National Student Support Accelerator

equalizing access to quality tutoring

High-Impact Tutoring: District Playbook Workbook

This workbook is designed to accompany *High-Impact Tutoring: District Playbook*

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Pre-Assessment Tool & Reflection

> **Resources**
> ❑ [Playbook Section on Conducting a Pre-Assessment](#)

Pre-Assessment Tool

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

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

3. Design for Impact: Partner with a Provider or Grow Your Own Program
❑ Designed a high-quality tutoring program OR contracted with a high-quality tutoring provider
❑ Developed systems and processes for data collection, reflection, and continuous improvement
❑ Developed a plan for regularly and clearly communicating student progress to each stakeholder group

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

Pre-Assessment Tool Reflection

- In which areas are you most "ready" for implementing tutoring? Why is this?

- If you identified any items as "not yet prepared", which are they, and how will you address them?

- Are there other district-specific factors that you feel need to be addressed that were not identified through this reflection?

Assembling a Tutoring Task Force Tool

Resources
- ☐ [Playbook Section on Assembling a Task Force](#)

Assembling a Tutoring Task Force
Purpose and Objectives What is the purpose of this task force and what objectives should be prioritized? (See "What should the task force prioritize" for guidance?)
Decision Making Which decisions can this task force make directly and what decisions will need approval?
Schedule When, how often and for how long will this team meet?
Resources Available What resources is this group able to use without prior approval?
Members Who needs to participate and how will members be decided? (See "Who should be on the task force?" for guidance)

Identifying a Focus Area Tools

> **Resources**
> ❑ [Playbook Section on Identifying a Focus Area](#)
> ❑ [District Landscape Analysis](#)
> ❑ [Empathy Interview Toolkit from CityTutor DC](#)
> ❑ [Empathy Map Guidance from the Stanford Design School](#)
> ❑ [Data for Equity Proctol from High Tech High Graduate School of Education](#)

Focus Area Selection Tool Step 1: Who would benefit most from individualized instruction via tutoring?

Data point	Guiding questions	Reflection
Local Laws	Do state or local laws require your district to prioritize specific groups when allocating support?	
Student Achievement	What groups typically lack access to individualized instruction tailored to their needs? What groups consistently underperform compared to others? In what areas have your district's students had the biggest gaps in learning due to COVID-19? (NWEA data from November 2020 shows bigger gaps in Math than ELA nationwide.)	
Community Surveys	What student challenges do caregivers typically bring up? Do we have community survey data about how caregivers perceive tutoring? If not, how will we learn about caregiver perspectives?	
Vulnerable Populations	What groups have been disenfranchised by the education system in your district (e.g., disproportionate discipline or SPED identification)? Are there any grades with a decrease in enrollment?	

Focus Area Selection Tool Step 2: What programs and initiatives already exist within the district to address the needs identified?

Guiding Questions	Reflection
What priorities already exist within your district and why?	
Is your district addressing this need in another way?	
Is there an opportunity to complement existing effective initiatives with tutoring?	

Aligning with District Priorities Tool

Resources
❏ [Playbook Section on Aligning with District Priorities](#)

Component	Guiding questions	Reflection
Tier I Core Instruction	**Assess: What is the current quality of core instruction in your identified Focus Area?** ❏ Has your district adopted High-Quality Tier I Instructional Materials in your Focus Area? ❏ How effectively has your district implemented these materials in its classrooms in your Focus Area?	
Tiers 2 & 3: Multi-Tiered Systems of Support (MTSS) & Response to Intervention (RTI)	**Assess: How could tutoring enhance the system's MTSS and/or RTI Programs in your Focus Area?** ❏ Do you want to leverage tutoring as part of your MTSS and RTI frameworks? ❏ What requirements would your tutoring program need to meet to be part of those frameworks?	
Mandated Services for ELLs & Students with IEPs	**Assess: Are there areas of overlap with the tutoring initiative and current mandated services?** ❏ What mandated services are already being provided? Consult with Special Education & ELL personnel. ❏ Does your tutoring program meet the requirements for mandated services? ❏ If so, consult with your district's Special Education administrator and/or ELL coordinator to ensure compliance with these requirements.	
Additional Programs or Initiatives	**Assess: What other programs or initiatives already exist in your Focus Area? How effective are they?** ❏ Are these programs accelerating student learning? What data demonstrates this benefit? ❏ Do stakeholders highly value these programs? Which stakeholders, and what do they value about them? ❏ Will you continue these programs, replace them, or enhance them with tutoring?	

