National Student Support Accelerator

equalizing access to quality tutoring

TOOLKIT FOR TUTORING PROGRAM

PROGRAM DESIGN

This toolkit is designed to guide practitioners through designing and implementing a new high-impact tutoring program, or improving an existing one.

Question or comment, email to
info@studentsupportaccelerator.org

studentsupportaccelerator.org

PROGRAM DESIGN

Whether you are designing a new program or seeking to improve an existing one, deeply understanding your program's value proposition, logic model and the landscape in which your program operates will help to focus your efforts most beneficially. This analysis and resulting understanding will provide the foundation and context needed to design a cohesive, high-impact tutoring program.

Designing a program is best done iteratively. Here is a suggested process:

1. **Review** Model Dimensions**:** Begin by reviewing Model Dimensions to understand the types of decisions and related considerations required for designing or improving a high-impact tutoring program. The Model Dimensions Planning Tool can help you track your design decisions.

2. **Develop a Program Focus:**
    - Conduct a Landscape Analysis: A Landscape Analysis outlines the strengths, resources, and needs of a community. It provides a framework for designing your tutoring program and ensuring that your program addresses the needs of the community.
    - Develop a Value Proposition and Logic Model: Your value proposition translates community needs identified by your landscape analysis into concrete goals for your program. Your logic model explains how the model itself, the supports, and the stakeholders will interact to produce the results that you aim to achieve for students.
    - Calculate costs and understand funding sources: You can use the Cost Calculator to estimate your program's costs. Review Funding Tutoring Programs for important information about how districts and schools may fund your program.

3. **Choose your model design using the Model Dimensions Planning Tool**: This tool can serve as a reference as you begin implementation. Because designing a tutoring program is an iterative process, as you move through implementation these design decisions may shift.

Program Focus

Overview	
Critical Questions	• Why and for whom is this tutoring program needed? • How will this tutoring program increase equity?
Program Focus	

Implementation Checklist	• Understand the community strengths, resources and needs through a landscape analysis
	• Articulate an equity-based value proposition about unmet student needs identified through the landscape analysis
	• Develop a logic model defining inputs, activities, outputs, and outcomes
	• Understand program costs and funding sources
	• Choose a model design based on:
	  ○ Your equity-based value proposition
	  ○ Feedback from the community and stakeholders
	  ○ Evidence-based research on effective tutoring programs
	  ○ The constraints of the context in which the program is operating

Implementation Tools	• Conducting a Community Landscape Analysis • Logic Model Guidance and Template • Developing a Value Proposition • Tutoring Program Model Dimensions and Planning Tool • Cost Calculator
Key Insights	**Programs should begin by articulating a specific equity-based value proposition informed by an assessment of the community need for tutoring. This foundational clarity will support program leaders to**: • Make purposeful and consistent model design decisions aligned with the program's value proposition. • Prevent mission creep and make decisions that serve the needs of the community. • Scale up quickly and make decisions about trade-offs without the program losing focus. **Program Design should be informed by research**. • While opportunities for further research remain, a solid base of initial evidence can guide program design.

	• New programs lack impact data, but being able to highlight that specific model design decisions are based on research will help secure funding sources and build partnerships with school districts or other stakeholders. **Instead of trying to design a perfect program from the start, invest in opportunities for evaluating effectiveness and continuous improvement**. • As one program leader shared, "You could spend three years trying to build the most perfect tutoring program, but our current mindset is: We need to do something now. We need to build in ways to quickly understand what is working (and not working) and quickly course correct."

Conducting a Community Landscape Analysis

What is a Landscape Analysis?

A Landscape Analysis outlines the strengths, resources, and needs of a particular community. It provides a framework for designing a service and ensuring that it is embedded directly in the needs of the community.

Why should you conduct a Landscape Analysis?

Prior to starting any type of community program — whether a tutoring program or any other service — you should confirm that there is a need and a desire for the proposed program in the community you aim to serve. The information you gather through a Landscape Analysis will allow you to thoroughly map these community needs and desires, ensuring that they remain paramount when you design your program, set priorities, and make strategic decisions. A Landscape Analysis will enable your program to keep the actual needs of the community in mind at all times, rather than your own hypotheses about its needs. Doing this essential groundwork will aid in designing an effective tutoring program that the whole community values.

Who should be considered in a Landscape Analysis?

While there are no strict limits regarding who can be involved, here is some basic guidance about whose needs should be prioritized:

- Students and families who will likely benefit from the tutoring program. Ensure that you hear from a wide range of voices so that you can holistically understand the needs of the community of potential beneficiaries.
- Other stakeholders beyond students and families, such as teachers and school administrators, who will have a solid expert understanding of students' needs for additional tutoring services.
- Other community members, or like-minded organizations that have a history operating in the community and can help you to carry out the assessment itself or assist with program design planning.

How do you conduct a Landscape Analysis?

The qualitative and quantitative data you collect will help you define your tutoring program's necessary inputs, benchmark outputs, and desired impact. Here are some of the sources from which you may want to collect information:

- Interviews & Focus Groups: Solicit direct input from both the beneficiaries of tutoring (families and students) as well as other stakeholders (such as school administrators and teachers) to understand what needs they observe and experience. This will help you understand students' academic context and where a tutoring program might fit in.
- Public Forums: Seek out public forums already happening that relate to the needs you have identified. Attend local school board meetings and other community gatherings to better learn the local political landscape.

- Observations: Directly observe and speak with those on the front line. Visit tutoring programs or similar services that already exist and see what they look like in action.
- Needs Surveys: Collect an easily-parsed set of data points by having community members rate proposed services and answer a few open-ended questions to help you understand the aggregate needs of the community.
- Existing Quantitative Data: Review and synthesize available data from sources such as: research studies that have already been conducted (e.g., recent research related to learning loss); publicly available resources such as US Census data about the community; and local school district records on student achievement and graduation rates.

