



# Leveraging Community Based Organizations

High-Dosage Tutoring Pilots in Review

By ProvenTutoring

Authors

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## Acknowledgments

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Cover photo: Southeast Community Foundation



## About Accelerate

### The National Collaborative for Accelerated Learning

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[Accelerate](#) is a national nonprofit organization that serves as a central hub for proliferating effective, evidence-based academic interventions. By bridging gaps between research, policy, and practice, Accelerate aims to embed proven high-dosage tutoring programs into public schools now and for the long term.

Accelerate funds innovation in schools, supports high-quality research, and advances a federal and state policy agenda to support this work. Accelerate was incubated and launched by America Achieves in 2022 and is a lead technical assistance partner to the National Partnership for Student Success (NPSS). In its initial years of work, Accelerate has made grants to over 60 programs across 29 states and has funded and supported over 65 research studies, including 21 randomized control trials.

Accelerate is supported by Arnold Ventures; Arrow Impact; Bill & Melinda Gates Foundation; Overdeck Family Foundation; and Walton Family Foundation.

For more information, visit [www.accelerate.us](http://www.accelerate.us).

## About Proven Tutoring

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ProvenTutoring supports states and schools in using evidence to support the quality of tutoring intervention during the school day. [Proventutoring.org](http://Proventutoring.org) provides in-depth resources on proven models and offers customized guidance to schools on the selection, implementation, and evaluation of proven models. To increase the number of proven options available to schools, we also support tutoring providers who want to establish or scale their evidence-based programs. ProvenTutoring is housed at the Center for Research and Reform in Education in the School of Education at Johns Hopkins University.

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# Overview of the Community of Practice

## 1.1 The Community of Practice Activities

Community-based organizations (CBOs), with their credibility and established relationships, can effectively serve as tutoring partners in their communities. In the 2023-24 Call to Effective Action (CEA), Accelerate awarded funds to seven CBOs committed to implementing, testing, and scaling a school day tutoring model, granting up to \$150K to models with a strong theory of action and some evidence of structures and resources for success.

To facilitate collaboration and knowledge-sharing, Accelerate hosted a larger Community of Practice (CoP) for all CEA grantees and select alumni, with additional technical assistance from ProvenTutoring for a smaller cohort of CBOs. ProvenTutoring supported these grantees (see Table 1) as they implemented their programs during the 2023-24 school year, aiming to improve student achievement by helping organizations enhance the impact and scalability of their tutoring programs.

The CBO CoP activities, which commenced in September 2023, focused on capturing and applying lessons from tutoring implementations and incorporating learning from the field. ProvenTutoring guided CBOs in identifying necessary adjustments to their programs and planning for future iterations through the activities detailed in Table 1 below.

[The Oakland REACH](#) acted as a mentor among the community-based tutoring providers, sharing insights from their experience implementing its Liberator Model. REACH's holistic approach empowers parents and caregivers from low-performing schools to become paid tutors, addressing educational and socioeconomic challenges in underserved communities. The program improves student outcomes and cultivates a culture of learning and economic advancement within families. REACH's experience provided valuable guidance to other organizations on developing sustainable, community-driven educational interventions that address academic gaps and systemic inequalities.

**Table 1. The CBO Community of Practice Activities (September 2023 – May 2024)**

Activity	Description
Design Review	ProvenTutoring conducted a comprehensive review of each tutoring program as it was implemented in 2023-24, identifying strengths and goals to assess readiness for replicability and expansion. The review involved in-depth discussions and analysis of the organization's plan, summarizing program parameters (e.g., subjects, grade levels, tutor types) and implementation (e.g., dosage, data tracking). Recommendations for sustainability and expansion were provided, with a format designed to be useful for community-based organizations scaling school day tutoring programs.
Monthly Guided Discussion	ProvenTutoring facilitated seven one-hour group conversations with grantees throughout the school year, focusing on CBO needs identified in design reviews. Topics included goal setting, tutor recruitment and training, academic content, expansion planning, progress monitoring, summative data, continuous improvement, and communicating program impact.
Weekly Office Hours	ProvenTutoring provided ongoing 1:1 support to grantees on implementation barriers, model selection, expansion plans, and program evaluation, logging over 25 conversations in seven months. ProvenTutoring also offered tailored technical assistance, including content provider research, logic model development, recommendations for expansion strategies and solutions for implementation challenges.
Site Visits	In-person site visits were conducted for four programs to observe tutoring sessions and plan for expansion. Afterward, ProvenTutoring reviewed the visits as a team and offered comprehensive feedback to the CBO.
In-Person Workshop	ProvenTutoring co-planned and facilitated an in-person workshop at the 2024 Accelerate State of High-Dosage Tutoring Convening on effective partnership strategies with school districts for the CBOs.

## Overview of the Community of Practice

# 1.2 The Community-Based Organizations

This report tells the story of seven CBOs who partnered with schools to implement a high-dosage, in-person tutoring program during the school day in a variety of contexts using different approaches (see Table 2). It synthesizes the successes, challenges, and lessons learned during the planning, implementation, and evaluation process. It aims to provide guidance and raise key questions about supporting community-based organizations in scaling their tutoring models.

