working in a given subject / grade level ● School tutor lead or program manager	30 minutes or more; ~4 times per week (will vary depending on the number of sections a tutor teachers per day)	Providing protected time allows tutors to ● Identify upcoming needs, common student misconceptions, and the most important problems for demonstrating knowledge ● Role play relevant instructional moments ● Share peer-to-peer lessons learned
Digital coaching options: Online portal with resources on tutor best-practices	● Any individual tutor	As-needed	Providing tutors with lessons, videos, and tips and tricks digitally can give tutors the opportunity to coach themselves and find the most needed content
As-needed coach support: Process to ask for coaching outside of formal opportunities (e.g., by email, survey)	● Any individual tutor ● School tutor lead or program manager	As-needed, likely for questions that need <15 minutes to address	Sending a daily or weekly open-ended survey to tutors gives tutors the opportunity to voice anything on their mind outside of formal opportunities
Experienced "buddy" program: Assigned teacher or experienced tutor meets daily with newer tutors to share tips and tricks for the day's content	● A more experienced tutor or teacher ● A more junior or less experienced tutor	Daily, for 15-30 minutes	Aligning on daily objectives with a more experienced tutor or teacher can give younger tutors more confidence for the day's lesson
Skills-focused PD sessions: Workshops to build tutors' mastery of instructional and classroom culture-promoting techniques	● All tutors working in a given subject / grade level ● School tutor lead or program manager	120 minutes; once per month	● Using observations data to inform skills sessions ensures they cover what tutors need most ● Including role-play opportunities in sessions makes skills stick ● Including skills from PD sessions as "look fors" in observations ensures continuity between dedicated PD time and day-to-day practice

Illustrative timelines for establishing a community partnership

This section includes illustrative timelines to support districts' efforts to establish partnerships with community organizations launching in 2022
- Launch second semester of the 2021-2022 school year
- Launch first semester of the 2022-2023 school year

Second semester of 2021-2022 school year

Milestone	Illustrative date	Sample supporting work to achieve this milestone (not exhaustive)	Illustrative duration of work required
Begin planning district tutoring program	August 9th, 2021		
Tutor program scope defined	August 30th, 2021	Select students to serve, design and announce tutoring schedule, complete analysis of district needs	4 weeks
Launch outreach to potential community partners	September 6th, 2021	Draft communications to community partners, identify potential community partners, ask for proposals	1 week
Deadline to receive proposals from potential partners	September 17th, 2021	Continued outreach and follow-up with community partners to receive necessary proposals, complete planning workbook with potential partners, proactively review proposals before deadline	4 weeks (incl. 1 week fall break)
Community partner(s) selected	October 15th, 2021	Convene decision makers to review high quality proposals	1 weeks
Partnership infrastructure launched	October 29th, 2021	Hold kick-off meeting with relevant stakeholders from district and partner(s), formally finalize tutoring model and roles and responsibilities, schedule time for regular touchpoints	1 weeks
Tutors onboarded and trained by community partner	December 3rd, 2021	Additional tutors recruited as necessary, training held for all tutors	5 weeks
Tutors complete school onboarding	January 6th, 2022		2 weeks (+ 3 weeks winter break and finals)
Day one with students	January 7th, 2022		1 day

First semester of 2022-2023 school year

Milestone	Illustrative date	Sample supporting work to achieve this milestone (not exhaustive)	Illustrative duration of work required
Begin planning district tutoring program	February 4th, 2022		
Tutor program scope defined	March 4th, 2022	Select students to serve, design and announce tutoring schedule, complete analysis of district needs	4 weeks
Launch outreach to potential community partners	March 18th, 2022	Draft communications to community partners, identify potential community partners, ask for proposals	1 week
Deadline to receive proposals from potential partners	April 16th, 2022	Continued outreach and follow-up with community partners to receive necessary proposals, complete planning workbook with potential partners, proactively review proposals before deadline	4 weeks (incl. 1 week fall break)
Community partner(s) selected	May 13th, 2022	Convene decision makers to review high quality proposals	1 weeks
Partnership infrastructure launched	June 3rd, 2022	Hold kick-off meeting with relevant stakeholders from district and partner(s), formally finalize tutoring model and roles and responsibilities, schedule time for regular touchpoints	1 weeks
Tutors onboarded and trained by community partner	July 29th, 2022	Additional tutors recruited as necessary, training held for all tutors	5 weeks
Tutors complete school onboarding	August 12th, 2022		2 weeks (+ 3 weeks winter break and finals)
Day one tutorial with students	August 15th, 2022		1 day

Example meetings for ongoing collaboration and communication between districts and partners

The worksheet below includes a list of meetings districts and partner organizations may want to have on a regular basis to ensure strong collaboration and execution of the tutoring program, depending on the level of collaboration desired by the district.

CFC has provided an example below on one strong model by which these partners and districts can communicate and engage with one another. However, this is not the only strong model for engagement. Partner organizations can use this example to guide a conversation with districts to add to, remove from, and modify the meetings described below.

Shading	Importance
	Strongly recommended
	Recommended
	Helpful

Frequency	Meeting	Attendees	Purpose / agenda	Duration
1-2x yearly	Partnership kickoff (one per district or group of schools if split within a district)	Partner staff: Project sponsor, partner tutor program manager, all school tutor leads District staff: Project sponsor, district tutor program manager, all principals	+ Introduce senior stakeholders + Share long-term vision and change story for tutoring program + Share program timeline, engagement plan, and mutual expectations for partnership	~2 hours
	School kickoff (one per school)	Partner staff: Partner tutor program support staff (e.g., one recruiter), school tutor lead, tutors District staff: School principal, partner teachers (if any)	+ Introduce school stakeholders + Share program goals and mutual expectations for tutor program + Discuss management systems	~2 hours
	Training on teacher-tutor working best-practices	Partner staff: School tutor lead, tutors District staff: Partner teachers	+ Personal introductions between tutors and teachers of specific students tutors are assigned to + Share best-practices for tutors in working with teachers + Small-group breakout time to discuss / co-create an approach to working together in the coming year. + Share-out of top takeaways across groups	~2 hours

