



## CBO PLAYBOOK

# A Guide for Implementing an Impactful Tutoring Model

This step-by-step guide is designed to support community-based organizations (CBOs) in the planning of a high-dosage tutoring (HDT) program.

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### Essential Characteristics of a High-Dosage Tutoring Program



#### **PARTNERSHIPS**

School partners and buy-in for HDT



#### **MEASURES OF PROGRESS**

A system for measuring growth that places students, monitors progress, and provides data for understanding programmatic impact



#### **TRAINED TUTORS**

Tutors and staff capacity to support with training and coaching



#### **FEEDBACK LOOPS**

Feedback loops on progress (regular communication among stakeholders)



#### **SCHEDULE**

A process for scheduling that is workable across schools, includes 3-5 sessions per week, and includes enough minutes in each session to reach lesson objectives



#### **INTERNAL REFLECTION**

A continuous improvement process that will support the next iteration of the program



#### **CONTENT**

Well-defined materials and an instructional process designed for tutoring that targets individual needs

# 1 Prepare the School Partnership

## When

- Before tutoring begins, ideally in the spring before a fall start date.

## Action Items

- In-depth communication with the school partner about the objectives of the program, the characteristics of high-dosage tutoring, and the process for fitting tutoring into the school day.

## Deliverables

- School partner buy-in for high-dosage tutoring and a schedule for tutoring.

# 2 Design the Model

## Initial Decision-Making

### When

- Before tutoring begins, ideally in the spring before a fall start date.

### Action Items

- Initial decision-making with school partners.

### Deliverables

Decisions will be needed on the following:

- Academic objectives, grade levels, subjects, student population, etc.;
- Tutor recruitment, hiring, compensation plans;
- Tutors' initial training, ongoing support plans;
- Student selection criteria; and
- Measures of progress - placement, periodic progress assessments, summative assessments.

During the decision-making process, it will be important to consider your organization's capacity and expertise. Expanding services to additional subjects and grade levels requires more tutors, training, and content. For instance, an elementary school may seek reading and math tutoring for K-5 students, but starting with a narrower focus, such as early literacy for K-2, can effectively meet urgent needs.

## Select Content (Materials and Instructional Process)

### When

- Before the tutoring begins, ideally in the spring before a fall start date.