**Table 2. Accelerate Grantees in this Synthesis**

Tutoring Provider	Subject Area	Grades	Tutoring Format	Source of Tutors	Tutoring Structure
<a href="#">100 Black Men of Metro Baton Rouge</a>	ELA, Math with a mentoring component	6-10	In-person	Teachers and Paraprofessionals Employed by the School Sites	Small groups (3 to 5 students) 60-minute sessions 2 times per week
<a href="#">Bay Area Tutoring Association (BATA)</a>	All subjects, with a focus on ELA	16-24-year-old students seeking HS diplomas	In-person	Paid Community Members (college graduates)	1:1 or small groups Tutor available for 3 to 4 hours, 2 times per week for drop-in academic help
<a href="#">Compass, Division of Black Hills Special Services Cooperative</a>	Reading	K-5	In-person	Paid Community Members	Small groups (2 students) 45-minute sessions 3 times per week
<a href="#">EmpowerED Birmingham Project CATCH</a>	ELA, Math, and Career Readiness	6	In-person	College Students and Educators	Small groups (6 to 9 students) 60-minute sessions 3 times per week
<a href="#">READ USA</a>	Reading	2-5	In-person	High School and College Students	1:1 40-minute sessions 3 times per week
<a href="#">Rhode Island Department of Education (RIDE)/ Throughline Learning</a>	Math	K-6	In-person	AmeriCorps Fellows, Paid and Volunteer Community Members	Small groups (4 students) 20- to 44-minute sessions 5 times per week
<a href="#">Southeast Community Foundation (SCF)</a>	Reading	K-5	In-person	College students, Paid Community Members (with tutor/education experience)	1:1 or small groups (2 to 3 students) 15- to 30-minute sessions 2 to 4 times per week

## Overview of the Community of Practice

### 1.3 Leveraging Community Relationships

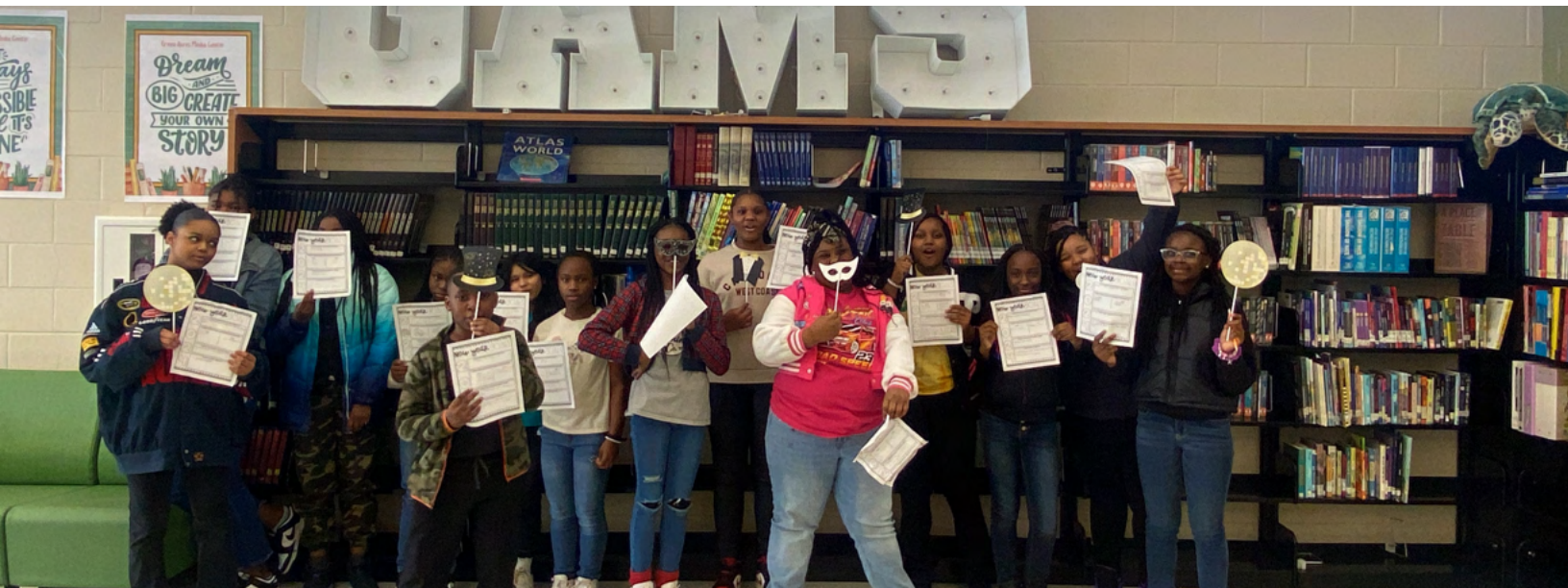
These organizations provided valuable resources and expertise for developing a high-dosage school day tutoring model, including:

- ▶ Relationships with local universities and other organizations for tutor recruitment;
- ▶ Expertise in providing youth programming (e.g., tutoring, mentoring, career-readiness);
- ▶ Established relationships with schools and districts;
- ▶ Expertise in training and supporting educators and tutors;
- ▶ A network of potential tutors established through other CBO programs; and
- ▶ Partnerships with other community-based organizations for logistical support like transportation or tutors.

All the organizations had a track record for structuring a program to address a community need and recognized the need to expand their organization's agenda to include K-12 academic growth. Three had prior experience with tutoring outside of school time, and one CBO had preliminary experience with high-dosage, school day tutoring.

Thus, all seven organizations faced unique challenges in launching effective school day programs with their existing resources, experiences, and relationships. Six CBOs launched their pilots during the fall semester, while one launched in the spring, but all were smaller in scope than originally planned. The main reasons included difficulty recruiting tutors, bureaucratic hurdles, fewer school partnerships, school leadership decisions, and intentionally measured program launches with fewer students.