	End of year / semester program-level review	Partner staff: Project sponsor, partner tutor program manager District staff: Project sponsor, district tutor program manager	+ Review summative district level data and student goals + Update goals for next year or semester + Flag any risks to continued partnership and co-develop mitigation plans	~4 hours
Monthly	Strategic progress update	Partner staff: Project sponsor, partner tutor program manager, all school tutor leads District staff: Project sponsor, district tutor program manager, principals optional	+ Review interim school level and district level data and student goals set at previous strategic progress update + Align on new strategic goals tutoring program	~1 hour
	Tutoring material review	Partner staff: Partner tutor program manager, all school tutor leads, curriculum support staff District staff: District tutor program manager, partner teachers optional	+ Review data from tutor feedback on previous unit's instructional materials + Review curricular materials for upcoming unit for math and ELA against checklist for high quality curricular materials	~1 hour
	Tutor appreciation	Partner staff: School tutor lead, tutors District staff: Principal, partner teachers, other school staff, select students	+ Share impact tutors have had (e.g., tutor of the month, or exemplar stories from student testimonials featured monthly) + Thank tutors for contributions (e.g., personal outreach from the Principal to a rotating set of tutors monthly) + Weave tutor appreciation into broader school culture	~1 hour
Weekly	Operational update (One per district)	Partner staff: Partner tutor program manager, school tutor leads District staff: District tutor program manager	+ Flag tutor retention and impact concerns and co-develop mitigation plans + Flag anything upcoming that may impact tutor operations (e.g., professional development, holidays)	~1 hour
	Teacher-tutor content alignment (One per grade level per subject area at each school)	Partner staff: School tutor lead, tutors District staff: Partner teachers	+ Overview of weekly academic goals, upcoming exams, and likely class-wide misconceptions to address + Includes student-level data review and any specific concerns	~1 hour
Tutor engagement with current meetings	IEP/504 review	Tutors invited to join	No modifications necessary	No modifications necessary
	RTI[2]	Tutors invited to join	No modifications necessary	No modifications necessary

Considerations to determine potential partners and guide long-term partnership aspirations

This section is...	This section is not...
A tool to help school districts conduct discussions with community organizations and educational preparatory institutions for potential partnership in staffing tutors A high-level view of important elements districts can consider	An full list of all factors districts should consider A capability-building guide for districts or partners Representative of the views of any individual district or potential community partner Intended to replace transparent, thorough selection processes complying with state law and regulations

This document has three sections:
- First a list of considerations a district may use to choose between potential community partners
- Second, a perspective on what good looks like for those considerations, which can be used as a checklist to vet a potential partner
- Third, a perspective on what great looks like for those considerations, which can be used to guide a discussion with potential partners on long term goals and aspirations
- Fourth, a potential information form to give to community partners, to be customized by the individual district

Considerations for establishing a partnership with a community partner

A district can consider several factors when it is discussing partnering with potential community partners and evaluating with whom to partner to staff tutors. High-level questions for each factor are below. Districts can use those questions in discussions and determinations. The pages that follow provide a detailed checklist to support districts in answering each question.

I. Can the partner meet district requirements?

1. Does the partner have enough staff to meet -- or can the partner staff additional tutors to meet -- the district's tutoring needs?
2. Can partner tutors meet the district program's training and attendance requirements, if any?
3. Does existing funding cover the cost of partnering with this organization?

II. Can the partner deliver a high quality tutoring program?

1. Does the partner have, or plan to develop, comprehensive tutor candidate selection processes and/or a sufficient training program?
2. What experiences does the partner have that are relevant to supporting students academically or otherwise?

III. Will the partner be an effective collaborator with the district?

1. Has the partner built a plan with the district to show how it can effectively meet the district's needs (e.g., through the planning workbook provided)?
2. What experience does the partner have with the district, or other similar districts, that gives the district confidence in the partner's ability to collaborate?

What good looks like for partnership considerations

Different partners will have different strengths and weaknesses as a partner for tutoring. The below provides examples of what districts can look for when answering each core question about a potential partner. While districts may consider some factors more important than others, great partners should be able to meet most if not all of the criteria below, and must be able to meet all criteria in section: "I. Can the partner meet district requirements?"

I. Can the partner meet district requirements?
Qualified partner should check all boxes

- ☐ The partner has or will have enough staff to tutor required sections not yet filled by existing teachers or other partners
- ☐ The partner commits to tutors successfully completing all required training
- ☐ Tutors can arrange transportation to the district and commit to 90+% timely attendance of scheduled sessions over at least one full semester
- ☐ Tutors will abide by district policies (including a background check)
- ☐ Partnership will not require additional funding beyond ESSER, operating budget allocations, and other existing funding sources

II. Can the partner deliver a high quality tutoring program?
Qualified partner should check most or all boxes

- ☐ Partner screens its staff for a number of relevant skills, even if not all necessary skills (e.g., interviews select for some combination of content knowledge, resilience, mission alignment, instructional practices, experience working with students)

  AND/OR

  Training programs are in place to build the required skills of tutors (see sidebar for example training components)

- ☐ Partner organization or program leadership have experience running similar developmental programming for children -- if not tutoring itself (e.g., after school program, mentorship, camps)

Other high-quality tutoring programs include elements of training and support such as:

- 1-2-week training before service starts covering overall expectations, basic instructional skills, curriculum, how to check for student understanding, and how to build student relationships (incl. community context)

- Professional development sessions throughout the service period, aligned to instructional materials and tailored to tutors' needs

- Physical or digital reference that includes tutor best practices and scripted tutoring session protocols, exercises, and tools

- Roleplayed "mock tutoring" sessions with live feedback to train tutors' instructional skills, behavior management, and coachability

- Frequent observation by administration or partner program staff -- with weekly or biweekly scheduled feedback time -- to strengthen tutors' skills over their time tutoring

III. Will the partner be an effective collaborator with the district?
Qualified partner should check most or all boxes

- ☐ Partner has described a customized and adapted plan to fit the needs and expectations of the district (e.g., by completing the planning workbook with the district)
- ☐ Partner organization or program leadership have already successfully partnered with the district or another, similar district to achieve something similar, showing flexibility and ability to customize its approach to meet the district's needs (see below for example elements of a successful partnership)

Partnership elements of other high-quality tutoring providers include:

- Weekly check-ins between the district and the partner to flag any tutor retention risks and co-develop strategies to support the tutor to stay

- Integration and appreciation events to drive a culture of partnership (e.g., staff lunch, teacher-tutor coffee chats)

- Sharing relevant curricular materials and student data (safely) between district and partner

---

What great looks like in setting partnership aspirations

The district may also consider the following aspirations in setting a long term vision for the district's tutoring program and external partnerships. These aspirations can be used in discussion with potential partners to determine where partners may be able to go above and beyond expectations and set goals for the future, but are not expected for partners initially.

