



Tennessee Accelerating Literacy & Learning Corps

TN ALL Corps: Community Partner Guidance

For Districts

Implementation Checklist

The department has determined eight steps to identify, vet, and collaborate with external partners to support a tutoring program in the district:

Step 1: Analyze District Needs

- Set goals for tutoring program with a community partner
- Identify students to be served by a community partner
- Calculate demand for tutors

Step 2: Identify Potential Community Partners

- Identify partners that currently work with the district

Step 3: Secure a Community Partner

- Select the “best fit” community partner



Step 4: Collaborate on a Tutoring Program Plan

- Agree on Roles and Responsibilities
- Determine Tutoring Schedule
- Consider Logistics
- Identify Instructional Materials for Tutoring
- Determine Data Sources and Collection
- Placement and Progress Monitoring

Step 5: Build a Tutoring Program Team

- Determine management team members
- Communicate tutor qualifications and required training
- Perform risk mitigation
- Plan for continued collaboration

Step 6: Enroll Students

- Engage potential students and their families
- Create and implement an enrollment procedure

Step 7: Determine and Inform Stakeholders of Tutor Groups

- Match groups to community partner tutors
- Communicate tutoring schedules

Step 8: Monitor for Continuous Improvement

- Track and report metrics
- Improve tutoring program based on data

Appendices

[Appendix A: District Tutoring Needs](#)

[Appendix B: Roles and Responsibilities](#)

[Appendix C: Sample Schedules](#)

[Appendix D: Collaboration and Communication with a Community Partner](#)



Purpose of this Checklist

Students across the state of Tennessee had varying access to instruction in Spring 2020 and throughout the 2020-21 school year. This resulted in lower proficiency across student groups across the state, specifically in math and early reading.

To combat learning loss, the Tennessee Department of Education (department) is encouraging districts to work with community partners to maximize high-dosage, low-ratio tutoring options by taking advantage of optional grants for tutoring programs.

Specifically, through the TN ALL Corps grant program, the department will award grants to vetted community organizations that will partner with districts to stand up high dosage, low ratio tutoring programs. This implementation checklist is a guide to districts who wish to partner with a community grantee.

This document is aimed to support districts who:

- are interested in supplementing their TN ALL Corps district grant to serve more students through a collaboration with a community partner,

or

- have chosen to not have a TN ALL Corps district program and would like to partner with a community organization that will provide tutoring for their students.

The document contains an eight-step checklist to identify, vet, and collaborate with external partners to implement a tutoring program in the district. If districts follow each of the eight steps, they will not only serve more students but also strengthen their ties to their community.



£ Step 1: Analyze District Needs

The first step to implement a tutoring program in collaboration with a community partner is knowing the needs of the students in your district. This important step is the foundation of all other actions you take toward standing up a tutoring program. It will help you to determine the number of tutors and subject areas needed as well as which community organization to select and the best way to group your students.

□ Set Goals for Tutoring Program with a Community Partner

Reflect on the specific goals that you have for the students in your district and for your relationship with a community partner. Consider the following as you set goals for the tutoring program:

- How many students does your district want to serve per semester or year above and beyond internal TN ALL Corps grants?
- Using metrics, what student achievement outcomes does your district hope to see as a result of high dosage/ low ratio tutor programming?
- Besides tutoring, what does your district hope to receive from your collaboration with a community partner? In what ways is your district willing to support a community partner's work?

□ Identify Students to Be Served by a Community Partner

As many districts have already begun tutoring programs through a TN ALL Corps district grant, they can consider what groups of additional students could be served with staffing through the community partner.

Keep in mind that TN ALL Corps tutoring programs aim to serve students that have experienced learning loss and need learning acceleration opportunities. Although students in a community partner tutoring program should demonstrate the need for extra support, the highest need students should be tutored by school staff. The students served by the community partner should not be the same students served by your district staff.