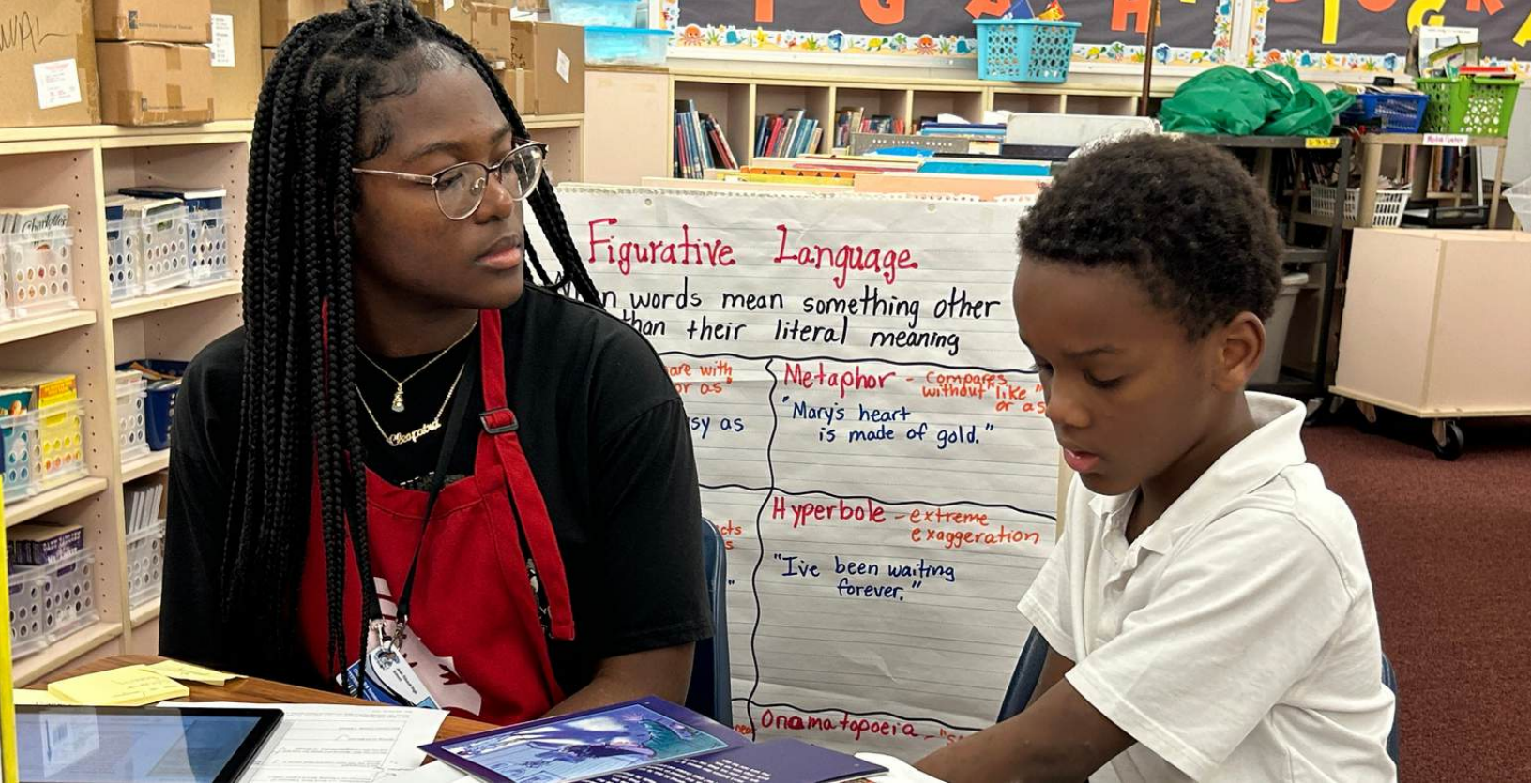
### Action Items

- Adopting content for tutoring (materials and instructional process) that will be used across all tutor groups.

### Deliverables

- Decision about whether to use school materials or external tutoring content aligned with learning objectives:
  - The CBO and school must consider tutor qualifications, support resources, and available content for the targeted grade and subject.
  - Adapting school materials is typically not within a CBO's expertise - therefore, using a proven model is advisable.
- If opting for separate content, evaluate different models to identify which best meets the tutoring program's objectives:
  - **Does the program have existing evidence that demonstrates impact on achievement?** Evidence indicates if something is a good bet because it has already demonstrated positive effects on student learning. [ProvenTutoring](#), [Evidence for ESSA](#), and the [What Works Clearinghouse](#) are three regularly updated sites that summarize the existing evidence on programs. A recent [Accelerate paper](#) helps to make sense of a program's evidence relative to the cost.
  - **Are there diagnostic tools embedded in the program?** These tools help identify a student's learning needs and provide performance feedback essential for monitoring progress, celebrating progress with students and stakeholders, and assessing the program's overall impact.
  - **Can the program develop a set of learning objectives, or learning path, for the student with the included materials?** This is essential if your tutor is not a certified teacher in that subject/grade level or at all, as the learning path addresses individual student needs and relieves tutors from complex lesson planning.
  - **Are there teaching tools that tutors without educational backgrounds can use to teach concepts (videos, games, slides, paper activities)?** A program may include practice problems or activities aligned with objectives, but tutors may need to teach the concept first. Teaching aids linked to learning objectives enable novice tutors to effectively convey concepts to students.
  - **Is there an instructional process that can be used for tutoring?** The instructional process shapes the tutor's pacing of the lesson, provides structure and consistency, facilitates mastery of objectives, and guides progress data usage to celebrate learning and motivate both students and tutors.

**A note about evidence:** Many programs will tell you they have evidence, studies, or a separate tab on their website devoted to "research," but the studies may not be of high-quality. Request a copy and critically evaluate it for red flags such as no comparison group, small sample sizes (under 100 students), and uncommon assessments (look for well-known ones like NWEA MAP, i-Ready, DIBELS, Woodcock-Johnson). Consult a research partner for their insights and see what they think the study indicates about a program.