Analyzing Your Findings

As you analyze findings, look for trends. Consider the following:

- Strengths: What are the existing assets of this community?
    - For example, you may find that the community already has robust services for literacy programs in early elementary school that have supported students both in school and, with family participation, at home.
- Gaps: Where is something missing from this community's support structures?
    - Identifying gaps will help you design your tutoring program to fill them. For example, you may find that there are limited programs or services available to students who struggle in math in the secondary setting. If so, this may be where tutoring would be most beneficial.
- Needs: What specific problems and unmet needs has this community shared?
    - For example, you may have heard that there is a lower rate of involvement in after-school programs in secondary settings due to time constraints for youth that have taken on part-time work. This can help inform the design of your program. How will you ensure tutoring is available to students at a time when they can actually be involved?
- Opportunities: What specific resources in this community can you leverage to help solve its problems?
    - For example, you might learn that there are many university students in the area who have interest in working in the community, but there is no formal relationship between the school district and the local university. Your tutoring program could bridge this gap and leverage this local talent; accessing low-hanging fruit like this will help your program meet community needs efficiently.
- Threats: What are some potential threats to your program that you will need to consider?
    - For example, you might learn that another tutoring program is starting up in the community or that state policy was just enacted that requires tutoring to be done by certified teachers. Identifying and taking into consideration any threats will help you both design and pitch your program.

Sharing Your Findings

You should produce a simple report you can use to present your findings both to the community and to additional stakeholders (such as funders). This report can serve as a summarizing tool to help you

advocate for your tutoring program, directly connecting the development of your program to the needs of the community. A report typically includes the following:

- An overview of whose needs you considered in your Landscape Analysis.
- A description of the methods your program used to collect qualitative and quantitative data.
- A summary of the number and demographic characteristics of the individuals who contributed to the dataset, such as the number of individuals who completed a needs survey and a demographics overview of survey respondents.
- An outline of the process, including both its strengths and any challenges you may have faced. Openness about challenges is particularly important so that the reader has a holistic understanding when reviewing your report. For example, did you have difficulty achieving high completion rates for a survey? How might that skew your findings?
- A synthesis of key findings. This is where you would address the actual results and insights gained from the analysis you conducted, articulating the strengths, gaps, challenges, and opportunities in the community.
- A set of recommended next steps. Based on the Landscape Analysis, what are your recommendations? How should the design of the tutoring program adapt to address the specific needs of this particular community?

Additional Resources

The Community Toolbox, developed by the University of Kansas, lists a number of resources to support programs in developing a robust Landscape Analysis, sometimes referred to as a Community Needs Assessment.

Logic Model Guidance and Template

What is a Logic Model?

A Logic Model is a road map for thinking through how to create a desired change or outcome. Creating such a model requires a top-level articulation of the inputs and actions required for a program to produce results, and an adherence to a consistent internal logic regarding how the design of a program relates to its goals. For any tutoring program, a Logic Model should explain how the model itself, the supports, and the stakeholders will interact to produce the results that you aim to achieve for students. A thoughtfully executed model can be an invaluable tool in fleshing out hypothesized causal relationships among inputs, actions, outcomes and impact.

Why should you articulate a Logic Model?

While it may seem like unnecessary work, a fully fleshed-out Logic Model provides many benefits:

- **Organizational Alignment:** A Logic Model helps align your entire organization around a shared understanding of what you are trying to achieve and how to go about achieving it. A high level of clarity and detail in the Logic Model ensures that everyone knows what the organization is working towards and moves in the same direction.
- **Goal Setting and Progress Monitoring:** A clear Logic Model allows you to set goals for program impact and easily monitor if you are on- or off-track to reaching those goals. More importantly, the fleshed-out causal relationships can help explain why your program is on- or off-track and where to target improvement efforts.
- **Alignment with external stakeholders:** A clear Logic Model allows you to easily provide concise explanations of your program's design and intended impact to students, families, schools, and prospective funders.
- **High impact investments:** A clear Logic Model allows you to annually assess whether your investments are actually leading to impact. If you find that they are not, you can see where to adjust and improve.
- **Guidance for improvement, innovation, and expansion:** A clear Logic Model helps you set up routines to regularly reflect on your program's impact and improve it. It can also make innovation and expansion much smoother. When programs have a clear understanding of what drives their impact, they can make better decisions around innovation and growth.

Components of a Logic Model

A Logic Model depicts the major, recurring aspects of an organization or program (rather than any one-time projects or tasks — like securing office space — which you are (hopefully) not doing year after year). There are five core components:

- **Needs**: The areas in which a community does not have sufficient resources or capacity. The starting point of every program's Logic Model is an explanation of the need for the proposed program. Needs are drawn from your Community Landscape Analysis.

- **Inputs**: The resources and conditions that need to be in place for the program to function. Types of inputs for a tutoring program could be students, tutors, classroom space, funding, a tutoring curriculum, etc. External constraints (like laws or safety regulations) are other kinds of external inputs that will shape the program's design.
- **Actions**: The specific steps you need to take to implement your program's strategy. These should be major recurring processes that produce the program's desired results. For example, actions of a tutoring program might include identifying and pre-testing students for tutoring, as well as recruiting, hiring, and training tutors.
- **Outputs**: The immediate results of the actions that the program takes. Outputs are often quantifiable (e.g. the number of students who increased their GPA, the number of tutors trained, etc.), but do not alone define the program's success. Rather, outputs help you understand the underlying reasons why certain actions achieved a specific result.
- **Impact**: The changes (short-term, intermediate, and long-term) your program aims to achieve. Impact includes all positive outcomes your program provides for its beneficiaries. Impact can be broken down into learning (not just knowledge gain, but also changes in perception and attitudes towards learning itself), skills (applied knowledge that accomplishes results, such as a student's improved study habits), and conditions (e.g. pride and confidence).

Basic Example of a Logic Model

This is a basic example of a Logic Model for a tutoring program serving 9th grade students who enter high school below grade level. Logic Models can be significantly more complex, but even a simple one is helpful. Each tutoring program's Logic Model will be unique based on the identified needs of its community and the exact impact it aims to achieve.