Considerations for Determining Students Served

When your district looks to serve additional students, consider the following questions:

A. What does your 2020-21 data tell you?

1. What specific grade levels or content areas of the 2021 universal screener, benchmark, TCAP, and/or EOC data are most concerning?
2. What groups of students do the data represent?
3. What supports are already in place for some students?
 - Access to high-quality instructional materials and highly qualified teachers



- RTI²
- Summer Programming
- Other

4. What groups of students took advantage of these supports and what groups did not? Why did they opt-in or not?
5. What three areas of data are you going to focus on? (For example, 1st grade literacy universal screening data, 2nd grade numeracy universal screening data, 5th grade TCAP mathematics section, 7th grade math benchmark data).

B. Which students need tutoring most?

1. Which group of students show critical learning loss that you would prioritize first for tutoring?
2. What group of students has the most critical loss for their learning for the 2021-22 school year and which group of students have critical loss for their vertical progression (e.g., 1st grade reading or 6th grade math)?
3. Which students need the most time to accelerate learning?
4. What are your focal groups of students in ranked order?

C. Which students could participate in a tutoring program with a community partner?

1. Which groups of students are already being served by TN ALL Corps district grant? Consider serving students your high-need students that are not yet being served by your district grant.
2. What does your district data tell you about what additional students could be served?

Calculate Demand for Tutors

Before reaching out to a community organization, it is important to know how many students you would like for a potential partner to serve. Complete the table "District Tutoring Needs" in Appendix A with the following considerations in mind:

- Which content areas could students benefit from tutoring (reading or math)?
- Given the department's directive of high-dosage, low-ratio tutoring, how many tutor groups could the community partner serve?



Key Components of High Dosage/ Low Ratio Tutoring

Districts that participate in the TN ALL Corps grant opportunity are expected to comply with the following tenets of high dosage/ low ratio tutoring for elementary and middle school grades. Use the guidance below on the key components of high dosage/ low ratio tutoring and the continuum of learning to help calculate the demand for tutors. See [Tutoring with TN ALL Corps: Guidance for Districts](#) for more information.

Key Components	
	<p>Group Size Small student groups of up to 3 students for elementary schools and 3-4 for middle school</p>
	<p>Frequency Two to three sessions per week. (May also include week-long intensive sprints with experienced teachers)</p>
	<p>Staffing May include teaching staff, paraprofessionals, teaching candidates, tutors, or volunteers—as long as adequate training is included for those who need it.</p>
	<p>Scheduling Sessions taking place during the school day are typically more effective (replace time or extended day), but tutoring may be provided during any time block.</p>
	<p>Delivery In-person.</p>
	<p>Measurement Use of ongoing, informal assessments to target instruction.</p>
	<p>Content Focus Focus on one content area per semester. For example, some of the largest impacts are seen when focusing on elementary reading and middle school math.</p>
	<p>Materials High quality materials aligned with classroom content should be used to reinforce and enhance classroom instruction.</p>
	<p>Relationships Consistent tutors increase outcomes, based on the results of the national data collection and feedback from students and staff.</p>
	<p>Prioritization Tutoring is for everyone, though lower-performing students at the “approaching” level should be prioritized.</p>



Continuum of Learning

All students should have access to grade level instruction no matter where they are in their continuum of learning. Tier I Core Instruction is essential to ensure that all students are continuing to accelerate their learning. Students should not revert to “where they are” in learning but should receive daily Tier I core instruction along with a continuum of supports as described below.