Setting Goals Tool

Resources
- ❏ [Playbook Section on Setting Goals](#)
- ❏ [Lenoir City Schools Tutoring Goals Tracker](#)

Area	Consider the following to set goals:	Reflection
Academic Growth Goals	❏ How do you currently measure academic impact? What metrics matter most in your district? ❏ What are the critical benchmarks students need to hit (in their grades, standardized test scores, etc.) to be considered college-ready and likely succeed later in life? ❏ What systems are available in your district to measure students' academic growth over time, not just absolute achievement on a test?	
Student Experience Goals	❏ What student experiences are most important to stakeholder groups? ❏ Are there specific social-emotional learning outcomes that you hope to affect? Which ones do you already measure?	
Stakeholder Satisfaction Goals	❏ Which stakeholders are critical for ensuring smooth implementation of the program in your district? ❏ What are the most important and tangible outcomes for these stakeholders? ❏ Where would each stakeholder most hope to see tutoring's impact?	

Planning for High-Impact Tutoring Tools

Resources
- ❏ Playbook Section on Planning for High-Impact Tutoring
- ❏ City Bridge Pilot Planning Tool
- ❏ CityTutor DC Launch Plan Tool
- ❏ CityTutor DC Launch Plan Example
- ❏ Lenoir City Schools Pilot Overview
- ❏ Project Plan Template

As your team reflects on your broader vision for students consider:
- **What** does "wild success" look like? A year from now, what needs to be true for students, teachers, and other partners in order to feel that your tutoring initiative was a success? (Look at the goals you set)
- **What are the top 3-5 risks to successful implementation?** In other words, what might derail our efforts and what steps could we proactively take to mitigate them?

With your vision clearly articulated, what steps do you need to take in order to successfully reach your goal(s)? Things to consider:
- What foundational steps will need to precede implementation (i.e., preparing curriculum, hiring staff, training)?
- What are the major milestones within each "bucket" that you need to reach and by when in order to keep you on track toward your vision?

Task	Category	Owner	Start Date	End Date	Status

You can access a spreadsheet version of this here

Designing Data and Continuous Improvement Systems Tools

Resources
- ❏ Playbook Section on Designing and Continuous Improvement Systems
- ❏ Performance Measurement Plan Guidance and Example

Performance Measurement Plan Template

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Logic Model Elements (Program Outputs and Short Term Impact)	Sub-Area	Measures	Tool	Data Collection Cadence	Performance Expectation

Data Review Protocol

Data Review Protocol		
Step	**Purpose**	**Possible Questions**
Step 1: WHAT did we want to happen?	*Ensure all participants are on the same page about what the goal or intended outcome was*	❏ What was our goal? (Refer to the Performance Measurement Plan) ❏ What was our plan for reaching this goal?
Step 2: WHAT actually happened?	*Ensure all participants are on the same page about what the actual outcome or result was* *Explore the divergences between expectations and realities*	❏ Did we meet our goal? What did we achieve? ❏ Did we follow our plan? If not, where did we diverge from it? ❏ Where were the differences between our intent and our impact?
Step 3: WHAT did we learn?	*Reflect on successes and failures during the course of the project, activity, event or task.* *The question 'Why?' generates understanding of the root causes of these successes and failures.*	❏ What worked? ❏ What didn't work? ❏ What could have gone better? ❏ Was our plan a success? Why or why not?
Step 4: WHAT can we do better in the future?	*Generate clear, actionable recommendations and next steps for future projects*	❏ What would we do differently next time? ❏ What advice would you give yourself if you were at the start of the project? ❏ What two or three key lessons would you share with others? ❏ What should be different one year from now given this conversation? ❏ What comes next for us on this project?

		❏ Are there any lessons for you, personally, to internalize?
Step 5: WHAT changes do we need to make to our project and individual plans?	*Incorporate key lessons into your future actions* *Document all key lessons for those who may inherit this project in the future.*	❏ Have we added reflections and next steps to individual plans. ❏ Have we added reflections and next steps to project plans?