I. Can the partner meet district requirements?

N/A - all partners should meet district requirements

II. Can the partner deliver a high quality tutoring program?
Partners are not expected to check any boxes in this section, but districts may consider them as aspirations for the partnership

☐ Builds rigorous pre-service training and ongoing coaching aligned to high quality curricula and analysis (e.g., content mastery, instructional practices, behavior management, use of data to drive instruction) as well as supporting capabilities (e.g., emotional resilience, compassion, coachability, communication)

OR

Builds rigorous selection processes to ensure similar skills and experience (e.g., requires tutors to have practitioner or professional teaching licenses)

☐ Builds a proven track record of improving student outcomes, potentially including evidence of impact on broader outcomes, such as attendance or student engagement in school

OR

Exemplary reviews of tutor program quality from other partner districts

☐ Builds a proven track record of driving student and family satisfaction, including overwhelmingly positive (e.g., >80%), quantitative record of satisfaction for those served

AND

Includes positive satisfaction measures or reviews beyond tutoring (e.g., reviews that program changed participants' lives or staff became lifelong mentors or friends)

☐ Gains experience executing a tutoring model driven by best practices, including publishing articles or academic research on tutoring best practices in partnership with other organizations

III. Will the partner effectively collaborate with the district?
Partners are not expected to check any boxes in this section, *but districts may consider them as aspirations for the partnership*

- ☐ Partner describes a detailed plan to fit the needs and expectations of the district (e.g., by completing the planning workbook with the district, including the detailed roles and responsibilities worksheet and tutor skills worksheet)
- ☐ Organization successfully partners with multiple districts in ways that closely mirror the relationship the partner would have with your district for tutoring (e.g., providing support staff, achieving shared academic goals)
- ☐ The organization uses what it has learned about launching effective tutoring programs to help district partners co-create more detailed elements of the tutoring program (e.g., through providing technical assistance on scheduling and continuous improvement tracking)

Potential information form for community partners

Districts may want a standardized information form to provide potential community partners to determine which community partner(s) the district will work with. That information form should include:
- Questions for potential partners to answer
- Guidelines on the type of information that may be useful to share
- Space for potential partners to draft a response

The template below shows an example form districts could use aligned with the considerations above.

Note: This template is not an official information form and districts should tailor the template below to match their needs.

I. Can the partner meet district requirements?

Question 1: Does the partner have enough staff to meet -- or can the partner staff additional tutors to meet -- the district's tutoring needs?

Potential parts of the response may include:
● A count of current staff who may be able to serve as tutors, by:
  ○ Role (e.g., after-school care provider) and
  ○ How much time is likely available for academic tutoring e.g., 50% full-time equivalent, or FTE)
● A description of the organization's plan to recruit additional staff who may be able to serve as tutors (e.g., where will tutors come from and how will the organization get them to apply)
● An estimate of how many tutors the organization will be able to recruit and how many students they will be able to serve, with some explanation for those estimates
● A comparison of the above to the district's likely tutoring need (e.g., as calculated here)

Response:

Question 2: Can partner tutors meet the district program's training and attendance requirements?

Potential parts of the response may include:
- The name and experience of the person or people in charge of making sure tutors complete program training and meet attendance requirements
- A description of how the organization will make sure tutors complete any required training and attend tutoring sessions consistently and on time, including but not limited to tutor transportation

Response:

Question 3: Does existing funding cover the cost of partnering with this organization?

Potential parts of the response may include:
- A table outlining the cost to deliver tutoring per student or tutoring group in line with district requirements. Costs may include estimated tutor pay and benefits, tutor supervisor/support staff pay and benefits, and curricular materials and technology.
- A table showing the organization's sources of funds for this work, including resources from the organization (e.g., from development) and expected contribution from the district

Response:

II. Can the partner deliver a high quality tutoring program?

Question 1: Does the partner have, or plan to develop, comprehensive tutor candidate selection processes and/or a sufficient training program?
Potential parts of the response may include: ● A description of the organization's proposed process for recruiting, screening (e.g., via interviews, sample tutoring), training, and onboarding tutoring staff ● The tutoring staff section of the planning workbook, if completed
Response:

Question 2: What experiences does the partner have that are relevant to supporting students academically or otherwise? Optionally, is there evidence the organization or institution can show that its programming has had a positive impact on students' academic achievement?
Potential parts of the response may include: ● A description of the organization's experience providing services that benefit children and their families -- especially academic programming or whole child programming that includes academic elements, if any ● Or, any quantitative analysis showing the effects of that programming, especially on children's academic achievement
Response:

III. Will the partner be an effective collaborator with the district?

Question 1: Has the partner built a plan with the district to show how it can effectively meet the district's needs?
Potential parts of the response may include: ● A description of how the organization will support key elements of the tutoring program, including roles and responsibilities, funding, scheduling, logistics, curricular materials, tutoring staff, data sharing for continuous improvement, a day one implementation plan, and ongoing communication and collaboration (e.g., the planning workbook, if completed) ● Or, a detailed list of roles and responsibilities to be shared with the district (e.g., the roles and responsibilities worksheet, if completed)
Response:

Question 2: What experience does the partner have with the district, or other similar districts, that gives the district confidence in the partner's ability to collaborate?
Potential parts of the response may include: Brief case studies or descriptions of previous successful partnerships with school districts -- focusing on any example(s) of academic programming
Response:

Guidelines on tutoring program organizational structure

This section provides an overview of the roles and responsibilities successful partner organizations have highlighted as important to making tutoring programs successful.

- First, potential roles for school districts are included here (*note: these roles may or may not exist for a given tutoring program depending on the level of collaboration desired*)
- Second, an overview is provided of the roles in a community partner organization required to ensure a successful program. These can be used to inform job descriptions for each role.
- Third, an example organizational chart for a partnership is illustrated
    - Solid-line reporting means that the manager defines the day-to-day responsibilities of the manager's direct report (e.g., school tutor leads defines tutor day-to-day priorities).
    - Dotted line reporting means that the manager will have frequent meetings with the dotted-line report and can provide feedback/observations, but has no formal role in an evaluation.