NEEDS	**INPUTS**	**ACTIONS**	**OUTPUTS**	**IMPACT**
What n*eeds does the program address?*	***What goes into the program?***	***What actions does the program take?***	***What happens as a result of those actions?***	***What are the benefits of participating in the program?***
Beneficiaries: Students who enter the 9th grade below grade level in literacy and/or mathematics. **Community Needs:** • Targeted academic support to	**Financial**: • Funding through grants • Funding through district contracts **Personnel**: • Tutors • Tutor support staff	**Supports:** • Pre-service training • Ongoing tutor supervision and coaching **Direct Services:** • Daily tutoring sessions between students and tutors • Goal Setting conversations with	**Supports:** • High-quality training and ongoing coaching • Tutor satisfaction with their training and support • Average number of coaching sessions with tutors by program staff	**Short Term:** • Students have increases in test scores, GPA, and other academic achievement this year • Students report positive experiences throughout the program

address unfinished learning • Confidence in academic area	**Materials:** • Tutoring curriculum	students, families and teachers • Inter-session review of student data and alignment with teachers **Evaluation:** • Regular annual impact evaluation	**Direct Services:** • Strong execution of tutoring sessions aligned with curriculum criteria • Students master tutoring session content daily • Strong tutor-student relationships • Regular student attendance at the tutoring sessions • Average number of goal-setting conversations with stakeholders • Daily, productive communication between tutors and teachers	• Students gain a sense of self-efficacy • Students, families, teachers, and schools are satisfied with the tutoring program • Tutors are satisfied with their experience and encourage others to apply to become tutors with the program **Intermediate:** • Students enroll in more rigorous coursework the following year • Students graduate high school at increased rates **Long Term:** • Students matriculate at, succeed in, and graduate from college at increased rates

A Note about the Beneficiaries

In your Community Landscape Analysis, you will need to identify whom you plan to benefit and what their needs are. While it is a given that tutoring programs should directly improve the academic abilities of students who receive tutoring, the program may also outline other stakeholders who are direct beneficiaries of the program. For example, many tutoring programs aim to help not only their students, but also their tutors, who get a foot in the door to a career in education. If a program has articulated this goal, then in their intended impact (and throughout the Logic Model), you will see actions not only for

improving student achievement but also for improving tutor desire and readiness to pursue that career path further. For example, impact data might include the percent of tutors who go on to enter a teacher certification program. Additionally, some programs might see parents as beneficiaries. Impact data for parents could include the percent of parents who report that they have the strategies and tools to support their children with their academic work.

Template for Designing a Logic Model

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Beneficiaries: **Community Needs:**	**Financial**: **Personnel**: **Materials:**	**Supports:** **Direct Services:** **Evaluation:**	**Supports:** **Direct Services:**	**Short Term:** **Intermediate:** **Long Term:**

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but also their tutors, who get a foot in the door to a career in education. If a program has articulated this goal, then in their intended impact (and throughout the Logic Model), you will see actions not only for improving student achievement but also for improving tutor desire and readiness to pursue that career path further. For example, impact data might include the percent of tutors who go on to enter a teacher certification program. Additionally, some programs might see parents as beneficiaries. Impact data for parents could include the percent of parents who report that they have the strategies and tools to support their children with their academic work.

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Beneficiaries:	**Financial**:	**Supports:**	**Supports:**	**Short Term:**
Community Needs:	**Personnel**:	**Direct Services:**	**Direct Services:**	**Intermediate:**
	Materials:	**Evaluation:**		**Long Term:**

Developing a Value Proposition

What is a Value Proposition?

A Value Proposition is a concise articulation of the value an organization delivers should someone choose to use their program. It consists of two core components: the Challenge (or unmet need) that the program intends to address and the Approach that states how the program provides value to address that challenge. It distinguishes the program from other seemingly similar programs by highlighting what makes its approach uniquely well-suited to solving a specific problem or particularly efficient at meeting a specific unmet need.

Why should you articulate a Value Proposition?

Your Value Proposition translates the specific community needs identified by your Community Landscape Analysis into concrete goals for your program. This articulation ensures that the community you aim to serve sees your program as a worthwhile investment (and, ideally, as their best choice from all available options). Your Value Proposition will help you make consistent and intentional internal decisions about your Model Design Dimensions and develop a clear and cohesive Logic Model. You can use it in your outreach to stakeholders (e.g. prospective students, families, schools, funders) so that everyone has a clear shared understanding of your program's value. Ideally, in fact, you would draft the Value Proposition in collaboration with the community members who provided feedback for your Community Needs Assessment to ensure full alignment with their needs.

A Value Proposition should address the following:

The Challenge:

- What is the challenge and who experiences it?
- What is the better world you envision instead?
- What beliefs underlie your vision for this future?
- What data do you have to illustrate the urgency, importance, or pervasiveness of your challenge?
- What are the possible compounding effects if this challenge goes unaddressed? *e.g. Failure in Algebra 1 can lead to lower graduation rates.*
- What are barriers to successfully addressing this challenge? *e.g. Class sizes are too large.*

The Approach:

- What are your program's goals?
- What is your high-level strategy for achieving those goals? What is your theory of change?
- What does this theory look like in practice? How does your strategy play out in action?
- What impact has your program already made?
- What research supports your program's design? *Note: this is particularly important if your program is relatively new, because you will not have rigorous impact data to share (yet).*

Assessing Your Value Proposition

- **Is it clear and concise?** Would someone unfamiliar with your program understand what you're saying?
- **Does the Approach directly address the Challenge you describe?** Does the outline of your program in the second half of your Value Proposition address and respond to the specific issues raised in the first half?
- **Does it share clear statistics?** Have you "shown your work" and demonstrated both the magnitude of the specific community needs and the underlying research-based rationale for your program's Approach in detail?
- **Does it reflect your values and beliefs?** When you read this Value Proposition, do you feel proud of it?
- **Does it reflect the needs outlined in the Community Needs Assessment?** Would someone in the community react to hearing this Value Proposition by saying "Wow, this sounds like exactly what we need"?
- **Is it powerful?** Would hearing this Value Proposition compel a prospective funder to write you a grant? Would hearing this Value Proposition compel a young professional to bring their talents to your team?

Examples of Value Propositions:

For ease of use there are links under 'Challenge' and 'Approach' that will take you directly to the organization's information on their website. The language under 'The Challenge' and 'Our Approach' reflects the language from the organization's website.

Saga Education Content Area & Grade Level: 9th Grade Math (Algebra 1) Target: Universal or Problem-Driven Setting: In-School Take-Up: Required Tutor Type: Paraprofessionals (AmeriCorps) Delivery Mode: Traditionally In-Person (Implementing SAGA OffSite Virtual in 2020-2021) Dosage: 45-60-minute sessions 5x per week for 1 school year Student-Tutor Ratio: 2:1 or 3:1 Tutor Consistency: Consistent	
Challenge	**Approach**

The Challenge:

We believe that inside every child lives a story waiting to unfold. But those stories start in very different places.

29.8 million American kids are below poverty level. (National Center for Children in Poverty)

The social and economic disparities that young people experience *outside* the classroom create disparities *within* it.

For every **10 low-income students** who enter high school:

Seven will graduate on time.

Four will enter college.

One will earn a college degree by the age of 24.

(Mortenson, Tom. "Bachelor's Degree Attainment by Age 24 by Family Income Quartiles, 1970 to 2009.")