Insights from the pilot helped CBOs optimize their resources and expertise for a sustainable, effective model. For instance, one CBO, with an established mentoring system, piloted a tutoring model using school employees without structured mentoring or family engagement during the 2023-24 school year. Based on this experience and feedback from ProvenTutoring and the CoP, the CBO redesigned its approach for the 2024-25 school year to incorporate mentoring and family engagement, recruiting tutors from its trained mentor pool and providing training in both academic support and family involvement. With a strong track record in fostering connections between adult mentors and students, the CBO is confident in the effectiveness of this new comprehensive model for enhancing student engagement and learning outcomes.



## 1.4 The Students Served

The seven grantees served approximately 500 students across 24 sites in 6 states as listed in Table 3.

**Table 3. Students Served by Accelerate CBO Grantees**

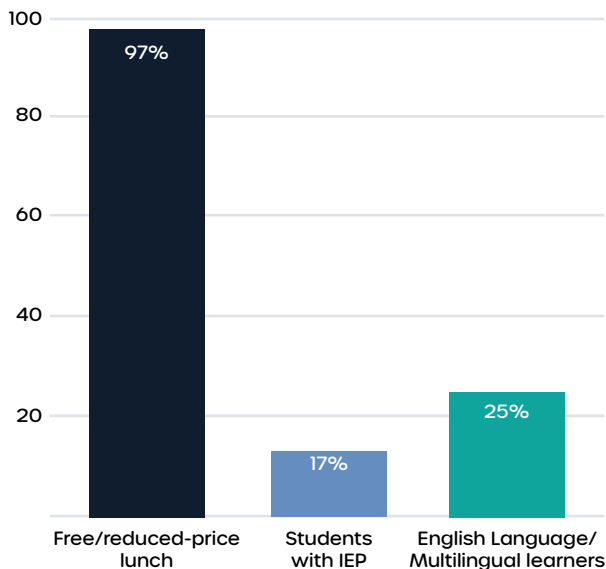
City	State	# of Students Served
Baton Rouge	Louisiana	54
Bay Area	California	35
Birmingham	Alabama	30
Jacksonville	Florida	51
Los Angeles	California	149
Providence	Rhode Island	28
Rapid City	South Dakota	124

All grantees provided in-person tutoring during the school day. Four served elementary students; one also included middle schools, while three focused on grades 6 and above. Three elementary programs concentrated on literacy, and one solely on math. Secondary tutoring programs covered ELA and math, with additional components like mentoring and career readiness.

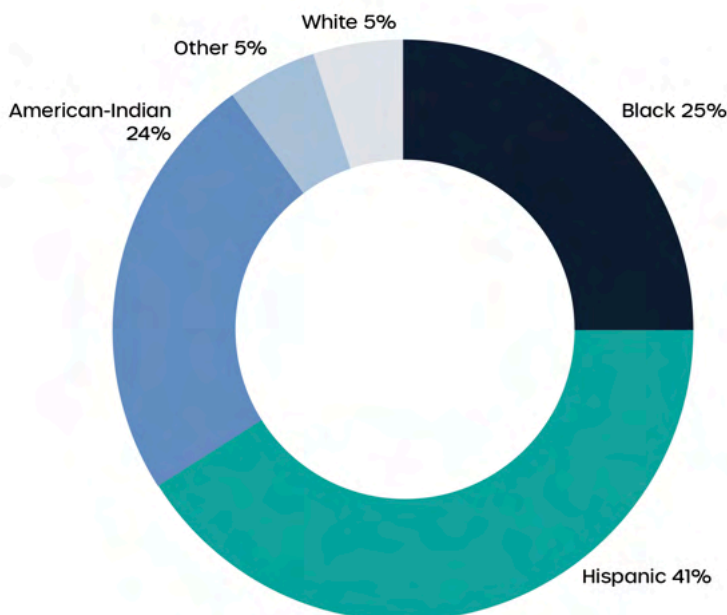
Of the students served, 97% qualified for free and reduced lunch and one in four were identified as ELL (see Figure 1). The race/ethnicity characteristics are as follows (see Figure 2):

- 41% Hispanic
- 25% Black
- 24% American Indian
- 5% White
- 5% Other

**Figure 1.**  
Characteristics of Students Served by Accelerate’s Grantees



**Figure 2.**  
Race/Ethnicity of Students Served by Accelerate Grantees



## 2.1 Preparing the Partnership: Developing School Understanding and Collaboration

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A CBO brings place-based knowledge and passion to meet a need, but in-depth communication with school partners and stakeholders before tutoring begins is critical for program success. Aligning on a shared goal that addresses student needs is essential for effective collaboration. This overarching goal should guide discussions on integrating the two organizations' systems and addressing logistical challenges, such as bringing new people into the school building, finding time during the school day for tutoring, aligning tutoring to student needs, and determining assessment tools to measure growth. Goal setting and decision-making should commence in the spring prior to the fall tutoring launch and continue into the school year, involving school leaders and the CBO's team. School leaders who can shape schedules and understand the academic needs of students should be involved as well as the academic lead and those responsible for on-the-ground support at the tutoring organization.

A clear timeline and detailed meeting agendas should cover essential topics like student selection, scheduling, dosage, group size, tutor recruitment and training, content, measures of progress, and data sharing. Addressing tutor and student availability challenges ahead of the school year is crucial to accommodate adjustments to tutor recruitment and student schedules. Once the program starts, regular meetings must occur to monitor and adjust implementation as needed throughout the year.

In early fall 2023, ProvenTutoring supported CBOs in refining and communicating their shared overarching goal with their school partners to inform decision-making around their high-dosage tutoring models. The group discussion included identifying the immediate activities necessary to accomplish the overarching goal and the outputs that would signal completion. As CBOs were at different implementation stages, those further along shared insights on goal setting and decision-making with their peers in earlier stages.