Key new roles involved in the tutoring program, bolded in the organizational chart, are described below, including potential FTE[5] requirements. These capacity requirements will vary with the size and characteristics of the tutoring program

---

[5] Full-time equivalent or full-time employee

Potential school district roles

District project sponsor: Senior district official (e.g., superintendent, chief academic officer) charged with high level strategic decisions with significant, district-wide implications beyond the scope of the tutoring program (e.g., district finances, community relations).

Key responsibilities include:
- Final approval on any public-facing materials (with partner project sponsor)
- Defines what family communication will happen, when, how often, and by whom

Personnel requirements: This role likely does not require any additional hires on behalf of the district, and should be able to be filled by existing personnel.

District tutor program manager: Day-to-day district leader for tutoring program charged with district-wide decisions fully within the scope of the tutoring program. This is the primary point of contact for the partner organization for any district-wide decisions, questions, or concerns for the tutoring program.

Key responsibilities include:
- Aligns on funding / fees with partner tutor program manager
- Tracks, analyzes, and synthesizes all mandated metrics and additional program-level metrics
- Defines scope of tutor training beyond mandatory training (with partner tutor program manager)
- Defines course of action for any high level tutor concerns (with school principals and partner tutor program manager)
- Defines technology to be provided to tutors, if any (with partner tutor program manager)

Personnel requirements:
- A large district will likely require one senior FTE that could be a new hire or repurposed from another role
- A smaller district may be able to share a senior FTE in this role with 1-2 other districts or add this role to the responsibilities of its existing chief curriculum officer or equivalent, for example

The tutoring model may also add responsibilities to existing roles without requiring any additional new role. Additional key responsibilities for existing roles are described below:

Principals:
- Defines which students or student populations will be offered tutoring (if not defined by superintendent)
- Decides what schedule will be used for tutoring (if not defined by superintendent)
- Decides general principles by which students and tutors will be grouped in tutoring sections (if not defined by superintendent)
- Decides funding sources and amounts coming from each source (if not defined by superintendent)
- Defines course of action for any high level tutor concerns (with school tutor lead and district tutor program manager)

Teachers of tutored grades / subjects:
- Provide student-level information to support tutors (e.g., historical grades, skill gaps, development areas)
- Advise on student-level need for additional family communication
- Provide feedback on experience with the tutor

Operational and functional support (provided by both the partner and district):
- School operations function makes new school schedules and adjusts course sequencing as needed
- District or School finance sets aside relevant funds for specific expenses as necessary
- District HR ensures all background checks are completed
- District IT provides technology to tutors (if any is necessary) and troubleshoots as necessary
- Partner finance and selected vendors, if any, administer tutor payroll and benefits
- All contracts will require legal support to review
- Partner marketing and communications support develop all public-facing materials (dependent approval of project sponsors)
- Support personnel provides any necessary analysis or advice to other stakeholders across all other responsibilities

Partner organization roles

Partner project sponsor: Senior partner executive (e.g., education preparatory program Dean, head of strategic programs or network operations) responsible for high level strategic decisions with important implications beyond the scope of the tutoring program (e.g., partner finances, community relations).

Key responsibilities include:
- Final approval on any public-facing materials (with district project sponsor)
- Makes final decision on tutor pay and benefits (with partner tutor program manager)

Personnel requirements:
- A large partner may require an additional senior FTE that could be a new hire or repurposed from another role
- A smaller partner may be able to add these responsibilities to an existing role (e.g., education preparatory program Dean, head of strategic programs or network operations)

Partner tutor program manager: Day-to-day partner leader for the tutoring program charged with decisions fully within the scope of the tutoring program affecting one or multiple districts. Responsible for contacting the district for any partnership-wide decisions, questions, or concerns for the tutoring program.

Key responsibilities include:
- Aligns on funding / fees with district tutor program manager
- Defines tutor sourcing strategy, including defining job descriptions, setting criteria for tutor application screening, and developing interview questions
- Defines scope of tutor training beyond any mandatory training (with district tutor program manager)
- Defines what curricular materials will be provided and make the final decision on external vendor, if any
- Defines course of action for any high level tutor concerns (with school principals and district tutor program manager)
- Defines cadence of tutor observation and coaching
- Defines technology to be provided to tutors, if any (with district tutor program manager)
- Provides as needed support to school tutor leads

Personnel requirements:
- A large partner may require multiple additional senior FTEs (e.g., one for every 1-3 districts) that could be a new hire or repurposed from another role
- A smaller partner may require one new, senior FTE for all key responsibilities that could be a new hire or repurposed from another role, or repurpose ~50% of an existing role's time (e.g., head of strategic partnerships or network operations) for even smaller partners

School tutor leads: Day-to-day leader for tutoring program at the school level charged with school-specific decisions and tutor management fully within the scope of the tutoring program. The school tutor leads are charged with tutor observations and 1:1 coaching and are the primary point of contact for any school-specific decisions, questions, or concerns for the tutoring program.

Key responsibilities include:
- Assigns specific students and staff to respective tutoring blocks / sections
- Conducts all tutor observations

- Provides ongoing coaching throughout the program in response to tutor observations or other needs highlighted directly by the tutors
- Tracks, analyzes, and synthesizes any tutor / student-level data for use in tutor coaching
- Conducts tutor interviews (with partner recruiters) to collect feedback for continuous improvement
- Conducts initial tutor training and onboarding (with partner tutor program support staff and traditional onboarding staff)
- Contacts all families twice per year to inform them of what the tutor program offers, including whether the child has been offered tutoring

Personnel requirements:
- This role can be filled through multiple possible models based on district program needs and financial constraints. This in part may also be determined by existing experience and infrastructure available from the tutor partner organization
- Some partnerships may have school tutor leads housed within a school/district (e.g., new or repurposed FTE leading 1-3 school tutoring programs, expansion of existing Vice Principal or lead teacher responsibilities)
- Others may have this role fulfilled by the partner (e.g., new or repurposed FTE leading 1-3 school tutoring programs, expansion of existing education preparation program faculty responsibilities)
- While the organizational chart below shows a model where the partner is responsible, the partner and district organization should decide together what model is right for each district