Developing a Budget Tool

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Funding/Cost Tool for Planning a District Tutoring Initiative

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Program Funding Sources						
Funding source #1 _____						
Funding source #2 _____						
Funding source #3 _____						
Funding source #4 _____						
Funding source #5 _____						
Total Revenue	$ -	$ -	$ -	$ -	$ -	$ -
Program Costs - If working with a Provider						
Provider Fees						
Central Staff Wages/ Stipends						
Teacher Stipends						
Technology devices for students						
Supplies						
Total Costs	$ -	$ -	$ -	$ -	$ -	$ -
Program Surplus/(Gap)	$ -	$ -	$ -	$ -	$ -	$ -
Program Costs - Growing your Own						
Tutor Wages/Stipend						
Central Staff Wages/Stipends						
Support Staff Wages/Stipends (Coaches, Site Directors, etc)						
Teacher Stipends						
Personnel Fringe Benefits						
Technology Devices for Tutors and Students						
Curriculum and Assessments						
Supplies						
Contractual & Consultant Services						
Training						
Evaluation						
Other Costs						
Total Costs	$ -	$ -	$ -	$ -	$ -	$ -

Building Stakeholder Investment and Enthusiasm Tools

Resources
- ❑ [Playbook Section on Building Stakeholder Investment and Enthusiasm](#)
- ❑ Investment Materials Examples
  - ❑ [Chicago Public Schools Example](#)
  - ❑ [Providence Public Schools Example](#)
  - ❑ [Dallas Independent School District Example](#)
  - ❑ [Guilford County Schools - Presentation to Teachers](#)
    - ❑ [One-Pager for School Staff on Tutoring from Guilford County Schools](#)

Identifying Stakeholder Groups Tool

Use the following information to plan for engaging stakeholders.

- Identify stakeholders and their interests.
  - Brainstorm a list of stakeholders that have a vested interest in the tutoring project.
  - Consider which stakeholders can help you reach your goals and which are important to simply bring along through updates.
  - Identify stakeholder interests by reflecting upon what particular stakeholders care about (student engagement, learning outcomes, compensation, test scores, etc.) to help you determine whether and how they are critical to supporting your goal.
- Create a stakeholder map.
  - Map your stakeholders on the strategic mapping tool below by asking:
    - How important are the stakeholder's interests to the success of the proposed project?
    - How much influence do they have?
  - Consider the role the stakeholder must play in order for the project to be successful, or the likelihood and impact of a stakeholder's negative response to the project and decide which stakeholders you need to involve deeply, manage closely, keep informed and monitor and address as needed.

Deeply Involve	Manage Closely
Keep Informed	Monitor and Address as Needed

Planning Key Messages and Strategies for Engagement Tool

Once you have identified stakeholders specific to your district, utilize the following guiding questions to craft key messages and strategies for engagement for each stakeholder group:

- **Communication: Key Messages**
  - What is our rationale for starting a tutoring program?
  - How do we ensure our framing is asset-based?
- **Tactics: Strategies for Engagement**
  - Which stakeholders below should you engage first?
  - How do we gather input from all stakeholders to ensure this program meets everyone's needs?
  - How will we reinvest this stakeholder group throughout the year?

Stakeholder Group	Communication: Key Messages	Tactics: Strategies for Engagement
Students		
Caregivers		
Teachers		
Tutors		
School Administrators		
Labor Unions		
Superintendent		
Board of Education		
Community Partners		
Local Government		

Partnering with a Provider: Selecting a Provider Tools

Resources
- ❏ Playbook Section on Partnering with a Provider: Selecting a Provider

Prerequisites Checklist for Partnering with a Provider

Guiding Question	Reflection
Have you identified a focus area?	
Have you decided on the delivery mode (e.g., virtual, in-person, or blended) for tutoring?	
Have you identified your ideal program scale?	
Have you assessed opportunities for cohesion with district priorities?	
Have you defined preliminary goals?	
Have you identified a budget for tutoring?	

Provider Selection Tool

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

To select a provider, we suggest examining each provider through four screens. They are presented in order of priority: if a provider does not pass muster under a given screen, stop there and move on to a different provider, instead of dedicating more time to consider that first provider under all subsequent screens as well.

