Educator Union Leaders' Guide: High-Impact Tutoring Advocacy Workbook

This workbook is designed to accompany the *Educator Union Leaders' Guide: High-Impact Tutoring Advocacy Guide*

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studentsupportaccelerator.org

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Develop a Rationale for High-Impact Tutoring in your District

Identify and Engage Key Stakeholders

Identify the stakeholders who influence decision-making now and in the future.

Action Steps
- Use the tool below to map the advocacy process required for a new tutoring program to be implemented.
- Identify the specific stakeholders in your school and district that influence local programming. Common decision-makers and influencers include:
  - Students
  - Caregivers and Families
  - Educators
  - Union Leadership
  - School leadership
  - Superintendent
  - District Leadership
  - Local School Boards
  - Chief State School Officer
  - State Board of Education
  - Community Based Organizations
- Reach out to share information about the effectiveness of high-impact tutoring, listen to and address concerns, and gain support from these key stakeholders (see specific stakeholder materials here.)
- Review Assembling a Task Force and determine whether this effective strategy is appropriate for your local context.

Tutoring Program Advocacy Process

Stakeholders/ Decision Makers	Role(s) in Process	Engagement Opportunities/ Plan	Materials/ Resources Needed to Garner Support

Identify a Focus Area for Tutoring and Outline a Responsive Tutoring Program

Stepping back to understand the needs of your district's students and what academic supports are already in place gives a broader understanding of whether and for which student groups high-impact tutoring may be needed.

Action Steps
Please note that each of these action steps are most effective when done in collaboration with key stakeholders.

- **Which students and in which content areas would most benefit from high-impact tutoring?** Resource: [Selecting a Focus Area](#) for tutoring in your local school or district.

- *How are you aligning with district priorities and existing efforts?*
  Resource: Guidance for [Aligning with District Priorities and Existing Efforts](#).

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- **What are your state(s) tutoring efforts and can your program take advantage of any of them?**
  Resource: State Tutoring Efforts and Legislation Database.

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- **What local context is relevant?**

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Understand the tutoring efforts of other local districts to inform your program design. Reach out to union leaders in other districts and examine local tutoring efforts using COVID relief funding in this Education Department database. Find out about tutoring efforts using ARPA funding through emailing the NEA ARP information line. Review these specific examples of district tutoring programs from across the country.

- **Which quality programs are you considering replicating all or a portion of? What are other lessons learned that you are taking into consideration?**

- **Which areas (grade levels, content areas) of focus will best meet the needs of your students?**

- **Create a draft outline of your proposed tutoring program using our** Planning Tool**.**
  - Program Overview
    - Background and Significance
  - Program Design
    - Model Dimensions
  - Continuous Improvement
    - Measures of Success and Data Collection

Consider Bargaining and Advocacy Challenges and Opportunities

Where relevant, tutoring programs must be allowed and supported in the labor contract. If applicable, review the existing labor contract for the following:

- **Are there clearly defined roles of educators and tutors, including how they each support the student, and how tutors support teachers? If so, how?**

- **How does the contract outline educator compensation (including prep time) and what does that imply for a tutoring program?**

- **Are there other contract stipulations that need to be taken into consideration? For example, additional stakeholders that you may have to engage with or guardrails that may affect your program design?**

Identify Funding

Identifying initial, as well as recurring funding is vital to your programs' success. Tutoring is an allowable expense for specific COVID-relief funding such as the American Rescue Plan as well as ongoing funding through Title funds. Use the table below to map out sources of funding. Funding sources are listed below for your reference.

- Funding Tutoring Programs (short narrative brief discussing a range of funding sources)
- Using the American Rescue Plan to Fund High-Impact Tutoring (short narrative brief focused on ARP funding options)
- Identify Funding Sources (tool for district leadership)

Funding Source	Program Use	Estimated Amount	Recurring or One-Time	Notes

Types of Funding Available

Covid-Relief Funding

- American Rescue Plan: Tutoring is an allowable expense for ARPA funding. Specifically, ARPA stipulates that states set aside 5% of funding to address learning loss and that local educational agencies set aside 20% of their allotment for this purpose.
- ARP State and Local Fiscal Recovery Funds (SLFRF) can be used to support student success. The White House toolkit says that SLFRF can be used to hire and retain school-

based staff; build the educator pipeline; and invest in other ways to support our students, including academic and mental health supports.