Partner tutor program support: This support staff does the day-to-day work set by the partner tutor lead and partner tutor program manager.
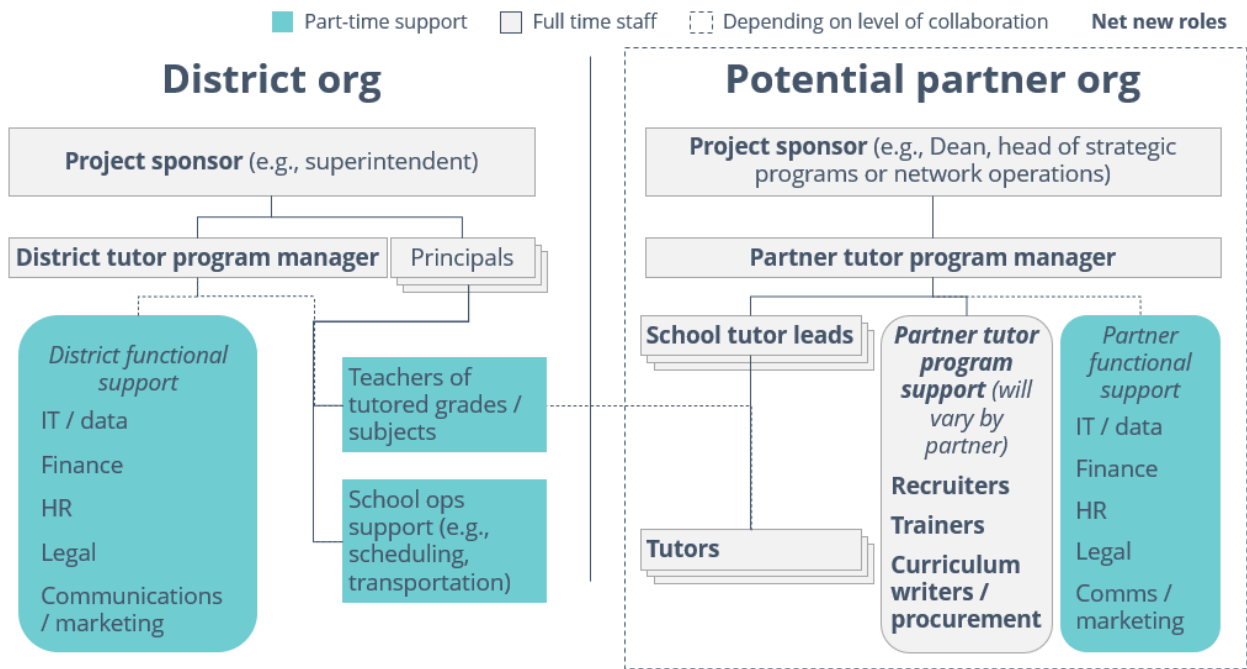
Key responsibilities include: While the specific staff and structure will depend on the size and nature of the partner organization, individuals should be in charge of recruiting, training, and curriculum writing or selection, in addition to other responsibilities as necessary.
- Ensures all tutors complete mandatory training, if any
- Screens all tutor applicants and conducts all tutor interviews (with school tutor leads)
- Conduct initial tutor training and onboarding (with school tutor leads and traditional onboarding staff)
- Tells individual tutors which students they are tutoring and at what times as defined by school tutor leads and answers questions as needed
- Partner tutor program support staff launches search for vendor to provide additional materials, if any, and gives instructional materials to district and school tutor leads

Personnel requirements: The specific personnel requirements and structure of partner tutor program support staff will be very different based on the size and structure of the partner organization, but may require additional FTEs that could be a new hire or repurposed from another role.

Tutors: Tutors are the core of the tutoring program discussed in detail throughout this document

Example organization chart

District org

Project sponsor (e.g., superintendent)

District tutor program manager | Principals

District functional support

IT / data

Finance

HR

Legal

Communications / marketing

Teachers of tutored grades / subjects

School ops support (e.g., scheduling, transportation)

Potential partner org

Project sponsor (e.g., Dean, head of strategic programs or network operations)

Partner tutor program manager

School tutor leads

Partner tutor program support (will vary by partner)

Recruiters

Trainers

Curriculum writers / procurement

Tutors

Partner functional support

IT / data

Finance

HR

Legal

Comms / marketing

Options for engaging potential students

Districts may want to pursue one or more of several options for engaging and enrolling potential students. Districts should aim to work closely with community partners to engage and enroll students in tutoring, whether or not they are funded directly through district grants (see sidebar for one engagement model).

Options fall into three general categories:

- Schools / districts prioritize student groups for participation and engage families directly to help families learn about the opportunity

- Schools / districts prioritize student groups for participation; community partner directly engages families to help families learn about the opportunity

- Districts support community partners to engage families broadly and help families learn about the opportunity – but then prioritizes which students to serve based on input from districts

One tutoring program engages with students with the district after the district has identified the students with highest need:

- The district identified 7th and 8th grade students scoring below grade level on Math skills and shared their information with the tutoring partner

- The tutoring partner offered tutoring to a random sample of students identified by the district to track the effectiveness of the partner's programming

- The district and partner collaborate to engage and enroll students in tutoring through consistent family communication

Methods for engaging potential students

Organizations may want to engage students and their families about the tutoring opportunity in multiple ways. Methods to introduce the opportunity to them include but are not limited to:

- Letter home in students' backpacks (translated as necessary)

- Teacher phone call or text home (using an interpreter as necessary) – ideally with a partner representative also joining the call

- Discuss in parent-teacher conferences

- Discuss at back-to-school night or other event that brings family members to school

- Home visits – likely for an identified subset of students

- Radio, print, TV, and digital marketing

- Flyering and or canvassing in high-traffic community locations (e.g., grocery stores)

- Phone banking – potentially for an identified subset of students

Appendix A: Worksheet to help districts and partners assign roles and responsibilities for specific decisions and activities

Below, CFC has provided a more detailed example of one strong model that districts and partners can use to split responsibilities. This example includes sample roles that may hold the responsibility. However, this is not the only strong model to split these responsibilities. Partner organizations should have a conversation with districts to develop an approach that works best for the partnership and decide who owns each responsibility in the column on the far right.