### Strong Collaborative Partnerships

CBOs reported strong, collaborative relationships with their school partners, some of which were new partners for the 2023-24 school year. School leaders appreciated the support and recognized the positive impact of the tutoring programs. ProvenTutoring observed genuine mutual trust and candor between the CBO and school leadership during site visits. Despite a few disagreements between CBOs and their school partners, the working relationships persevered to support the overarching goals of the programs. One CBO successfully navigated bureaucratic challenges by maintaining clear communication and devising creative solutions, such as limiting data requests and maximizing existing data resources to expedite approval of data sharing agreements.

### Lessons Learned

Before the school year begins, CBOs and school partners should establish a realistic clear goal for academic achievement that responds to student needs and aligns with both systems' capacities for effective integration and implementation.



## ✓ Successes with Goal Setting

In response to the pressing literacy needs of a district partner, one CBO set a goal to improve early literacy achievement among Title I students performing below grade level. With a clear understanding of who they wanted to serve and confident it would be a priority area for the district, this CBO was able to then move forward in planning out the elements of their tutoring model. Before the 2023 school year began, they vetted and identified a structured K-5 model that was proven effective at increasing achievement for students performing below grade level and has been successfully delivered by tutors with diverse backgrounds. Over the summer, they engaged district Title I school principals individually (several they had worked with in the past) to outline program goals and requirements. Since they already had a program in mind, they could share the required dosage and length of sessions that needed to be scheduled, as well as technology requirements. With four school partners confirmed, they finalized the program model by purchasing materials, recruiting and training tutors, scheduling sessions, and establishing student selection criteria.

Having a clear goal also allowed for flexibility, enabling one school to include fourth and fifth graders, in addition to K-3, without straining resources or capacity.

## ⊞ Challenges with Goal Setting

A big challenge faced by several CBOs regarding goal setting had to do with school partners creating parameters around the tutoring – timing, student selection, frequency, and subjects – that altered the CBO's original goals and conflicted with the elements of high-dosage tutoring. One CBO aimed to conduct three tutoring cycles, targeting 300 students for four weekly 60-minute sessions in ELA and math. However, school-based constraints around scheduling and student availability reduced the scope of tutoring to 149 students, one subject, 2 to 4 times a week for 15 to 30 minutes. This restriction hindered thorough student assessments and required use of a quicker, less precise evaluation method, although the CBO managed to secure additional time for full assessments in the second cycle. Overall, their impact was limited by these constraints.

Another CBO, with a track record for providing in-person mentoring to students, presented a seemingly solid tutoring plan but encountered obstacles during implementation and struggled to finalize content, school partnerships, and the tutor source. Facing a series of obstacles, priorities shifted. Key elements of the proposed program began to change, resulting in a program that was dramatically different from the proposed plan. Decisions were guided by what was available and what would be allowed by district and school guidelines. Despite considering a virtual model to address issues, it was deemed too late in the year for implementation, resulting in the CBO serving only 54 out of the intended 250 students through a modified in-person approach.



## 2.2 Selecting Content: Student Materials and the Instructional Process

The most effective tutoring utilizes a systematic, research-proven tutoring model with a constellation of strategies that work together: the content, which includes materials and an instructional process that are capable of meeting individual student needs and engaging students; tutor training aligned to the content; and assessment tools for placement and progress monitoring. Tutoring content is vital to the model, playing a key role in shaping daily lessons and forming the targeted learning path that will help students reach their learning goals. In an effective model, alongside the other components, content helps to provide structure and support for tutors who may not be educators and ensures replicability, so programming is of consistent quality across tutoring groups and sites.

Before tutoring begins, community-based organizations and school partners should clarify the content to be used, ensuring it aligns with both program goals and the needs of the students and schools. Will school curriculum resources for content be used or a separate set of materials? If separate, how will they align with school and district objectives for the tutoring program? This includes evaluating content that the CBO may already bring to the table. Some characteristics to consider are [evidence of effectiveness](#), the structure and support offered to novice educators, diagnostic tools, and whether it creates a learning path for students to meet achievement goals.

When the CoP commenced, CBOs had already selected their content and planned for in-person tutoring delivery (see Table 4).

**Table 4. Content Selected by CBOs**

CBO	Content	School Curriculum, Resource, or Separate Program
100 Black Men of Metro Baton Rouge	<a href="#">i-Ready</a> Platform that provides individualized activities in reading and mathematics	School Resource
Bay Area Tutoring Association (BATA)	Tutor helps students with work that is driven by Opportunity Youth Academy Curriculum	School Curriculum
Compass, Division of Black Hills Special Services Cooperative	Success for All Foundation - <a href="#">Tutoring with the Lightning Squad</a> Web-based ELA program delivered by a human tutor	Separate Program
EmpowerED Birmingham Project CATCH	The project coordinator develops her own lessons that reinforce grade-level skills in the district’s pacing guide and incorporate social emotional learning	Separate Program
READ USA	Developed by READ USA based on research-proven strategies and models of literacy instruction	Separate Program
Rhode Island Department of Education (RIDE)/ Throughline Learning	<a href="#">ASSISTments</a> Throughline Learning developed daily lessons around this web-based mathematics learning tool that provides real-time feedback to tutor and student	Separate Program
Southeast Community Foundation (SCF)	Using <a href="#">IXL</a> diagnostics and school i-Ready scores, SCF program manager and the tutor created the learning plan and lessons to address student needs	Separate Program

Three CBOs utilized a web-based program for in-person tutoring, while two combined paper-based and web-based lessons. One CBO used a digitized, prescriptive paper-based program, and another offered drop-in tutoring with diverse supplemental materials across multiple subject areas.