Traditional Education Funding

- Title I-Part A: Title I funds are intended to help close the achievement gap between high and low-performing students and increase achievement in academic subjects. LEAs may use Title I, Part A, funds to cover the costs for direct student services including "components of a personalized learning approach, which may include high-quality academic tutoring."
- Title IV-Part A: Tutoring is an allowable expense if it meets the broad program goal of providing student support and academic enrichment.
- Title IV-Part B: A program priority for 21st CCLC is to provide opportunities for academic enrichment, including providing tutorial services to help students—particularly students who attend low-performing schools—meet challenging State academic standards.
- Title III: Districts may use Title III, Part A funds to improve instruction for ELs, including those with a disability, by acquiring and upgrading curricula and programs. This may include tutorials, mentors, and academic or career counseling.
- Rural Education Programs: (REAP-RLIS, SRSA) Recipients can use funds to conduct activities under selected ESEA programs which include Title I Part A, Title II Part A, Title III, Title IV Part A, and Title IV Part B.
- Title I-Part C: Migrant education funds may be used for instructional tutorial services to increase migrant student achievement.
- Title I-Part D: Tutoring, mentoring, and academic intervention services are allowable expenditures under Title I, Part D to help children and youth returning to the school environment from correctional facilities to meet state academic standards and stay in school to complete their education.
- IDEA: Tutoring may be an allowable expense provided the instruction is provided by a licensed special education instructor or aide under the supervision of a licensed special education instructor.
- Federal Work-Study: Federal Work-Study funds can be used to pay qualifying college students to be tutors in K-12 school.

Building Support for High-Impact Tutoring in your District

With aligned stakeholders, a map of local decision-makers, and the rationale for high-impact tutoring you are prepared to build strong support to implement a high-impact tutoring program in your district. Consider your unique local context as you determine the specific action steps needed to reach the decision-makers in your district.

Stakeholder Types and Resources:

*Additional resources can be found in the Union Leaders Guide.

Stakeholder Group	Resources
Union Members	- Key Messages/Talking Points for Union Members - Frequently Asked Questions - Presentation PowerPoint Template - Generic One-Pager Leave Behind - Educator/Union Member One-Pager Leave Behind Template
School and District Leadership	- Key Messages/Talking Points for School and District Leadership - Frequently Asked Questions - Presentation PowerPoint Template - School/District Leadership One-Pager Leave Behind Template
School Boards	- Key Messages/Talking Points for School Boards - National School Boards Association - NSBA Support of tutoring programs - Example District Tutoring Programs - Funding Tutoring Programs
State Leadership	- Key Messages/Talking Points for State Leadership - Frequently Asked Questions - Presentation PowerPoint Template - State Leadership One-Pager Leave Behind Template

Use the table below to map out your messaging for each individual stakeholder:

Stakeholder	Important Messages/Talking Points	Pertinent Resources (pre-existing or new)	Timing	Notes

Solutions to Common Barriers

Identifying and creating effective solutions to common barriers is a vital part of program design and implementation. Use the chart below to outline current and/or potential barriers, as well as proposed solutions.

Common barriers include:

- scheduling tutoring during the school day;
- tutor recruitment;
- tutor training;
- tutor access to student grades and test scores;
- identifying high-quality curriculum for instruction;
- scheduling time for tutors and teachers to meet and collaborate;
- collecting and leveraging student session data for continuous improvement

Barrier	Potential Solution(s)	Resources	Next Steps

Additional High-Impact Tutoring Resources

District Playbook
Step-by-step research-backed guidance to make it easier for districts to partner with a provider or grow their own high-impact tutoring program.