The example below uses one potential organization structure for a partnership (illustrated below). Solid-line reporting means that the manager defines the day-to-day responsibilities of the manager's direct report (e.g., school tutor leads defines tutor day-to-day priorities). Dotted line reporting means that the manager will have frequent meetings with the dotted-line report and can provide feedback/observations, but has no formal role in an evaluation.

Key new roles involved in the tutoring program are bolded in the organizational chart. Job descriptions and capacity requirements for each role can be found here. These capacity requirements will vary by district size and the characteristics of its tutoring program.
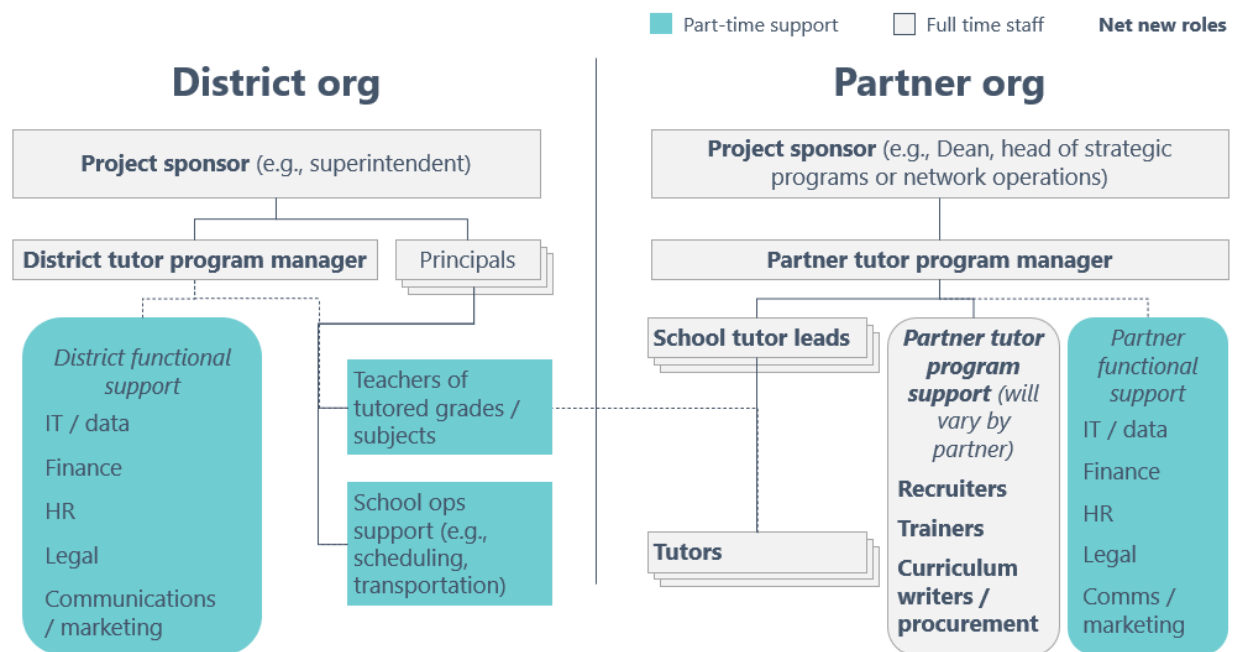
The below table uses the RACI framework.

In this framework, those listed as **"Responsible"** are the only people with votes or vetoes over a decision and are responsible for making sure the responsibility is completed and any necessary decisions are made.

Those who are **"Accountable"** will be directly affected by the outcome of a decision and will give strong guidance, but do not have a vote or veto.

Those who are **"Consulted"** complete analysis to support the decision and provide recommendations, but do not have a vote or veto.

Those who are **"Informed"** do not have input into a decision, but must be kept informed because they are responsible for implementing the decision or activity.

All responsibilities should have someone listed as Responsible and Informed, but not all responsibilities will include someone listed as Accountable or Consulted. For some responsibilities, one person could be responsible for every part of the RACI, while for other responsibilities, the partner may have a different person for each part of the RACI.

Category	Responsibility	CFC example of potential model (multiple different models can exist)	District / partner agreement
Student selection and program planning	Student selection	**R:** District superintendent or school principal decides which students or student populations will be offered tutoring (e.g., all 1-5th grade students below grade level in Math) **A:** School teachers and instructional coaches advise on individual students who should be offered tutoring **C:** N/A **I:** School tutor lead works with teachers and other school staff to make sure that students who were selected by the superintendent are in fact offered and sign up for tutoring	**R:** **A:** **C:** **I:**
	Scheduling	**R:** District superintendent or school principal decides what schedule will be used for tutoring **A:** N/A **C:** District finance, HR, and legal define constraints and implications of different scheduling models for personnel **I:** School operations function makes new school schedule and adjusts course sequencing as needed	**R:** **A:** **C:** **I:**
	Creating "tutorial groups" of students and existing staff or teachers	**R:** District superintendent or school principal decides general principles by which students and tutors will be grouped in tutoring sections (e.g., match students by similar skill gaps, current teachers only serve during-school blocks and highest need students) **A:** N/A **C:** School HR and Finance defines constraints and implications of tutorial groups for existing staff acting as tutors **I:** School tutor leads assign specific	**R:** **A:** **C:** **I:**

		students and staff to specific tutoring blocks	
	District budgeting	**R:** District superintendent or school principal decides funding sources and amounts coming from each source **A:** N/A **C:** District finance or school finance supports superintendent to ensure adequate funds by source and answer questions as needed **I:** District or School finance leads sets aside relevant funds for specific expenses as necessary	**R:** **A:** **C:** **I:**
	Tutor financing	**R:** Partner tutor program manager and district tutor program manager decide how much funding districts will set aside for the partner for tutors and tutor supports in line with district procurement policies as applicable (e.g., stipends, training costs, background check costs, materials) **A:** N/A **C:** N/A **I:** District and partner finance set aside and transfer funds as necessary; District and partner legal create any necessary contracts	**R:** **A:** **C:** **I:**
Tutor hiring	Tutor job description	**R:** Partner tutor program manager provides guidance on what makes an ideal tutor in line with tutoring vision and recruiting strategy **A:** Partner recruiters provide guidance on language to recruit most qualified tutors possible **C:** N/A **I:** Partner HR support writes job descriptions; partner legal conducts legal review	**R:** **A:** **C:** **I:**
	Tutor pay and benefits definition	**R:** Partner tutor program manager and partner project sponsor make final decision on pay and benefits **A:** N/A **C:** Partner HR support and Finance support help define constraints based on the budget available and how much other roles are paid at the partner organization **I:** Partner HR support builds contracts; Partner legal support reviews all contracts	**R:** **A:** **C:** **I:**
	Recruiting tutors (incl. marketing, finding potential tutors , and helping potential tutors apply correctly)	**R:** Partner tutor program manager provides guidance and/or support on tutor recruiting strategy (e.g., targeting recent college grads vs. retired teachers) **A:** N/A **C:** Partner marketing / communications provide recommendations and conduct supporting research on recruiting strategy **I:** Partner recruiters conduct all tutor	**R:** **A:** **C:** **I:**