Several programs lacked a consistent instructional process across groups, crucial for creating consistency, goal setting, and student engagement. This provides the structure that ensures appropriate presentation, successful practice of targeted skills, and celebration of progress. One early literacy program, however, employed a structured daily routine with defined roles, starting with goal reviews and including partner reading to encourage fluency, vocabulary games, reciprocal reading, retelling, and comprehension checks.

With this being a pilot of the school day tutoring model for each organization, CBOs had mixed experiences with their selected content. In response, ProvenTutoring vetted alternatives for four CBOs seeking improvements for the next year.

## Lessons Learned

The content must have the structure and flexibility to effectively target student needs and engage them. It also must be something that can be replicated across different tutor groups and school sites so every student participating in the program receives the same quality of lesson that is delivered by tutors who have completed the same training.

## Successes with Content Selection

One CBO selected a highly structured, proven early literacy tutoring program with prescriptive, adaptive, web-based lessons, as well as a clear instructional process. This model allowed inexperienced tutors to deliver consistent, skill-appropriate lessons because the diagnostic and progress monitoring tools embedded in the program created a scope and sequence for each student without tutors needing to develop materials or learning objectives themselves. They were trained in lesson delivery and student engagement. This program ensured that students received the lesson appropriate to their skill level. And because of its structure and consistency, it could be replicated, so all students who participated in the program received the same quality of lesson delivered by a similarly trained tutor.

## Challenges with Content Selection

Challenges arose for two CBOs creating individualized lesson plans, as they depended on a lead coordinator's expertise and tutor discretion. Each week, fresh lessons using a variety of materials were created to respond to student needs and classroom learning objectives. While the CBOs expressed confidence in how this approach was effective in addressing student needs, both acknowledged the difficulty of sustaining and expanding this model.

Other CBOs experienced gaps between what the selected content offered and what the students needed, with some lacking the instructional process or scope and sequence to target specific, individual student needs. In another project, the CBO adopted a web-based program that experienced technical glitches, leaving tutors and their students with no materials. Finally, tutors for one project were not adequately trained to adapt materials to respond to student learning. The throughline of these implementations is that the tutors, many of whom were novices, were expected to make both small and big decisions around the instructional content. Reliance on tutor discretion led to inconsistencies across tutor groups and uncertainty in addressing student needs.

### 3.1 Developing the Schedule

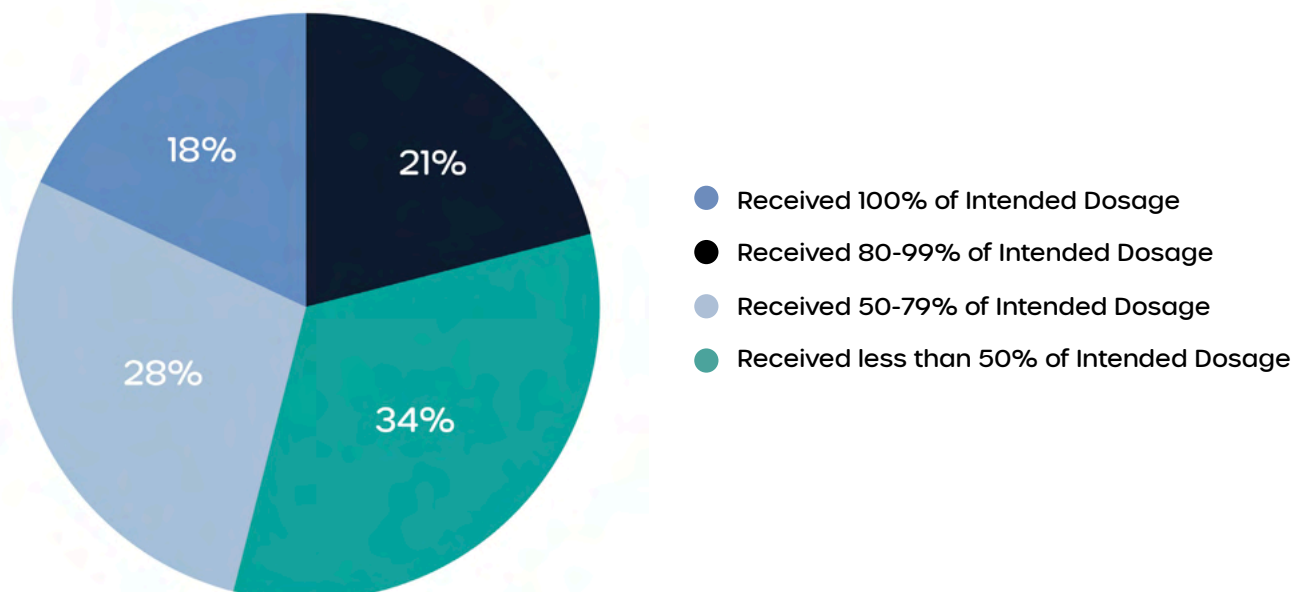
The tutoring schedule is the starting point for implementation. Consensus on objectives and commitment from school and staff regarding dosage leads to more effective, consistent scheduling. The goal is to align tutor and student availability for optimal efficiency; delivering sessions 3 to 5 times a week; and ensuring the students selected for the intervention can participate. Detailed discussions between school partners and tutoring providers should address session frequency and duration to ensure a strong program. All potential time slots should be evaluated for alignment. CBOs should consider tutor availability at this point and have a sense of how many hours a day/week tutor candidates are willing to provide. Once the schedule is set, it's essential to protect that time by planning extra sessions to compensate for closures, absences, and other conflicts, and ensuring students receive the intended number of instructional minutes.