Improving the academic outcomes of low-income students is one of our nation's most urgent challenges. By high school, many students in distressed communities can be three or more years behind grade level, especially in math, which research shows is a dangerous pitfall on the pathway to graduation.

80% of students who drop-out of high school cite **course failures** as their number one reason — and **Algebra 1 is the course most frequently failed.**

A core problem for schools is how to lift 9th graders over the Algebra 1 barrier. Yet, our large class sizes have made it impossible for teachers to offer these students the individual instruction they need to catch up, or better yet, thrive.

Our Approach:

Educational inequity doesn't have to be a fact. At Saga Education, we know every student is capable of earning success in school, and life. Some just need extra support. And we are getting it to them.

We are a national nonprofit organization that partners with public school districts to supplement teacher instruction by offering trained tutors for students who are falling behind.

We are redefining personalized learning. By using data and rigorous scientific research we continuously learn and improve. We leverage the best of technology and human instruction to maximize learning, to improve student confidence, and to help students feel connected to a caring adult in school.

How it works:

Daily, consistent tutoring sessions build academic skills and confidence.

Tutoring happens **during the school day**, not after.

Instruction is **personalized**, tailored to individual student needs.

Supportive, caring near-peer relationships boost confidence.

Proven, performance-raising curricula are delivered by trained Fellows.

The GO Project
Content Area & Grade Level: All Subjects, K-8th Grade
Target: Problem-Driven
Setting: Out-of-School (Weekends & Summers)
Take-Up: Voluntary
Tutor Type: Volunteers supervised by teachers/school staff
Delivery Mode: In-Person (with virtual option this year)
Dosage: 3-hour Saturdays sessions for 7 months + 5-week summer program
Student-Tutor Ratio: 4:1
Tutor Consistency: Varies

Challenge	Approach
The Challenge: At the GO Project, we believe that all children deserve access to a quality education. But, despite efforts to improve the public education system, many children--primarily from low-income areas--are left behind, unable to access the American dream. Today, in New York City, 72.6% of public school students will graduate on time and less than 45% of students with a special education classification (due to a learning disability, language impairment or social/emotional disturbance) will graduate on time. To combat this problem, the GO Project serves public school students who are **the most at-risk of academic failure, early in their education,** and provides them with a high quality academic, enrichment and family support program that equips them with the skills needed for future success.	**Our Approach:** The GO Project's approach is to target under-resourced and academically-struggling public school students at the earliest stage of their education and equip them with the skills needed for future success. Through our year-round academic, enrichment and family support program, students are welcomed into a supportive community that fosters their growth. **Our three program hallmarks are:** **Early and Continuous Intervention** Students start the program between kindergarten and third grade and continue until eighth grade. All students participate in Saturday morning tutoring sessions, a 5-week academic and enrichment summer program, and year-round family support services each year. The average student receives more than 2,000 additional instructional hours by the time they graduate in eighth grade. **Responsive and Individualized Instruction**

	A staff of certified teachers, teaching assistants and trained volunteers provide an adult to student ratio of 1:4 in our classrooms. Students are grouped by skill level and instruction is tailored to meet individual needs. Academic specialists are available for pull-out services. **Holistic and Integrated Programming** Social and emotional skill-building is integrated into academic instruction. A team of social workers provides families with counseling, workshops, support with advocacy for special education needs, and referrals to outside agencies. Social workers provide weekday support to students in need by facilitating individual and small group counseling sessions at students' schools.

Reading Corps Content Area & Grade Level: Pre-K through 3rd Grade Literacy Target: Curriculum-Driven and Problem-Driven Setting: In-School Take-Up: Required Tutor Type: Paraprofessional (AmeriCorps) Delivery Mode: Traditionally In-Person Dosage: 20-minute sessions 5x per week for ~16 weeks Student-Tutor Ratio: 1:1 Tutor Consistency: Consistent	
Challenge	**Approach**

The Challenge:

A brighter future for students begins with reading. Reading is the foundation of all learning — but across the country, only about **one in three** fourth-graders can read proficiently. If a child isn't reading well by the end of third grade, it's almost impossible to catch up. **74 percent of children who read poorly in third grade continue to read poorly in high school**. Why? From age three through third grade, children are learning to read. After third grade, they have to read well in order to learn.

Closing the achievement gap. While far too few students read proficiently overall, students of color and those with access to fewer resources face much greater odds. Yet data from an independent evaluation shows Reading Corps helps close those gaps. After a year of tutoring, our readers — who include students eligible for free and reduced-price lunch, English language learners and students of color — outperform their peers and demonstrate more than a year's worth of progress on reading proficiency indicators. When we help all children become strong readers by the end of third grade, we set them up for lifelong success. Proficient readers are less likely to be unemployed, underemployed or on welfare as adults. And they're less likely to be involved in crime or struggle with substance abuse.

People power makes the difference.
With a third of students struggling to read, it's a big challenge for school districts to provide the individual attention students need to get back on track. At the average school, giving each student the individual attention they need would take 300 hours per week and require nine additional staff members.

Our Approach:

Why it Works
Reading Corps trains tutors using the science of how children learn to read — and then puts them to work on boosting literacy skills. It's nearly impossible for teachers to deliver individualized instruction to every student. But because that's all Reading Corps tutors do, they can personalize their approach and focus on what each student needs.

Evidence-based Literacy Interventions
Our tutors work one-on-one and in small groups with readers from age 3 through grade 3, using evidence-based literacy interventions created by experts. The result: Struggling readers make incredible gains that are evident on assessments. (Another wonderful result: many of our talented tutors go on to become teachers themselves!)

Data-Driven Decisions
Data is at the core of the Reading Corps model. Tutors use research-based assessments to monitor their students' progress and work with coaches to make sure they're providing the right instruction to each child.

The Secret Sauce: Training and Support from Literacy Experts
Tutors begin their AmeriCorps service with rigorous training from literacy experts, who give them the knowledge and tools they need to be effective and confident. We make sure Reading Corps tutors are successful by providing expert guidance so they're never on their own.

Tutors
Tutors work with students every day. They also receive training and coaching all year long so they can work effectively with struggling learners.

Internal Coaches
An onsite coach — usually a literacy specialist or teacher at the school — provides daily support to

	tutors and conducts regular checks to make sure the tutoring is on track. **Master Coaches** A literacy expert provided by Reading Corps visits each site several times throughout the year to help tutors and internal coaches use student data to make decisions about the right interventions.