		recruiting	
	Tutor application screening	**R:** Partner tutor program manager sets criteria for tutor application screening (using state-level guidance) **A:** N/A **C:** N/A **I:** Partner recruiters conduct all applicant screening	**R:** **A:** **C:** **I:**
	Candidate interviews	**R:** Partner tutor program manager and district tutor program manager co-develop tutor interview questions and scoring rubrics **A:** Principals provide input on any school-specific goals for candidate cohort (e.g., tutor qualifications to meet specific student needs) **C:** N/A **I:** Partner recruiters and school tutor leads conduct interviews together	**R:** **A:** **C:** **I:**
	Hiring decisions	**R:** Partner tutor program manager and district tutor program manager provide rough guidance and target volume for hiring **A:** Principals review the final slate of tutors to serve the school to flag any school-specific concerns (e.g., tutor qualifications to meet specific student needs) **C:** N/A **I:** Partner recruiters and school leads conduct interviews together	**R:** **A:** **C:** **I:**
	Candidate background checks	**R:** District HR selects background check vendor **A:** N/A **C:** N/A **I:** District HR ensures background checks are conducted	**R:** **A:** **C:** **I:**
Tutor training and onboarding	Contract management	**R:** Partner legal defines what contracts need to be signed by tutors to be in compliance with district and partner policies **A:** N/A **C:** N/A **I:** Partner HR ensures relevant contracts are signed by all tutors	**R:** **A:** **C:** **I:**
	Additional initial tutor training or supports	**R:** Partner tutor program manager and district tutor program manager define what skills will be trained (if any) beyond existing processes **A:** N/A **C:** N/A **I:** Partner tutor program support staff and school tutor leads conduct initial training in line with training defined in the worksheet on tutor training	**R:** **A:** **C:** **I:**
	School-specific onboarding	**R:** District superintendent or school principal defines scope of school onboarding (e.g., standard onboarding for all district new hires)	**R:** **A:** **C:** **I:**

		A: N/A **C:** N/A **I:** School tutor leads onboard tutors with staff that usually leads onboarding	
Administrative support for tutors	Assignment of tutors to tutoring sections	**R:** Partner tutor program manager approves final tutor assignment to student tutoring sections **A:** N/A **C:** N/A **I:** Partner tutor program support staff tells individual tutors which students they are tutoring and at what times as defined by school tutor leads and answers questions as needed; Teachers of tutored subjects provide student-level information (e.g., historical grades, skill gaps, development areas)	**R:** **A:** **C:** **I:**
	Tutor transportation (if any)	**R:** Partner tutor program manager defines what transportation services will be offered (if any) **A:** School operations support defines any constraints and shares best practices on transportation (incl. potential vendors) **C:** Partner legal support, and school legal support define constraints to transportation services; Partner finance support defines financial implications of any transportation services offered **I:** Partner operations support arranges any transportation services offered	**R:** **A:** **C:** **I:**
	IT hardware support (e.g., provision of laptops)	**R:** Partner tutor program manager and district tutor program manager define IT hardware to be provided, if any **A:** N/A **C:** District finance advises on financial constraints and implications of IT hardware provided **I:** District IT provides hardware, if any, and troubleshoots issues as necessary	**R:** **A:** **C:** **I:**
	IT systems support (e.g., student information systems, printers and copiers)	**R:** Partner tutor program manager and district tutor program manager define IT software to be provided, if any **A:** N/A **C:** District finance advises on financial constraints and implications of IT software provided **I:** District IT provides software, if any, and troubleshoots issues as necessary	**R:** **A:** **C:** **I:**
	Payroll and benefits administration	**R:** Partner finance support decides what tools, processes, and vendors to use to administer payroll and benefits (likely within existing systems) **A:** N/A **C:** N/A **I:** Partner finance support and vendors, if any, administer tutor payroll and benefits	**R:** **A:** **C:** **I:**
	Provision of tutoring support	**R:** Partner tutor program manager	**R:**

	materials	defines what curricular materials will be provided and makes final decision on who will provide those materials **A:** District tutor program managers provide guidance on what will be considered high quality curricular materials and what will be needed beyond existing materials **C:** Partner finance defines financial implications and constraints of providing curricular materials; Tutors provide feedback on curricular materials week-by-week **I:** Partner tutor program support staff launches search for vendor to provide additional materials, if any, and gives curricular materials to district and school tutor leads	**A:** **C:** **I:**
Student data review and ongoing tutor coaching	Tutor observation and ongoing coaching	**R:** Partner tutor program manager defines when and how often tutors will be observed and coached **A:** N/A **C:** N/A **I:** School tutor lead conducts all observation and ongoing coaching	**R:** **A:** **C:** **I:**
	Program-level data collection and analysis	**R:** Partner tutor program manager and district tutor program manager select metrics to track and who will be charged with tracking them **A:** N/A **C:** District IT, HR, and Finance can recommend systems and processes for tracking and analyzing data **I:** District tutor program manager tracks, analyzes, and synthesizes all mandatory metrics and additional program-level metrics	**R:** **A:** **C:** **I:**
	Tutor / student-level data collection and analysis	**R:** School tutor leads can select additional metrics to track and who will be charged with tracking them **A:** N/A **C:** District IT, HR, and Finance can recommend systems and processes for tracking and analyzing data **I:** School tutor leads track, analyze and synthesize all tutor / student-level data; School tutor leads can delegate data collection to tutors as necessary	**R:** **A:** **C:** **I:**
External relations	Public-facing materials (e.g., web, press releases)	**R:** District sponsor and partner sponsor must give final approval on any public-facing materials **A:** Partner tutor program manager and district tutor program manager provide guidance on content **C:** N/A **I:** Partner marketing and communications support develop all public-facing materials	**R:** **A:** **C:** **I:**
	Student and family outreach and enrollment (e.g., semi-annual updates on the	**R:** District sponsor defines what family communication will happen, when, how often, and by whom	**R:** **A:** **C:**