	<p><u>TIER 1: Core Instruction</u> Daily grade level instruction grounded in high-quality instructional materials (HQIM) with supports and access points for all learners.</p>
<p>Continuum of Supports</p> <p>Students require access to a continuum of supports. These includes core instruction, additional time, skill-specific support, and connections between grade levels to connect missed learning. Each serves a unique and different purpose, but all are part of a comprehensive, effective academic program.</p>	
	<p><u>Summer Programs</u> Designed to provide additional instruction in grade level lessons, grounded in HQIM that allows students more time and practice in smaller group settings.</p>
	<p><u>Response to Instruction and Intervention (RTI²)</u> Structured intervention time (Tier II or Tier III) to provide additional skills-specific instruction and ensure students practice skills that allow them to access their core/Tier I instruction.</p>
	<p><u>TN ALL Corps Tutoring</u> High-dosage, low ratio tutoring that creates high-impact learning experiences, focuses on re-teaching missed or unlearned content, and connects missed learning to grade level content.</p>



Step 2: Identify Potential Community Partners

Leverage the knowledge of your district's leadership team and their contacts within the community to compile a list of potential partners.

There is the possibility that a community organization serving your region has already been awarded a community grant to provide tutoring to districts. To receive a list of grantees, contact the department.

Identify Partners that Currently Work with the District

Consider the following to identify partners that currently serve students in your district:

- Do you currently partner with any organizations that work with students before or after school (e.g., enrichment programs, reading support, homework help, mentorships)?
- Are there other community partners you might consider? (e.g., faith-based organizations, library connections, non-profit organizations)

Step 3: Secure a Community Partner

As part of the community grant process, the department will vet organizations for their ability to stand up a high-quality tutoring program; therefore, the district should concentrate its efforts on selecting an organization that they wish to collaborate with and that they trust. Designate staff to review the list of potential partners from Step 2 and, choose an organization that you believe would be a good fit for your district based on the following criteria.

A. Can the partner meet department requirements for high-dosage, low-ratio tutoring?

1. Does the partner have enough staff to meet the district's tutoring needs, based on data from Step 1 and aligned with the department's requirements?
2. Can the partner's tutors meet the tutoring program's training and attendance requirements?
3. Is the partner willing to apply for a community grant to cover the cost of the tutoring program?

B. Can the partner deliver a high-dosage, low ratio tutoring program?

1. What experience does the partner have supporting students academically?
2. Is this an organization that the district trusts with their students' academic and social wellbeing?



C. Will the partner be an effective collaborator with the district?

1. Is this an organization with whom the district wishes to establish an ongoing, reciprocal relationship?
2. What experience does the partner have with the district, or other similar districts, that gives the district confidence in the partner's ability to collaborate?

Select the Best Fit Community Partner

Once you have chosen a potential partner, contact the organization and inform them of the district's interest in forming a partnership. This outreach will serve as both an introduction to the possibility of partnership and an invitation to apply for a TN ALL Corps community grant. In this communication, districts can provide the number of students they wish to serve and begin a discussion with the partner around their capacity to meet the district's needs.

Before starting work with them, ensure that they have applied for the community grant, if they choose to use that funding source. If your chosen partner has already applied for and been awarded a TN ALL Corps community grant, you may forego the outreach letter and proceed to collaborating on a program plan.

Tip: When approaching potential partners, it is important that, from the beginning, you actively demonstrate the wish to collaborate and contribute to the organization. A community partnership is one where both parties involved gain something and support one another. To make the work of standing up a tutoring program more attractive, in your outreach letter list several ways that the district can support or add to the organization.



Step 4: Collaborate on a Tutoring Program Plan

Alongside a representative from the community partner, build a specific, actionable plan for how the district and the community partner will serve students together. The items in this step require collaboration between you and your community partner, so it is important that time is set aside for joint planning.

Agree on Roles and Responsibilities

From the beginning of your partnership, work with your community partner to establish roles and responsibilities to ensure that all aspects of the program are executed with fidelity to the TN ALL Corps community grant. Knowing who is responsible will also improve operations of the tutoring program, thus contributing to greater success toward the goals determined in Step 1.

Districts should meet with their community partner’s project leadership team or district liaison to agree on the roles within the partnership and each role’s responsibilities. Below are suggested roles. Add or change roles as you and your community partner deem necessary. Use the table in Appendix B to match specific responsibilities to roles you have established with your community partner.