Tutoring Program Model Dimensions Planning Tool

Purpose

Use these ten multiple-choice questions to design your tutoring program's model dimensions. Model Dimensions are the specific design choices a new tutoring program makes at the outset. Each choice you make should have a clear rationale supported by your Landscape Analysis. Below we describe each of the Model Dimensions and outline a set of considerations for each dimension.

1. How are you targeting your tutoring, and what is your articulation for why tutoring is needed?

- Specific students are falling behind academically and need individual support, so we will help them.
- Specific moments in the curriculum are make-or-break for students' academic success, so we will help then.
- All students can benefit from tutoring, whether they are making up for learning loss or accelerating their learning.

2. Which content areas will your tutoring program address?

- Literacy
- Math
- Literacy AND Math
- Other: _____

3. Which grade levels will your tutoring program serve?

- Grade 1 & Below
- Grades 2-5 (Elementary)
- Grades 6-12 (Secondary)
- Other: _____

4. Where and when will tutoring sessions happen?

- In school, during the normal school day
- In a school building, but after the school day
- Outside of school, after school or on weekends
- Outside of school, during summer break
- Other: _____

5. Who will decide which students receive tutoring?

- Teachers will require their students to attend
- Parents and families will sign their children up
- Students themselves will voluntarily sign up
- Other: _____

6. Who will your tutors be?

- Teachers
- Paraprofessionals
- Volunteers
- Private Tutors
- College Students
- Students' Families
- Peers & Near-Peers
- Other: _____

7. How will students and tutors collaborate?

- In person
- Online/virtually
- Bit of both (blended)
- Other: _____

8. How often will tutoring sessions happen?

- Once or twice per week
- Three to five times per week
- Variable (student or family choice)
- Other: _____

9. How many students will each tutor work with at a time?

- One student per tutor
- Two to four students per tutor (small groups)
- Other: _____

10. Will each student consistently work with the same tutor across multiple sessions?

- Yes, tutor-student pairings will be consistent
- No, tutor-student pairings will be inconsistent

PROGRAM FOCUS		
Model Dimensions		**Considerations**
Target	**Needs-Driven:** Tutoring is targeted to students who are struggling and perform below particular benchmark thresholds.	• **Tutor Type**: Any decision about the program's target audience will ultimately impact the number of students who receive tutoring. When

What is your rationale for why tutoring is needed?	**Curriculum-Driven**: Tutoring is provided at critical moments when students generally tend to fall behind. **Universal**: All students receive tutoring.	determining their target students, programs will need to consider whether they can recruit enough of the desired tutor type to serve the number of students in the program. • **Setting**: If the target is universal, the setting will typically need to be in-school (or at a school-affiliated after-school or summer program with required take-up). If the target is problem-driven or curriculum-driven, tutoring can occur across any setting. • **Data Use**: If the program is not universal, benchmark data should be combined with other measures to identify eligible students.
Content Area/ Grade Level *What subject and grade level are the target areas?*	**Content Area:** Most tutoring interventions have focused primarily on producing learning gains in literacy and math, but many voluntary programs offer tutoring in all content areas. **Grade Level:** Grade 1 & below; Grades 2-5 (Elementary School); or Grades 6-12 (Middle & High School).	• **Tutor Type:** If the content area or grade level is more advanced, the program will need to consider the best way to select tutors with existing content knowledge or determine how to train new tutors to build up the relevant content knowledge. • **Dosage**: Programs should consider both these elements when deciding dosage. Research indicates that a dosage of 30-60 minutes 3-5 times a week has the most impact, but if the target grade level is elementary school or below, these younger students may benefit from shorter but more frequent sessions (i.e. 20 minutes, 5 times a week). • **Instruction**: Any decision about grade level and subject area will necessarily impact the tutoring curriculum and/or materials. Programs should leverage research-backed best practices for their target grade level and content area.

LEARNING INTEGRATION		
Model Dimensions		**Considerations**
Setting *Where will tutoring take place?*	**In-School:** Tutoring happens during separate class time (without actually replacing class). Because attendance is less of an issue, in-school programs tend to have greater impact. **Out-of-School:** Tutoring happens after school, on weekends, or during school breaks. While still delivering a positive effect, out-of school tutoring tends to have a small effect size.	• **Dosage/Duration:** The setting of the program will impact the dosage and duration and should be taken into account when planning. Programs in-school may find it easier to offer a higher dosage as sessions can be embedded directly within the school day. • **Grade Level:** If the setting is out-of-school, the program should be mindful of the additional time commitments and obligations that older students may have outside the official school day. While both settings may be employed at any grade level, out-of-school programs may be more challenging for older students to attend. • **Learning Integration:** If the setting is in-school, the program will find it easier to align its content with the school curriculum and ensure integration with school and teachers. If the setting is out-of-school, the program may need to consider creative ways (online communication tools, etc.) to maintain alignment.
Take-Up *How will the program be taken up by students?*	**Required:** Students can be required by their school to receive tutoring. In this case, students tend to have tutoring sessions embedded in their school-day schedule. **Voluntary:** Students or parents choose to enroll or opt-out of enrolling their students. In this case, students typically receive tutoring during lunch periods or after the official school day is over.	• **Dosage**: If the take-up is required, the program may find it easier to maintain a high weekly dosage. If the take-up is voluntary and the dosage is rigorous, the program will need to determine strategies to ensure students and families can meet those requirements. • **Learning Integration**: Whether take-up is required or voluntary, the program will need to consider how a program is communicated within the school and with family members to

		reduce stigma and provide ongoing updates about progress.