CBOs and their school partners agreed on a schedule including a tutoring dosage of 2 to 4 times a week during:

- Intervention blocks;
- Advisory;
- Elective or enrichment periods; and
- Other periods that did not conflict with core instruction.

Grantees expected students to receive, on average, 2.8 sessions per week for 39 minutes per session. However, like many tutoring providers implementing a first-year pilot, CBOs faced scheduling challenges, resulting in only 18% of students across organizations receiving 100% of the intended dosage, while one-third received less than 50%. Approximately 21% of students received 80 to 99% of intended dosage, and 28% received 50 to 79% of intended dosage (See Figure 3).

**Figure 3.**  
Percentage of Students Receiving Intended Dosage



High student absences, school time constraints, and scheduling issues were key reasons behind unmet tutoring dosage, according to the CBOs. To address this, they implemented an attendance incentive program, negotiated for longer sessions, and increased recruitment efforts. While challenges in delivering adequate tutoring are common (Carbonari et al. 2022), they do have a direct impact on student learning. Research indicates that increasing tutoring frequency from one or two sessions per week to three or more greatly improves outcomes for all grade levels (Nickow et al. 2024, Robinson et al. 2024). Therefore, delivering the intended dosage is crucial for program effectiveness.

## Lessons Learned

CBOs should finalize the tutoring schedule with school partners before the school year begins and the master schedule has been set. The schedule should align tutor and student availability to consistently deliver daily, or almost-daily, tutoring sessions.

During the scheduling process, CBOs should assess their capacity to recruit tutors and the number of hours they may be able to provide. If all tutoring occurs in a single period, CBOs will need to hire more tutors for a brief hourly commitment. Conversely, scheduling sessions at various times enables one tutor to serve multiple groups, maximizing the hours worked.

## ✓ Successes with Scheduling

Six CBOs established a regular schedule, providing students 2 to 4 sessions weekly with consistent tutors. During summer 2023, one CBO effectively recruited tutors while developing the schedule, which allowed them to consider and accommodate the tutor's desired schedule. For example, some of the tutors were retired teachers who were interested in a 10-hour work week and wanted to preserve long weekends for travel. School partners allowed tutoring to happen at different periods of the day, leading to unique tutoring schedules at four schools. Tutors provided multiple consecutive sessions three times a week to the same student groups.

## ⚠ Challenges with Scheduling

Many CBOs faced challenges as some school partners required all tutoring to occur simultaneously. This required hiring multiple tutors to each serve one group of students for a single block of time. As a result, some CBOs employed many tutors relative to the number of students served. One CBO recruited and supported 12 tutors across three sites serving 28 students. To put this in perspective, three tutors who deliver three 30-minute sessions a day to groups of 3 students can serve a combined 27 students per day.

Additionally, some CBOs received shorter time blocks of 15 to 25 minutes instead of the planned durations, complicating lesson completion and objectives. In two cases, school partners were unable to find additional time in the schedule. In another case, no transition time was built into the schedule, so a 30-minute session ended up being 20 to 25 minutes due to student travel time.

Only one CBO was unable to develop a consistent schedule with the school partner. While the CBO scheduled tutors for consistent times, the school partner requested that the program be a drop-in model for students. As a result, 91% of enrolled students received less than 50% of the intended dosage.

### 3.2 Recruiting Tutors

Recruiting passionate and well-prepared tutors can foster strong relationships and effective academic support for students. All seven organizations successfully recruited talented, reliable, and caring tutors, many with experience working with children or pursuing education careers. Some tutors were current or retired teachers, while others were paraprofessionals or part-time staff, including community members, retirees, and higher education students. Recruitment sources included job posting apps, universities, local organizations, parents, and personal connections. One provider leveraged a retiree to recruit others, affectionately known as “The Grandmas,” who were cherished by the school community. Most tutors were paid. Attrition was low across the seven CBOs.

Conversations with tutors revealed their commitment to the community and diverse talents, as they enjoyed their work and recognized its positive impact on students. Tutors valued their students’ personalities and needs, often integrating their interests into lessons.

#### Lessons Learned

CBOs should begin the recruitment process as early as possible and before the school year begins, and leverage relationships with the district, local organizations, and community members to find tutor candidates capable of establishing relationships with kids in a school setting and providing academic support.

Lots of different people make great tutors, and a college degree or educational background is not always necessary. Invested members of the community who have shared experiences with students, a track record working with youth, and/or are pursuing a career in education can become effective tutors.

#### Successes with Tutor Recruitment

One CBO worked with three school leaders over several months to recruit 12 tutors, tailoring their approach to the community’s needs by taking the community and students into account. Specifically, one school utilized AmeriCorps fellows already working in the school, another sourced tutors from a local senior center, and the third enlisted parents with district permission. These efforts were also successful in finding bilingual tutors who spoke both Spanish and English. Additionally, one CBO successfully recruited 16 tutors over three months during the summer prior to tutoring, leveraging their strong relationships with the district and a word-of-mouth approach to attract retirees, college students, and community members seeking consistent part-time work.

#### Challenges with Tutor Recruitment

Several CBOs faced challenges in recruiting tutors as planned. Two began recruitment after the school year began, only to find university students lacked flexible schedules to match the tutoring times. Consequently, they had to adjust their programs dramatically, with one CBO starting with two tutors for 6 to 9 students each instead of small groups, while the other CBO opted to recruit schoolteachers to serve as tutors during an elective period.

## 3.3 Supporting Tutors

Most CBO-hired tutors lacked teaching experience, making ongoing training and support critical to ensuring the tutoring was effectively addressing students' needs. CBOs provided structured professional development, lesson observations with feedback, and weekly check-ins.