1. General Fit/Experience in Identified Focus Area

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

2. Impact and the Elements of High-Impact Tutoring

Consideration	Evidence
Results Proven by Rigorous Research Studies	
An independent researcher (one not affiliated with the program) has conducted a **rigorous evaluation (RCT or Regression Discontinuity Design)** of the provider, and found significant positive effects.	
Exemplifies Elements of High-Impact Tutoring	
Equity: ❑ **Equity** is at the center of the provider's systems, policies and practices ❑ The provider recruits and employs **tutors who are representative of the students they serve** ❑ The tutoring program provides initial training and ongoing support to tutors in **culturally competent practices**	
Safety: ❑ The provider has **necessary protocols** in place to keep students (and their data) safe and **implements those protocols with fidelity**	
Cohesion: ❑ The provider **has a defined mission, vision, and set of organizational goals** that are **codified and well understood** throughout the program ❑ The provider has **strong organizational leadership** and effectiveness	
Tutor: Consistency ❑ Students will work with a **consistent tutor** and the program has a focus on cultivating tutor-student relationships	
Tutor: Recruitment ❑ The provider is willing to **tailor recruitment needs to the local context** if necessary (e.g., sourcing from local universities, community programs) ❑ The provider can source tutors who can meet any **special need areas** (i.e., special education experience, language abilities)	
Tutor: Training and Support ❑ Tutors have **initial training**, **ongoing coaching**, and clear lines of **accountability**	
Instruction: Significant Time ❑ Sessions are a **minimum of three times per week** (30 minutes per session for younger grades; 60 minutes per session for older grades)	
Instruction: Small Groups ❑ Group size is **no more than 3 students** at a time per tutor	
Instruction: High-Quality Materials ❑ Materials are **aligned** with state standards and research on teaching	

and learning ❑ Program materials include a consistent set of **engaging instructional routines** for tutors to use with students in each session, to support students' self-regulation, focus, and risk-taking in learning and to lower the burden for tutor preparation	
Learning Integration: Embedded in School Day ❑ **Tutoring is embedded in the school day** to create equitable access and consistency for students and coordination with school efforts. ❑ If not, tutoring is right before or after the school day and viewed as part of the core school program	
Data Use: Regularly uses data to inform instruction and program improvement ❑ Formative assessments are **used regularly** to understand students' strengths and needs, and build sessions to focus on these needs ❑ Program data are used to assess **effectiveness at improving student learning** and make adjustments based on these data ❑ The provider plans to serve as a **thought partner** to the district/school to reflect on data and improve implementation	

3. Level of Alignment with the District

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

4. Logistical and Operational Requirements

Consideration	Evidence
Logistics: Your district is able to develop a plan for any operational requirements outlined by the provider's model, such as: ❏ Staffing responsibilities at school sites ❏ Physical space needed at school sites ❏ Scheduling /matching tutor availability to student schedules ❏ Tutor/teacher collaboration and implications for teacher contracts ❏ Data sharing & technology needs (particularly for virtual programs)	
District Capacity: Your district is able to meet any capacity requirements needed by the provider (e.g., time to meet with the provider, capacity for engagement and collaboration with different departments)	
Timeline: The provider can meet your desired timeline for implementation	
Point Person: There is a single point of contact who will be assigned to be your point person at the provider	
Joint Fundraising: If needed, the provider is willing to jointly raise funds for the program	

Partnering with a Provider: Collaborating with a Provider Tool

Resources
- ❑ [Playbook Section on Partnering with a Provider: Collaborating with a Provider](#)

Creating a Partner Collaboration Plan

Purpose and Objectives
What is the purpose of this collaboration? What are the objectives that should be prioritized?

Decision Making
What decisions will need to be made, and who needs to approve those decisions?

Members
Who needs to participate and when is it appropriate for them to participate?

Schedule
When, how often and for how long will this team meet?

Topic Schedule
Create a schedule for topics, utilize the list of collaboration topics to build this out.

Meeting	Prioritized Topics
Meeting 1 (Insert date)	
Meeting 2 (Insert date)	
Meeting 3 (Insert date)	
Meeting 4 (Insert date)	

Partnering with a Provider: Contracting with a Provider

Resources
- ❏ Playbook Section on Partnering with a Provider: Contracting with a Provider
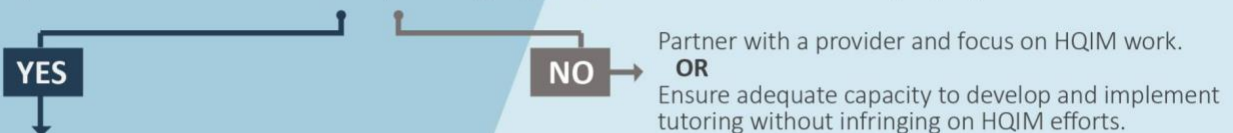- ❏ Example Data Sharing Agreement Template

Growing Your Own Program: Deciding to Grow Your Own Program Tool

Resources

❑ [Playbook Section on Growing your Own Program: Introduction to Growing Your Own Program](#)

Should You Grow Your Own Program?