### 3 Implementation

#### Develop a Tutoring Schedule

##### When

- Before tutoring begins, ideally by the summer before a fall start date.

##### Action Items

- Collaborate with school partners on scheduling to ensure consistent, high-dosage delivery during the school day.

##### Deliverables

A consistent school day schedule for all students selected for tutoring that considers the following:

- Tutoring should happen during the school day, ensuring accessibility for all students that need it.
- Students should meet the same tutor 3-5 times a week for approximately 30 minutes, with flexibility based on program needs and student age.
- Incorporate transition time to allow for logging in or traveling to the tutoring space, ensuring effective use of the time block:
  - A 30-minute block of time may only result in 20-25 minutes of tutoring if there is no additional time allotted for these logistics.
- CBOs should gauge tutor availability and preferred hours per day/week:
  - If tutoring can occur throughout the day, one tutor can handle multiple back-to-back sessions; otherwise, more tutors will be needed for simultaneous sessions.
- Possible scheduling blocks include intervention, advisory, elective, or enrichment periods, avoiding core instructional time.

## Recruit Tutors

### When

- Before tutoring begins, ideally by the summer before a fall start date.

### Action Items

- Hire sufficient tutors to serve the students selected for tutoring during the scheduled tutoring sessions.

### Deliverables

Decisions will be needed on the following:

- Whether school staff or external staff will be needed to facilitate tutoring.
  - School staff: Paraprofessionals make great tutors if their schedule allows consistent tutoring. However, there should be agreement on how their tutoring schedule will be protected to ensure the intended dosage is provided.
  - External staff: Tutors from higher education, senior centers, retirees, connections from other CBO programming, and a school's parent community can be viable tutor sources.
- The qualifications needed to effectively deliver the program you adopted.
  - Many individuals are successful tutors and do not possess a teaching certification. Some qualifications that may increase tutoring effectiveness include:
    - Proficiency in the students' languages;
    - Prior experience working with students, in a school, or serving a population in need;
    - Competency aligned with the reading and mathematics being taught; and
    - Compassion and reliability.



## Train and Support Tutors

### When

- Before tutoring starts, ideally in the summer and throughout the school year.

### Action Items

- Provide initial training and ongoing coaching to tutors.
- Provide on-the-ground support and leadership in the form of a HDT coordinator.

### Deliverables

A schedule and detailed plan for initial and ongoing coaching of tutors that includes the following:

- Training on the materials or platform selected (work with the content provider and school partner to develop training); and
- Training around engaging students, responding to student needs, and school building routines and expectations.

A HIT coordinator that provides daily or almost daily on-the-ground support with implementation and whose responsibilities may include the following:

- Tracking student and tutor attendance and problem solving to improve attendance;
- Facilitating ongoing communication with the school partners, tutors, program providers, and classroom teachers;
- Collecting and analyzing student data to monitor progress, celebrate student learning, and understand program impact; and
- Coaching and supporting tutors in responding to student needs, using content, mastering the instructional process, and using data to shape instruction.

## 4 Evaluating Impact

### When

- Ideally, develop evaluation plan before tutoring begins, then collect and analyze data throughout the school year.

### Action Items

- Develop explicit data plan including key questions, required data, and a schedule to review data.
- Establish secure infrastructure for data collection, storage, and analysis.
- Ensure access to data required to evaluate impact.

### Deliverables

- Process, resources, and schedule for data review.
- Data collection instruments and systems.
- Executed data sharing agreements as needed.



## 5 Planning for Expansion

### When

- Ongoing.

### Action Items

- Use data to assess implementation and program impact in meaningful terms.
- Analyze expansion considering program impact, cost per student, and interested school partners.
- Develop a realistic strategic goal for expansion aligned with school partners' priorities and funding.
- Develop a business plan outlining strategies to achieve the goal and identify revenue sources.

### Deliverables

- Strategic goal and a corresponding business plan.
- School partners that are committed to HDT programming.
- Stable multi-year funding sources.

For additional resources, visit our website ([accelerate.us/cboplaybook](https://accelerate.us/cboplaybook)) or follow this QR code.



# Accelerate

The National Collaborative for Accelerated Learning