All programs employed high-dosage tutoring coordinators who monitored implementation and supported tutors. These coordinators played a crucial role in effective implementation by managing attendance, developing strategies to boost attendance, resolving implementation issues, analyzing student data, communicating progress with schools, ensuring lessons met student needs, and coaching tutors in content delivery.

### Lessons Learned

Professional development is not a one-and-done activity. It requires initial training and ongoing coaching on materials, instructional processes, and the use of both data and student interactions to adapt instruction. Regular on-the-ground support is also helpful in developing tutors to work with students.

### ✓ Successes with Supporting Tutors

One CBO designed and implemented a robust, comprehensive support system for tutors during the pilot, providing biweekly in-person training on the content platform and 90 minutes of coaching focused on student engagement and positive, culturally responsive relationship-building. The latter set of coaching sessions utilized a coaching curriculum developed specifically for this tutoring pilot. Coaching sessions were collaborative, with the tutors and coach sitting together at a table to discuss lesson observations and model techniques and activities. Several tutors who participated in the coaching reported increased confidence in using the platform and working with students, particularly among those with limited educational experience.

This CBO reported that three tutors from across their three sites are continuing their education - either in Teacher Assistant certification or returning to school. A local college seeks to partner with the CBO to allow tutors to receive transfer credits and a transcript for successful participation in the training program. At the end of the program one tutor expressed newfound agency and the ability to help students better articulate their needs:

“

I feel like I am learning how to find agency and my voice. With that I am grateful that I learned more about how to help students find their voice. For example, if a student shuts down, how can I help better read their body language before they get to that point or ask questions to help them get back to themselves.

### ⌘ Challenges with Supporting Tutors

As this was the pilot year for school day tutoring, all CBOs identified opportunities for refinement in tutor support and training. One organization recognized the need for more comprehensive initial training on early literacy materials. Several CBOs are considering structured tutoring models with prescriptive materials to eliminate the lesson planning burden on tutors.

## Evaluating the Model

Monitoring progress through various data points—such as attendance, academic performance, social-emotional development, motivation, and teacher attitudes—is crucial for assessing tutoring program effectiveness. Data collection serves multiple purposes: to provide a system for student placement, to monitor ongoing tutoring operations and make midstream adjustments, to use regular feedback loops to assess what is working and what isn't for continuous improvement and program refinement, and for summative evaluation to document the impact on students. Emphasizing the need for different types of data and their uses was a key focus in CoP discussions, starting with the need for key questions that could be answered by the data, such as how many students can a tutor work with every day given schedule considerations, how many students are consistently attending tutoring sessions, what is the number of lessons completed by students, and how are students demonstrating progress toward learning goals. These questions should guide the data collected and the regular review of data. Reflecting on these data should result in concrete steps taken to improve implementation and outcomes, such as by adjusting tutoring capacity by tweaking schedules, collaborating with schools to address attendance issues, engaging tutors in goal setting and celebrating accomplishments, problem-solving for students not meeting progress expectations, and creating reports to communicate results with caregivers and school staff.

While all CBOs understood the importance of data collection, not all CBOs effectively aligned collected data with their needs. Additionally, there was confusion between data collection for program purposes and data collection for research, which, while related, have different goals and requirements. Programmatic data collection needs to be ongoing and quickly actionable to inform real-time decisions and improvements. In contrast, research data collection typically focuses on broader evaluations with fewer data points over longer periods. For example, researchers might track exact session minutes daily to explore dosage effects, but CBOs may only need to categorize attendance as none, partial, or full sessions. This simpler approach still provides actionable insights without the resource burden of detailed tracking. Recognizing these differences is crucial to ensure that data collection efforts are efficient and aligned with the immediate needs of CBOs, rather than being overburdened by research-driven requirements.

Developing a plan for data collection is a balancing act—collecting enough data to be useful without gathering so much (or such granular data) that the effort outweighs the benefits. Some CBOs collected excess or inappropriate data that didn't enhance their programs. For example, having tutors complete a survey with more than 12 items after every tutoring session reduces the amount of time available to tutor students and produces volumes of data for which there was no clear purpose. Consequently, CoP discussions emphasized identifying critical operational data and developing efficient collection systems while minimizing non-essential data. Furthermore, many CBOs lacked a framework for data analysis, reflection, and decision-making. Establishing a manageable, actionable data system benefits program success.





## Lessons Learned

The main takeaway is the need for a robust data infrastructure to collect actionable and relevant data, addressing critical needs. The data system must focus on collection, analysis, and taking action. It should be streamlined to collect only what is needed, avoiding the pitfall of gathering excessive data that drains resources without providing value. Development of such a data system should start by formulating key questions needed to understand program implementation and outcomes. Reflecting on these data should lead to actionable steps that improve program implementation and ultimately student success. This purposeful approach to data collection enhances program impact and promotes continuous improvement.

### Successes in Evaluating the Model

A notable success in the CoP is one CBO's implementation of a weekly progress monitoring system. This method collects data weekly to set individual student objectives, allowing real-time instructional adjustments that effectively keep students on track and meet specific needs. The CBO's data portal efficiently captures and manages essential key metrics, including student assessments, attendance, lesson progression, and books read, with dashboards offering on-demand analytics.

### Challenges in Evaluating the Model

Despite data collection efforts, CBOs recognize the need for timely, actionable data without straining their infrastructure. Often these data are collected from partner schools or are collected from students, which raises additional barriers. One CBO noted school partners' worries about data usage, particularly regarding privacy and the potential for revealing negative results. To overcome these challenges, establishing clear data-sharing agreements with schools is essential. These agreements should outline the purposes of data collection, outline procedures and timelines for data sharing, ensure privacy protections, and specify how the data will be used to benefit students. Effective agreements, coupled with transparent communication and collaboration, can alleviate concerns and enhance data utilization.