Early Literacy Professional Learning Tutoring Toolkit
Tools and resources for tutor training and ongoing professional development and guidance for developing your own tutor training and coaching.

Early Literacy Tutoring Landscape Analysis
Overview of early literacy tutoring programs with profiles of high-quality options.

Educator Guide: High-Impact Tutoring Advocacy
Tools and materials to support educators in advocating for high-impact tutoring in their district.

Guidance for Selecting and Implementing Early Literacy Instructional Materials for Your Tutoring Program
Tools and materials to support districts in selecting and using materials for early literacy tutoring including overviews of several high-quality materials.

High-Impact Tutoring: Higher Education Institution Playbook
Tools and materials to support HEIs in partnering with school districts to offer high-impact tutoring programs.

High-Impact Tutoring Standards
Set of standards established by a diverse group of researchers and practitioners (TQIS Advisory Group) that identify the key characteristics for an effective tutoring program.

Model State Policies

PK - 8 Math Tutoring Resource Library
Tools for instructional strategies, culturally sustaining teaching, professional learning, and feedback and evaluation for tutors, teachers, tutor program managers, and parents (caregivers) supporting students in PK - 8 math tutoring programs.

Research Synthesis/Agenda
Synthesis of existing research outlining key drivers of effectiveness in successful tutoring programs.

Research Priorities
Summary of two complementary lines of research the Accelerator hopes that scholars, practitioners, and policymakers will use to guide future tutoring research

- Identifying Characteristics of Effective Tutoring and
- Implementing Tutoring aΩt Scale.

State Tutoring Efforts and Legislation Database
Database of state level tutoring efforts and legislation.

Toolkit for Tutoring Programs
Research-backed guide for tutoring providers and districts growing their own tutoring program to design and implement a new high-impact tutoring program or improve an existing one.

Tutoring Database
Searchable database of over 250 tutoring providers, tech platforms, and materials providers including details of their model, geographic locations served and research conducted.

Tutoring Cost Calculator
Simple to use calculator for tutoring providers or districts to estimate the cost of a tutoring program.

Tutoring Quality Improvement System: Self-Assessment
Rapid, free, and research-based tutoring tool for existing and developing tutoring programs to assess their program's quality against a set of industry quality standards and receive targeted recommendations to improve program quality.

Tutoring Quality Improvement System: Validated Assessment
Free, research-based tool for tutoring programs in which the Accelerator reviews the tutoring program's submitted evidence including documentation, interviews and session observations and issues a validated rating(s) and a set of in-depth recommendations to improve the tutoring provider's quality.

What is High-Impact Tutoring?
Adaptable presentation of evidence of effectiveness and characteristics of high-impact tutoring.

Quality High-Impact Tutoring: From Research to Practice
Conference Materials

Information Briefs

- A Scalable Approach to High-Impact Tutoring for Young Readers: Results of a Randomized Controlled Trial
- Do Teachers Support High-Impact Tutoring? A Survey Experiment
- Early Lessons from Implementing High-Impact Tutoring at Scale
- Early Planning Needed to Know Your Tutoring Program's Effectiveness
- Funding Tutoring Programs
- High-Impact Tutoring: Equitable and Effective Student Learning Acceleration

- [How to Gather Rigorous Evidence of your Tutoring Program's Effectiveness](#)
- [Key Considerations for Designing High-Impact Tutoring Programs: Learning from NCLB Supplemental Education Services](#)
- [Learnings from Existing Research on Tutoring Implementation: Implications for District Leaders & Policy Makers](#)
- [Policy Considerations for Tutoring](#)
- [Types of Tutoring: Effectiveness and Equity](#)
- [Using the American Rescue Plan Act Funding For High-Impact Tutoring](#)
- [What your District Needs to Do Now to Sustain your Tutoring Program Post-ARPA Funding](#)

Give Us Feedback

Your feedback is strongly encouraged; if you have ideas, suggestions, or questions about this Workbook, please email us at info@studentsupportaccelerator.org.