TUTORS		
Model Dimensions		**Considerations**
Tutor Type *Who will conduct the tutoring?*	**Teachers**: Certified classroom teachers provide tutoring. Evidence suggests that teachers are consistently the most effective type of tutor, but also the most costly. **Paraprofessionals**: School staff members, master's or doctoral students, service program fellows (e.g., AmeriCorps fellow), or community organization staff provide tutoring. Tutoring interventions led by paraprofessionals can be as effective as those led by teachers when tutors receive adequate training. **Volunteers**: Unpaid volunteers provide tutoring. Programs using these tutors display positive average effect sizes on student learning outcomes, but consistently smaller effects than programs relying on teachers or paraprofessionals. **College Students**: Students who volunteer or are paid through work study and/or receive class credit provide tutoring. Programs using these tutors display positive average effect sizes on student learning outcomes, but consistently smaller effects than programs relying on teachers or paraprofessionals. **Private Tutors**: Individuals who operate (or are employed by) for-profit or non-profit tutoring organizations provide tutoring. There is little rigorous research on the impact of programs using these tutors.	• **Dosage**: Any decision about tutor type will influence the dosage a program can provide. For example, if the tutor type is volunteers, it may be more challenging to require any given volunteer to serve 5 days a week when not getting paid, with the result that either dosage or consistency must be sacrificed. • **Student-Tutor Ratio**: If the tutor type is teachers or paraprofessionals, small-group instruction becomes more feasible, as these tutors often already have skills (or have more time to be trained) in leading small groups. For other tutor types, if the student-tutor ratio is greater than one-on-one, the program must provide additional facilitation training to tutors. • **Tutor Recruitment & Selection**: Any decision about tutor type and tutor responsibilities will necessarily determine both the program's strategy for tutor recruitment and selection, and the depth of training that the program must provide. • **Tutor Training**: The less pedagogical training a tutor already has, and the greater the responsibilities of the tutor role, the more training the tutor will need. If the tutor type is teachers

	Families: Almost all family-focused tutoring programs involve parents acting as tutors. These programs typically provide parents with training and materials to tutor their child in their own home. Parent tutoring interventions appear to be about as effective as volunteer-based efforts. **Peers and Cross-Age Tutoring**: Students tutor other students at their own grade level (peer tutoring) or those in grades below them (cross-age tutoring). Peer and cross-age tutoring programs have displayed an effect size similar to volunteer-based efforts. These student-centric programs may also provide other benefits, such as developing students' social-emotional skills.	or paraprofessionals, the program will likely only need to provide training on its own specific requirements. But if the tutor type is college students, volunteers, private tutors, or especially families and peers, the program will need to provide more intensive training. • **Tutor Support**: The less pedagogical training a tutor has, the more support they will need. If the tutor type is not teachers or paraprofessionals, the program will need to invest more resources into tutor support and performance management.

INSTRUCTION		
Model Dimensions		**Considerations**
Delivery Mode *How will tutoring be conducted?*	**In-Person**: Students receive tutoring from a tutor in the same physical location. The most rigorous evidence of impact comes from in-person tutoring programs; whether virtual and blended tutoring interventions can be as effective as those conducted purely in-person remains an open question. **Virtual**: Students receive tutoring on their computers or other digital devices from a tutor over the internet. Virtual tutoring has the opportunity to provide more equitable access given the wide range of geographical regions that a virtual program can serve. While research is limited, a recent small-scale evaluation of an online math tutoring program found promising results for this approach.	• **Tutor Type**: Any decision about delivery mode will impact the talent pool from which a program can recruit tutors. Virtual tutoring typically provides the widest range of options due to the location flexibility of virtual tutoring. • **Dosage**: If the delivery mode is virtual or blended, the program can scale back the amount of face-to-face time needed for tutoring by providing targeted practice to students and useful insights to the tutor to help prepare before each session. • **Learning Integration**: If the delivery mode is virtual or blended, the program may require more active participation from stakeholders (families at home or

	Blended: Students receive tutoring through some combination of in-person and virtual methods. Research on blended tutoring programs also remains scant; however, a recent evaluation of a tutoring program using a blended approach (i.e., alternating between face-to-face tutoring and students engaging in computer-assisted learning) found that a blended model was equally effective at increasing student learning while reducing the higher financial cost of purely in-person tutoring.	teachers at school). The program must engage stakeholders to ensure students attend tutoring sessions and are familiar with how to use the virtual tutoring platform or software. • **Setting**: If the delivery mode is virtual or blended, the program will need to consider the technological infrastructure available to conduct the tutoring in its chosen setting. If a virtual or blended program takes place in an in-school setting, the program will need to ensure schools have the internet bandwidth needed to run the program and up-to-date devices available. If a virtual program takes place in an out-of-school setting, the program should consider how students without reliable internet connections or up-to-date devices at home will be able to access the virtual tutoring. • **Tutor Support**: If the delivery mode is virtual, many platforms can record sessions to be sent to program administrators, as well as track the degree to which the tutor is using key tutoring strategies or software. This information can be used to provide feedback and support to virtual tutors. • **Student Safety**: If the delivery mode is virtual, the program can establish creative ways to ensure safety including screening sessions for inappropriate interactions. • **Tutor Training**: If the delivery mode is virtual or blended, the program will need to train tutors on how to use the virtual platform and/or blended software. • **Data Use**: If the delivery mode is blended, the program can provide a wealth of data to tutors so that sessions can truly be customized to

		target each student's individual academic needs. • **Session Facilitation**: If the delivery mode is virtual, the program can provide wider access to multimedia materials to enable more engaging instruction. • **Session Content**: If the delivery mode is blended, the program can provide additional rigorous materials for students by using high-quality software.
Dosage *How often will tutoring take place?*	**1-2 times per week**: While tutoring is still effective at this dosage, tutoring tends to be more effective the more frequently it takes place. **3-5 times per week**: Tutoring tends to be most effective when conducted 3-5 times per week. **Choice**: For programs where take-up is voluntary, families and/or students typically choose the dosage.	• **Target** (Grade Level & Content Area): Programs should consider both these elements when deciding dosage. Research indicates that a dosage of 30-60 minutes 3-5 times a week has the most impact, but if the target grade level is elementary school or below, these younger students may benefit from shorter but more frequent sessions (i.e. 20 minutes, 5 times a week). • **Delivery Mode**: To maintain tutoring dosage consistency, programs may want to consider coupling face-to-face tutoring with a blended learning experience using high-quality software. • **Session Content**: Any dosage decision will have a major impact on the curriculum and sequencing of tutoring. If the dosage is the same for all students, for example, sessions can build on each other over time. But if students (or parents) choose different dosages, then sessions should be more self-contained.