	programming offered)	**A:** N/A
		C: N/A
		I: School tutor lead works with teachers and other school staff to make sure that students who were selected by the superintendent are in fact offered and sign up for tutoring
		This communication should include
		  - The benefits of tutoring
		  - The schedule, location, and other logistics of the program
		  - Making sure families sign any necessary documents to formally enroll students in tutoring.
		Tutors follow up to introduce themselves to each family of a student with which the tutor is paired
			I:

	Student and family ongoing communication (e.g., weekly calls home)	**R:** District sponsor defines what family communication will happen, when, how often, and by whom **A:** N/A **C:** School tutor lead coaches tutors on family communication; teachers recommend additional family communication beyond predefined cadence **I:** Tutors directly contact families with information on student achievement and progress on academic habits with a goal of family partnership for student success	**R:** **A:** **C:** **I:**
	Student transportation (if any)	**R:** District tutor program manager defines what transportation services will be offered (if any) **A:** School operations support defines any constraints and shares best practices on transportation (incl. potential vendors) **C:** Partner legal support, and school legal support define constraints to transportation services; District finance support defines financial implications of any transportation services offered **I:** District operations support arranges any transportation services offered	

Appendix B: Worksheet to help determine skills to prioritize in tutor training and selection

The worksheet below is designed to help partner organizations prioritize the skills tutors should have or might need to develop to best serve the district's students. Note that these general guidelines can and should be adapted to meet the specific needs of the students the program will serve.

(1) First, the organization -- potentially in collaboration with the school district(s) -- should define the full set of needed tutor skills to meet student needs
(2) Then the organization should define which of these skills it already trains or selects for in its existing processes
(3) Finally, the organization can use this tool to determine which skills it will need to add to its existing processes in candidate screening or training and professional development

To use the worksheet below, begin by determining whether that skill is critical for the district in question to fill in the column "Is this skill critical for the district" with a "yes" or check for each row, based on knowledge of district needs.

Then, fill in the column "Is this skill covered by existing training or selection processes?" with a "yes" or a check for each row, based on knowledge of the partner's hiring and training processes.

If a skill is critical for the district, but it is not covered by existing training or selection processes, the community partner (potentially in collaboration with the district) will need to develop a plan to add to existing processes to select for this skill in the recruiting process or to offer supplemental coaching or training to new tutors as needed. Use the columns "Is this skill critical for the district" and "Is this skill covered by existing training or selection processes?" to fill out "will the district need to train or select for this skill" with a Yes or No in each cell.

Please note:
1. This list does not include baseline eligibility requirements such as US work authorization and a successful background check
2. While this list of skills is likely relevant for most districts, some districts may find certain skills more or less necessary based on student needs (e.g., multilingual fluency), and some districts may require additional skills not listed based on the specific needs of their program (e.g., for non-tutoring responsibilities)
3. Not all skills below will necessarily be prioritized by every district to the same degree

	Potential needs	Supporting tutor skills	Potential indicators of skill (not exhaustive)	Is this skill critical for the program or district?	Is this skill covered by existing training or selection processes?	Will the partner organization need to change its processes to train or select for this skill?
Core student needs	Content support	Subject-matter expertise	Bachelor's degree, major in relevant subject, relevant work experience, hiring or interview data			
		Pedagogical skills (e.g., guiding, scaffolding)	Experience teaching, tutoring, or mentoring, management role Mastery assessment at end of pre-service training			
		Lesson planning / intellectual preparation	Experience teaching or tutoring, relevant coursework; mastery assessment at end of pre-service training			
	Relationship building	Behavior management strategies	Experience working with children; mastery assessment at end of pre-service training			
		Student communication	Experience working with children; mastery assessment at end of pre-service training			
		Family communication	Experience working with children; interview or hiring data			
		Cross-cultural fluency	Experience working with people from different cultural backgrounds; interview or hiring data			
		Trauma-informed teaching	Experience working with youth who have experienced trauma, trainings or background in understanding trauma; mastery assessment at end of pre-service training			

Potential additional student needs	Language support	Multilingual fluency	Stated fluency level			
		Language support strategies (e.g., structured English immersion)	SEI certification, relevant coursework, bilingual teaching or tutoring experience; mastery assessment at end of pre-service training			
	Behavioral and learning support	Fluency reading individual education plans (IEPs)	Experience working with differently abled students; mastery assessment at end of pre-service training			
		Executive functioning pedagogical practices	Experience working with students with varying levels of skills in attention, focus, or self-regulation; mastery assessment at end of pre-service training			
Professio-nal needs	Coachability	Growth mindset	Response in live coaching session indicative of growth (vs. fixed) mindset about learning (i.e., during interview)			
		Ability to give and receive feedback effectively	Understanding of feedback strategies and pitfalls (i.e., in interview)			
		Resilience	Experience overcoming personal or professional challenges			
	Collaboration	Professional communication	Experience in professional environment or demonstrated in interview			
		Teamwork	Experience in management role or role on competitive team			
		Reliability	Experience in professional environment and/or track record of reliable behavior on the job			

		Work ethic	Experience in fast-paced work or academic environment			
	Risk and compliance	Understands mandated reporting requirements	Current or prior organization employee; attestation during training			
		Understands compliance to district policy	Current or prior organization employee; attestation during training			
	Logistics	Understands academic calendar and daily schedule	Current or prior organization employee; attestation during training			
		Understands district or school physical layout	Current or prior organization employee; tour or walkthrough during training			
		Understands IT systems (e.g., printers and copiers, student information systems)	Current or prior organization employee; IT orientation during training			
		Fluent in emergency protocols (e.g., fire safety)	Current or prior organization employee; attestation during training			
	Mission alignment	TBD by individual organizations	TBD by individual organizations; interview or hiring data			