## Conclusion: Scaling and Sustaining the High-Dosage Tutoring Model

Community-based organizations offer tremendous potential for helping schools address pressing academic needs. Many of the challenges faced in this report are common in first year tutoring pilots. In ProvenTutoring's experience, the first year of tutoring implementation is often costly and frequently yields little, if any, impact on achievement. Fullan (2002) coined the term "implementation dip" and advised, "no matter how much pre-implementation preparation, the first six months will be bumpy." Successfully scaling a cost-effective high-dosage tutoring model requires time and often multiple iterations, with each year providing an opportunity to revisit and test improvements.

The CBOs in this report expanded their offerings to include academic support during the school day and identified refinements for continued growth. Schools developed stable, strong partnerships with community leaders that could support academic achievement and family engagement. Principals and teachers appreciated the support and saw positive impacts on students. Students were engaged, confident, and loved their tutors. Some tutors are exploring careers in education, and all recognized the impact they were having on students.

As we look at ways to improve, sustain, and scale this, two important considerations should shape the conversation.

### 1. Some tutoring programs require an enormous amount of iteration to be impactful and students need effective interventions now.

While learning recovery nationally has been documented, it is an incomplete, uneven recovery that has widened the achievement gap between students in high- and low-income communities (Fahle et al, 2024). Solving this problem requires interventions that can produce big gains in a relatively short amount of time. Because time is not standing still for any student, high-dosage tutoring pilots should be driven by serious goals for achievement and utilize models with a track record for producing student gains.

[Proven models](#) have evidence of successful implementation, giving them greater promise for impact than adapting school materials, writing your own tutoring curriculum, or using web tools lacking a targeted learning path for students. In cases where there are not proven options for a particular subject and grade, a model with promising evidence aligned with the goals for tutoring can be selected and evaluated for impact. With a goal-driven approach, road-tested models, and continuous improvement processes, students can be served by a high-quality intervention beginning in year one.



## 2. Revenue must come from somewhere.

Scaling and sustaining an effective tutoring model should be guided by strategic goals informed by the program's impact, costs, and interested school partners. The plan should outline the resources needed for replication (e.g., more coaches, more staffing, more pilots) and, critically - where revenue will come from.

In Spring 2024, while CBOs celebrated successes and planned refinements, uncertainty about funding hindered expansion. Accelerate funding supported one year of implementation and evaluation. The revenue unknowns facing the CBOs highlight a real challenge facing the tutoring community: difficulty in securing multi-year funding to support continuous improvement and scaling a cost-effective model.

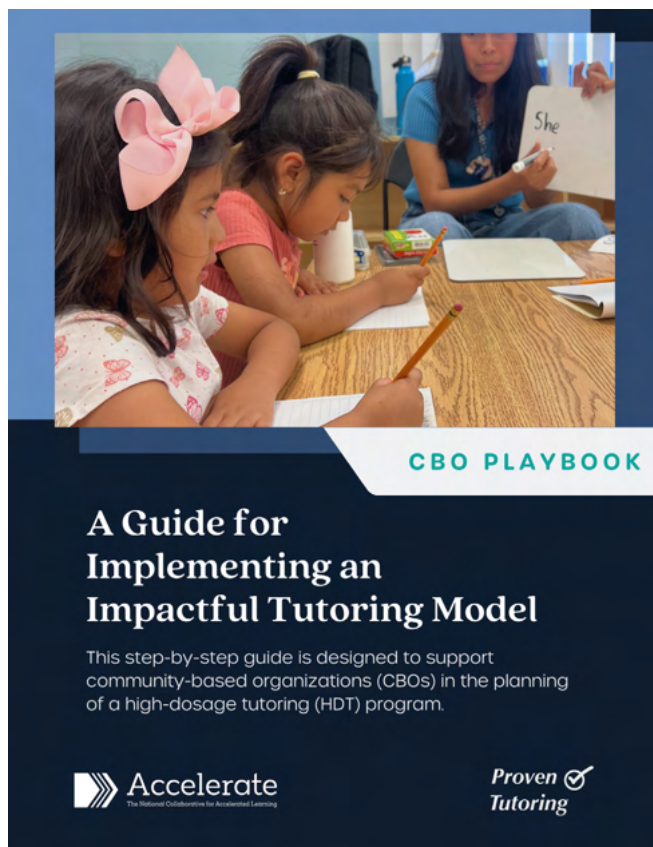
A growing number of schools are finding ways to support tutoring in their school budgets, but the expiration of federal relief dollars will likely constrict resources. Federal grant opportunities offer meaningful support for innovation and implementation, but they are limited in number and the application process is complex, requiring sophisticated grant writing skills. There is an opportunity for state funding and philanthropy to continue supporting community-based organizations in their efforts to refine and expand their high-dosage models. The CBO's ability to demonstrate substantial impact on achievement in a pilot and over time at scale is necessary to make a compelling case for why high-dosage tutoring is the best use of limited dollars.

Bringing high-dosage tutoring to the students who need it requires intentionality, planning, and an unwavering commitment to continuous improvement and the use of evidence. Getting it right is hard. CBOs committed to high-dosage tutoring, with their place-based knowledge, relationships, and resources, have a vital role to play in providing students with academic support—in the form of a trained tutor delivering a proven tutoring model—and moving the needle on student achievement.

**For the accompanying  
step-by-step guide to this  
report, visit our website or  
follow the QR code below.**



**[www.accelerate.us/  
cboplaybook](http://www.accelerate.us/cboplaybook)**



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