Student-Tutor Ratio *How many students will each tutor work with at a time?*	**One-on-One**: The effect size for tutoring is the largest when tutors work with one student at a time. **Small Groups** (2:1 - 4:1): However, once tutors are working with more than one student, the impact differences between programs with 2:1 and 4:1 ratios are statistically small.	• **Tutor Type**: If tutors will work with small groups, the program will need to consider tutor type to determine whether training will be necessary for tutors to deliver effective small-group tutoring. • **Tutor Training**: If tutors will work with small groups, the program may need to provide tutors with training for how to facilitate small groups and manage student behavior. • **Data Use**: If tutors will work with small groups, the program will need to leverage student data to group students intentionally and set the content focus for each small group.
Tutor Consistency *Will a given student consistently work with the same tutor across sessions?*	**Consistent**: A student will return to the same tutor repeatedly from session to session. **Inconsistent**: It is not guaranteed that a student's tutor will remain the same from session to session.	• **Relationship-Building**: If a student's tutor is consistent across multiple sessions, the program may want to consider specific strategies for pairing students with specific tutors. • **Relationship-Building**: If a student's tutor is consistent across multiple sessions, the program may want to invest more time in relationship-building to leverage that consistency. • **Data Use**: If a student's tutor is inconsistent, the program may instead need to invest in more centralized methods for communication, logging student data, etc., to ensure all tutors can access the same information (e.g. student progress, curriculum, and curriculum alignment, etc.) about each student.

Model Dimensions

Program Design Decisions: Model Dimensions and Related Considerations

As you design a tutoring program, you will have numerous decisions to make that influence and impact one another. On the left column of the table below are Model Dimensions of tutoring programs; on the right are corresponding Considerations that allow you to contemplate how interactions among model design decisions may impact your tutoring program. No choice can be made in isolation: while there are no "right" answers, not all options for a given dimension are easily compatible with all options for other dimensions. This table will help you weigh tradeoffs intentionally and thoughtfully in advance.

PROGRAM FOCUS		
Model Dimensions		**Considerations**
Target *What is your rationale for why tutoring is needed?*	**Needs-Driven**: Tutoring is targeted to students who are struggling and perform below particular benchmark thresholds. **Curriculum-Driven**: Tutoring is provided at critical moments when students generally tend to fall behind. **Universal**: All students receive tutoring.	• **Tutor Type**: Any decision about the program's target audience will ultimately impact the number of students who receive tutoring. When determining their target students, programs will need to consider whether they can recruit enough of the desired tutor type to serve the number of students in the program. • **Setting**: If the target is universal, the setting will typically need to be in-school (or at a school-affiliated after-school or summer program with required take-up). If the target is needs-driven or curriculum-driven, tutoring can occur in any setting. • **Data Use**: If the program is not universal, benchmark data should be combined with other measures to identify eligible students.
Content Area/ Grade Level *What subject and grade level are the target areas?*	**Content Area**: Most tutoring interventions have focused primarily on producing learning gains in literacy and math, but many voluntary programs offer tutoring in all content areas.	• **Tutor Type**: If the content area or grade level is more advanced, the program will need to consider the best way to select tutors with existing content knowledge or determine how to train new tutors to build up the relevant content knowledge.

	Grade Level: Grade 1 & below; Grades 2-5 (Elementary School); or Grades 6-12 (Middle & High School).	• **Dosage**: Programs should consider both these elements when deciding dosage. Research indicates that a dosage of 30-60 minutes 3-5 times a week has the most impact, but if the target grade level is elementary school or below, these younger students may benefit from shorter but more frequent sessions (i.e. 20 minutes, 5 times a week). • **Instruction**: Any decision about grade level and subject area will necessarily impact the tutoring curriculum and/or materials. Programs should leverage research-backed best practices for their target grade level and content area.

TUTORS		
Model Dimensions		**Considerations**
Tutor Type *Who will conduct the tutoring?*	**Teachers**: Certified classroom teachers provide tutoring. Evidence suggests that teachers are consistently the most effective type of tutor, but also the most costly. **Paraprofessionals**: School staff members, master's or doctoral students, service program fellows (e.g., AmeriCorps fellow), or community organization staff provide tutoring. Tutoring interventions led by paraprofessionals can be as effective as those led by teachers when tutors receive adequate training. **Volunteers**: Unpaid volunteers provide tutoring. Programs using these tutors display positive average effect sizes on student learning outcomes, but consistently smaller effects than programs relying on teachers or paraprofessionals.	• **Dosage**: Any decision about tutor type will influence the dosage a program can provide. For example, if the tutor type is volunteers, it may be more challenging to require any given volunteer to serve 5 days a week when not getting paid, with the result that either dosage or consistency must be sacrificed. • **Student-Tutor Ratio**: If the tutor type is teachers or paraprofessionals, small-group instruction becomes more feasible, as these tutors often already have skills (or have more time to be trained) in leading small groups. For other tutor types, if the student-tutor ratio is greater than one-on-one, the program must

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INSTRUCTION		
Model Dimensions		**Considerations**
Delivery Mode	**In-Person**: Students receive tutoring from a tutor in the same physical location. The most rigorous evidence of impact comes from in-person tutoring programs; whether virtual and	• **Tutor Type**: Any decision about delivery mode will impact the talent pool from which a program can recruit tutors. Virtual tutoring

How will tutoring be conducted?	blended tutoring interventions can be as effective as those conducted purely in-person remains an open question. **Virtual**: Students receive tutoring on their computers or other digital devices from a tutor over the internet. Virtual tutoring has the opportunity to provide more equitable access given the wide range of geographical regions that a virtual program can serve. While research is limited, a recent small-scale evaluation of an online math tutoring program found promising results for this approach. **Blended**: Students receive tutoring through some combination of in-person and virtual methods. Research on blended tutoring programs also remains scant; however, a recent evaluation of a tutoring program using a blended approach (i.e., alternating between face-to-face tutoring and students engaging in computer-assisted learning) found that a blended model was equally effective at increasing student learning while reducing the higher financial cost of purely in-person tutoring.	typically provides the widest range of options due to the location flexibility of virtual tutoring. • **Dosage**: If the delivery mode is virtual or blended, the program can scale back the amount of face-to-face time needed for tutoring by providing targeted practice to students and useful insights to the tutor to help prepare before each session. • **Learning Integration**: If the delivery mode is virtual or blended, the program may require more active participation from stakeholders (families at home or teachers at school). The program must engage stakeholders to ensure students attend tutoring sessions and are familiar with how to use the virtual tutoring platform or software. • **Setting**: If the delivery mode is virtual or blended, the program will need to consider the technological infrastructure available to conduct the tutoring in its chosen setting. If a virtual or blended program takes place in an in-school setting, the program will need to ensure schools have the internet bandwidth needed to run the program and up-to-date devices available. If a virtual program takes place in an out-of-school setting, the program should consider how students without reliable internet connections or up-to-date devices at home will be able to access the virtual tutoring. • **Tutor Support**: If the delivery mode is virtual, many platforms can record sessions to be sent to program administrators, as well as track the degree to which the tutor is using key tutoring strategies or software. This information can be

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LEARNING INTEGRATION		
Model Dimensions		**Considerations**
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Actions and Practices Reflection Tool

Purpose

Use the tool below to reflect on the strengths and areas of opportunities of your program aligned to the Actions and Practices of High-Impact Tutoring. Actions and Practices are the routine implementation processes that programs can improve regardless of their Model Dimensions, like "tutor recruitment and selection" or "session facilitation" (i.e. what the program does).