District Roles

- District Project Sponsor
- TN ALL Corps Tutoring Site and District Leads
- School Principals
- Curriculum Specialists/ Subject Area Coaches
- _____
- _____
- _____

Community Partner Roles

- Partner Project Sponsor
- Partner Tutoring Program Manager or existing Program Site Managers
- School Tutor Leads
- Tutors
- Tutoring Program Support (Administrative Staff, Recruiters, Trainers, Curriculum Specialists, etc.)
- _____

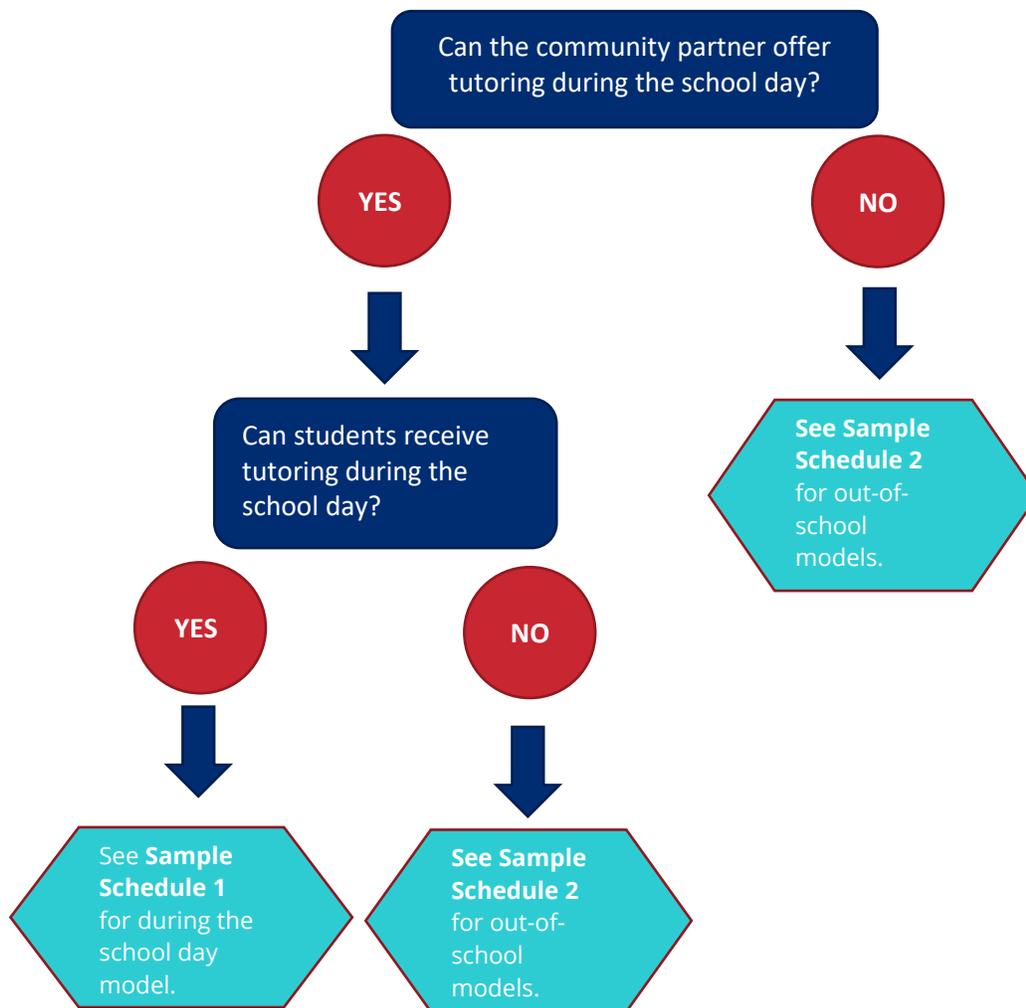
Determine Tutoring Schedule

There are four tutoring schedules that you can consider with your community partner:

1. during the school day,
2. before school,
3. after school, and
4. both before and after school.