1 Do your district's curricula already use High Quality Instructional Materials (HQIM)?

YES ↓

NO → Partner with a provider and focus on HQIM work.
OR
Ensure adequate capacity to develop and implement tutoring without infringing on HQIM efforts.

2 Does your district have internal staff expertise in desgining tutoring models, implementing instructional training for new educators, and delivery of HQIM and pedagogical experience in your focus area?

YES ↓

NO → Partner with a provider.
OR
Hire new staff with this expertise and/or train existing staff.

3 Does your district have staff who have capacity to design a tutoring model, collaborate with the HR department to hire tutors, design and implement preservice & ongoing training, and develop guidance to support teachers & administrators to implement the model?

YES ↓

NO → Partner with a provider.
OR
Hire new staff and/or contract out for these roles.
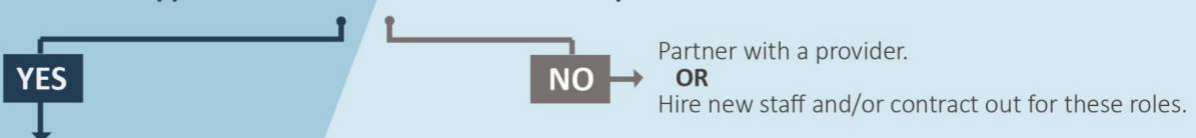
4 Based on program scale, do you have enough time to plan for implementation?

YES ↓

NO → Partner with a provider.
OR
Conduct a smaller-scale pilot program.

5 Does your district have a diverse talent pool at your desired tutor experience level?

YES ↓

NO → Partner with a provider.
OR
Contract out recruitment and selection.
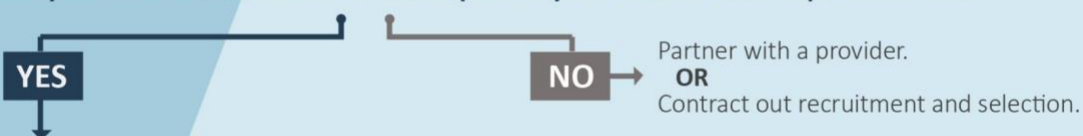
6 Does your district have robust internal systems to collect data and measure impact?

YES ↓

NO → Partner with a provider.
OR
Hire an external evaluator.
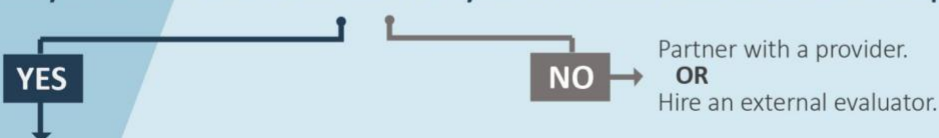
Your district has what it takes to grow its own tutoring program.

Deciding to Grow Your Own Program Reflection

- Which areas most strongly indicate that your district is positioned to develop your own tutoring program? Why is this? Can it be addressed?

- Which areas most strongly indicate that your district may not be ready to develop your own program, and should instead partner with a provider? Why is this? Can it be addressed?

- Are there any other factors that were not identified through this reflection that may help you assess your district's level of preparedness for designing and implementing its own tutoring program?

Growing Your Own Program: Making Model Decisions Tool

> **Resources**
> ❑ [Playbook Section on Growing your Own Program: Designing Your Tutoring Model](#)

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

❑ Specific students falling behind academically

❑ Specific critical moments in the curriculum that are make-or-break for students' academic success

❑ All students

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, before/after the school day

❑ Outside of school, after school or on weekends (not recommended)

❑ Outside of school, during summer break

❑ Other: _____

5. Who will decide which students receive tutoring?

❑ School/teacher required

❑ Caregivers opt-in (not recommended)

❑ Students voluntarily opt-in (not recommended)

❑ Other: _____

6. Who will your tutors be?

❑ Teachers

❑ Paraprofessionals

❑ Committed volunteers

❑ Individual hires or contractors

❑ College Students

❑ Students' Families

❑ Peers & Near-Peers

❑ Other: _____

7. How will students and tutors collaborate?

❏ In-person

❏ Online/virtually

❏ Blended

❏ Other: _____

8. How often will tutoring sessions happen?

❏ Once or twice per week (not recommended)

❏ Three to five times per week

❏ Caregiver or student choice (not recommended)

❏ Other: _____

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

❏ One student per tutor

❏ Two to three students per tutor (small groups)

❏ Other: _____

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

❏ Yes, consistent tutor-student pairings

❏ No, inconsistent tutor-student pairings (not recommended)