Actions and Practices

- Program Focus
- Data Use
- Tutors
- Instruction
- Learning Integration

PROGRAM FOCUS	

Program Focus	• Articulate an equity-based value proposition grounded in data about unmet student needs
	• Make model design choices grounded in the following:
	  ○ Your equity-based value proposition
	  ○ Feedback from the community and stakeholders
	  ○ Evidence-based research on effective tutoring programs
	  ○ The constraints of the context in which the program is operating
	• Articulate a logic model defining inputs, activities, outputs, and outcomes

List your Program's Strengths and Areas of Opportunities	

DATA USE	
Measures and Data Collection	• Define measures of success in alignment with your logic model, including non-academic measures of impact • Develop tools to collect data on the identified measures, including both quantitative and qualitative data • Set benchmarks to monitor progress towards outcomes • Put systems in place for collecting data that can be disaggregated by race, gender, IEP statues, home language, and other important factors to ensure equity of services • Meet requirements and use best practices for data privacy • If Target is *NOT* Universal: Combine benchmark data with other measures to identify eligible students for tutoring
Evaluation and Improvement	• Identify who is responsible for reviewing each type of data. • Create and routinely use protocols for reviewing data and distilling insights to inform decisions • Review disaggregated data to ensure equity of services • Set up processes for communicating data (and the insights distilled from it) to relevant stakeholders • Make informed decisions and take action based on data, resulting in continuous improvements • Establish standards for effective implementation of the tutoring model and improve standards over time
List your Program's Strengths and Areas of Opportunities	

TUTORS	
Recruitment and Selection	• Delineate clear responsibilities for tutors based on your value proposition and model design • Articulate the knowledge, skills, and mindsets necessary for tutors to be effective and successful in their role • Distinguish between what you will select for and what you will train for and have clear rationales for your choices • Establish clear eligibility criteria based on your value proposition and model design • Design an application process to evaluate eligibility criteria and ensure a diverse set of tutors • Establish an intentional recruitment strategy for recruiting a diverse set of tutors with the necessary skills
Screening and Expectations	• Outline and implement all legal requirements based on district, state, and institutional regulations before yout program begins • Outline a clear oversight and management structure for tutors, including who will observe and evaluate tutors • Clearly delineate and communicate all expectations, policies, and procedures to tutors prior to the start of tutoring • Articulate a performance evaluation process to ensure tutors meet performance expectations
Training and Support	• Delineate training content based on Model Dimensions and selection criteria for tutors • Establish a clear structure for pre-service and in-service training, including dimensions like frequency, format, facilitator, etc. • Ensure in-service training is responsive to performance evaluations, stakeholder feedback, and student performance data • Collect feedback from tutors on trainings and incorporate insights and lessons from feedback to improve training effectiveness
List your Program's Strengths and Areas of Opportunities	

INSTRUCTION	
Session Content	• Sessions have curriculum with high quality materials that maintain rigor • Session content complements classroom materials to support student mastery • Sessions focus on targeted learning goals informed by grade level standards and assessment data, as well as student, family and school input • Sessions have a consistent structure with space for relationship-building, independent practice time, and formative assessment • If Delivery Mode is Blended: High-quality research-based software is used to accompany session facilitation • If Delivery Mode is Blended: Adaptive software provides tutors with concise, actionable data that informs future sessions • If Delivery Mode Blended: Tutors and teachers can select content for student practice sessions • If Student-Tutor Ratio is Small Groups: Data is used to form purposeful, flexible small groups based on content needs
Session Structure	• Sessions have a consistent structure with space for relationship-building, independent practice time, and formative assessment
Session Facilitation	• Tutors reinforce the academic language and procedures of the classroom and hold students accountable for doing the same • Tutors appropriately use open-ended questioning to ensure students are articulating their understanding of the content • Tutors facilitate content clearly, correctly, and at an appropriate pace • Students engage with content using a variety of learning tools that promote productive struggle given their unique needs • Students experience multiple representations of new knowledge and repeated opportunities to apply new skills in order to solidify learning • If Delivery Mode is Virtual: Tutors use a digital whiteboard to support session facilitation and share content with students • If Delivery Mode is Virtual or Blended: During virtual sessions, student access is restricted to required applications as much as possible in order to reduce distractions • If Student-Tutor Ratio is Small Groups: Tutors use student groups to promote dialogue and collaboration amongst pairs

	• If Student-Tutor Ratio is Small Groups: Tutors effectively facilitate student behavior management as needed
Relationship-Building	• Tutors remain asset-based and motivating in all interactions with students • Tutors reinforce a growth mindset whenever students make mistakes • If Tutor Consistency is Consistent: There are intentional and systematic methods for matching tutors with students • If Tutor Consistency is Consistent: There are methods for tutors to get to know their students • If Tutor Consistency is Inconsistent: Centralized methods for logging and communicating student data exist
List your Program's Strengths and Areas of Opportunities	

LEARNING INTEGRATION	
Stakeholder Engagement	• Identify stakeholder groups based on tutoring program design. Common stakeholders groups are students, families, school administration and teachers • Clearly communicate model, purpose, and evidence to demonstrate alignment with teachers'' and schools' needs • Set joint goals with all relevant school administrators (e.g. Principal, Family Outreach Coordinator, Extracurricular Coordinator, etc.) and provide regular updates on progress • Make students, families, and schools aware of any terms or conditions for participation and actively seek affirmative agreements • Establish communication systems between stakeholders and tutors to ensure equitable collaboration and alignment with classroom curricula

	• Collect and act on feedback from administrators, teachers, parents, and students to continuously improve effectiveness • If Take-Up is Voluntary: Program has identified strategies for recruiting students who would benefit from tutoring and has made information on the purpose of the tutoring program and the eligibility criteria for participating publicly available If Setting is In-School: For programs operated by an outside organization, program has a recruitment plan for recruiting schools • If Setting is In-School: Program schedule ensures that 1) students are not removed from core instruction and 2) program staff can join teacher team meetings • If Setting is In-School: Program has designated classroom space in the school
List your Program's Strengths and Areas of Opportunities	