Use the flow chart below to determine the best fit schedule for your tutoring program. To support this decision-making progress, sample schedules can be found in [Appendix C](#). Research shows that tutoring during the school day is most effective; therefore, districts and community partners should consider in-school possibilities. See [Tutoring with TN ALL Corps: Guidance for Districts](#) for more guidance and scheduling models.





Consider Logistics

You will need to work closely with your community partner to plan logistics that match the agreed upon tutoring schedules. Effective logistics planning will ensure high attendance rates and provide students with maximum time on task. Prioritize using space within the students' schools as this will make transportation easier.

Location and Space

If tutoring is provided during the school day:

- Identify empty classrooms or intervention offices in the students' schools.
- Identify spaces in classrooms that are set apart from other class activities.
- Verify that spaces are student-friendly (e.g., not a storage closet) and free of distraction.

If tutoring is provided during out-of-school time:

- Spaces in the students' schools:* Identify spaces in the students' schools that can be used before and after school.
- Spaces in the community:* If there are no spaces available in the students' schools or if it is agreed that students will be better served at a location other than a school, identify spaces in convenient locations around the community (e.g., library, community center, community partner's site).
- Verify that spaces have proper furniture for the age range served, that they have Wi-Fi access, and that students and teachers can hear one another (e.g., not a pre-school classroom, not a gymnasium).

Transportation

If tutoring is provided during the school day:

- Tutors will provide their own transportation to students' schools. No extra transportation will be required for students.

If tutoring is provided during out-of-school time:

- Spaces in the students' schools:* Designate a district staff member to arrange before or after school transportation for participating students. Consider existing out-of-school programs to blend with TN ALL Corps tutoring.
- Spaces in the community:* In the TN ALL Corps community grant, transportation is an allowable expense. Collaborate with your partner to arrange transportation between the school and community location, and the community location to students' homes.

Other Logistics

There may be other logistical details to consider, such as:

- Who will be responsible for purchasing and distributing snacks at the tutoring location if students are served before or after school?



Other: _____

Identify Instructional Materials for Tutoring

One of the key components of high-dosage, low-ratio tutoring is the use of high-quality instructional materials (HQIM). Districts should discuss the use of HQIM with their community partner and guide the selection of instructional materials for tutoring. It is possible that some community partner tutors are alternative educators; therefore, it is strongly recommended that districts share the TN ALL Corps platform with the community partner and ensure its use by tutors.

TN ALL Corps additional resources include:

1. Free online supplemental math placement assessment, tutor planning resources and progress monitoring resources for grades 1-8 (placement and progress monitoring required),
2. Free online supplemental reading placement assessment, tutor planning resources and progress monitoring resources for grades 1-8 (placement and progress monitoring required), and
3. Free tutor training for alternative educators.

All tutoring sessions should be grounded in the following:

- high-quality materials aligned with Tennessee Academic Standards (either TN ALL Corps free resources or district materials),
- are focused in accessing grade level content, and
- support classroom instruction.

Determine Data Sources and Collection

Districts and community partners should mutually develop data tracking systems to ensure success of students.

Placement and Progress Monitoring

Districts will need to prioritize academic needs when placing students in tutoring groups; therefore, student placement should be managed by the district with input from the community partner. Districts and community partners can decide if there are other factors to consider for their program, such as proximity of tutoring locations to students' schools and homes.

To appropriately place students in tutoring groups, districts will need to consider the following data:

- Individual performance on the TN ALL Corps placement assessment
- TCAP scores
- Reading screener



- Benchmark data
- School attendance
- Logistical and behavioral needs

Note: All active students in the TN ALL Corps will be required to complete a placement assessment and to complete progress monitoring for the duration of their tutoring support. This will be done through the online assessment component of the free math and reading online resource program. This will reduce the data collection burden for districts and be more seamlessly integrated into the student experience. There is no requirement to track students in years beyond their tutoring support.