Growing Your Own Program: Developing a Logic Model Tool

Resources
- ❏ Playbook Section on Growing your Own Program: Designing Your Tutoring Model
- ❏ Example of a Logic Model
- ❏ Guilford County Schools Tutoring Logic Model

NEEDS	INPUTS	ACTIONS	OUTPUTS	IMPACT
What needs 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:	**Financial:**	**Supports:**	**Supports:**	**Short Term:**
Community Needs:	**Personnel:**	**Direct Services:**	**Direct Services:**	**Intermediate:**
	Materials:	**Evaluation:**		**Long Term:**

Growing Your Own Program: Tutor Recruitment Tools

Resources
- ❑ [Playbook Section on Growing Your Own Program: Recruiting and Selecting](#)
- ❑ [Guilford County Schools Tutor Recruitment Process](#)
- ❑ [Guilford County Schools Tutor Recruitment Poster](#)

Determining the Number of Tutors Needed Tool

Questions	Reflection
Students: How many students will receive tutoring?	
Dosage: How many hours of tutoring will each student receive per week?	
Workload: How many hours of tutoring will each tutor provide per week?	
Ratio: How many students will each tutor work with simultaneously?	

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

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

(# of Students × Tutoring Hours/week)

÷

(Weekly Hours of Tutoring/Tutor) x (# of Students per Tutor)

=

# of Tutors Needed

Example:

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

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

Minimum tutors needed	**40** tutors

Building a Tutor Recruitment Strategy Tool

Question	Reflection
WHOM are you trying to recruit?	
WHEN should the recruitment time start and end?	
WHERE will you recruit applicants?	
HOW will you recruit applicants?	
WHY should someone apply to tutor with you?	

Growing Your Own Program: Tutor Training and Support Tools

> **Resources**
> ❏ Playbook Section on Growing Your Own Program: Training and Supporting Tutors
> ❏ Saga Coach Pre-Service Training Modules

Pre-Service Training Planning Tool

Pre-Service Training Planning Tool	
What skills and knowledge do tutors need prior to the start of tutoring in the following areas:	
Tutor Expectations	
Content Knowledge	
Program-Specific Pedagogy	
Effective Facilitation	
Data Practices	
Supporting Students with Learning and Thinking Differences	
Tutor Team Building and Networking	
Tutor Student Relationship	
Small Group Instruction	
Virtual or Blended Tutoring	

Identifying Schools Tool

The reflection questions below will help you select potential schools to pilot or initiate tutoring when you are unable to provide tutoring across all schools.

Criteria	Reflection Questions	List Potential Schools
Greatest Needs	Which schools in your districts have the greatest need for tutoring in your focus area?	
School Capacity	Of the schools above, which schools have the capacity to take on tutoring?	
School Enthusiasm	Of the remaining list above, which schools are most interested in tutoring and have a culture of innovation?	
Provider Criteria	If you are working with a provider, are there specific provider criteria to take into account to develop your final list?	

Selecting Students Tool

Resources
❑ [Playbook Section on Selecting Students](#)

After choosing a focus area and identifying partner schools, the next step is to select which students will receive tutoring. Your goal at the district level is to support schools by creating guidelines to help them identify the students with the greatest need for tutoring. Keep in mind the following criteria for selecting which students will receive tutoring.

If partnering with a provider who has set criteria for selecting students, consider:

★ What criteria do they typically use for selecting students? Are there any adaptations you would like to make based on your district context?

If growing your own program or working with a provider who does have criteria for selecting students, consider:

★ From the list of criteria for selecting students, which criteria fit your context the best? What will you add to it, to make it more specific to your context?

Regardless of if you partnering with a provider, or growing your own, once you have selected the specific criteria you will use, consider the following:

★ How can you best support school administrators to follow these guidelines in determining which students will receive tutoring services?

★ What indicators of success can you use to determine the effectiveness of your guidelines and the student selection process?

Boosting Student Enrollment and Attendance Tool

Resources
- ❑ [Playbook Section on Boosting Enrollment and Attendance](#)

Use the following root cause analysis protocol to troubleshoot a challenge your program is experiencing related to student enrollment and attendance and reflect upon a potential root cause and solution. This root cause analysis protocol can be adapted for other challenges beyond student enrollment and attendance.

Root Cause Analysis Protocol	
Step	**Reflection**
Define the problem or areas of improvement.	
Collect data.	
Identify possible causal factors.	
Identify the root cause.	
Recommend and implement the solution.	
Monitor the solution and confirm if it works.	