Step 5: Build a Tutoring Program Team

Determine Management Team Members

You and your community partner will need to establish a senior management team that will be responsible for all aspects of the tutoring program. It is possible that either you or your community partner will need to hire for new positions for the management team, and this should be done as collaboratively as possible.

When selecting team members, refer to the roles and responsibilities and organization chart established in Step 4. Additionally, you will want to consider the following to have a profile of each team member:

- What are their primary responsibilities?
- Is the member a new hire or existing staff?
- Does the member serve part-time or full-time?
- What percent of their time is dedicated to this role?
- What is their relationship to other team members?

Once you have built your team, you can begin to schedule meetings and delegating tasks to stand up the tutoring program and implement continuous improvement measures.

Communicate Tutor Qualifications and Required Training

Districts and community partners should determine tutor qualifications in preparation for the program launch. If the community partner has been awarded a TN ALL Corps community grant, they will have to ensure tutors that meet the district's requirements.

Tutor Qualifications

There are several qualifications that are non-negotiable for a tutor in a TN ALL Corps tutoring program. Districts should work closely with their partner to ensure that tutors:



- have passed a background check according to your local school board policy and
- have experience working with students.

Besides these qualifications, use the checklist below to identify additional tutor qualifications based on your district's specific needs:

- Understanding of the learning challenges a student may have
- Experience providing English Learner support
- Bilingual/ Multilingual
- Content area or instructional expertise
- Other: _____
- Other: _____

All tutors that do not hold a Tennessee teaching license are encouraged to complete the [TN ALL Corps training for aspiring and alternative educators](#). This is a free and optional resource that districts can use if they would like. The training course is asynchronous and contains five modules. Upon successful completion of all five modules, course participants will earn a Certificate of Completion.

Perform Risk Mitigation

In planning your tutoring program, you and your community partner will need to plan for risks that could have a negative impact on the success of the partnership. You may want to have a joint brainstorming session where you decide on the top five risks and, together, develop a mitigation plan. Refer to the established roles and responsibilities to delegate mitigation tasks.

Some potential risks are:

- Community partner is unable to hire enough quality tutors.
- Community partner tutors do not complete required trainings.
- Students' families face barriers to enroll their children, such as language, immigration status, transportation, or scheduling.
- Students are not meeting attendance metrics.
- Students are not demonstrating adequate academic gains in progress monitoring.
- Poor communication between district and community partner leads to logistics difficulties.
- Other: _____

Once you have developed a mitigation plan with your community partner, ensure that the plan is enacted with fidelity so that your tutoring program can be as successful as possible.



Plan for Continued Collaboration

A district and community organization partnership will greatly benefit from a plan for continued collaboration. Effective communication can have a positive impact on the district and partner staff, students' families, and, most importantly, the students participating in the tutoring program.

Districts and partners should agree on the type and purpose of different meetings that they will want to hold. They also will need to create and use an organization chart to ensure communication among program staff. Some possible types of meetings are:

- Partnership kick-off
- Instructional materials review
- Recurring check-ins to discuss issues as they arise
- Monthly progress monitoring review
- End of semester program review
- Other: _____

See [Appendix D](#): Collaboration and Communication with a Community Partner to assist with collaboration.

Step 6: Enroll Students

The district and community partner should determine an enrollment process that is accessible to all families and facilitates effective sign-ups for all families.

Engage Potential Students and Their Families

A district can choose for a tutoring program to be opt-in for all families but will likely need to prioritize students. Families should understand what high-dosage, low ratio tutoring is, why their child has been selected, and how this opportunity will support their child to accelerate their learning progress.

As you engage with families, consider these additional roles for the district and partner.

District

- Host informational sessions in schools, communities and virtually to discuss the structure and benefits of high-dosage, low-ratio tutoring.
- Distribute program information to students (e.g., take-home folders)
- Distribute program information directly to families (e.g., text messages, emails, letters)
- Promote the program using newsletters, emails, social media accounts, and the district website
- Provide space and time at school events for promotion of the program



Community Partner

- Field questions from interested families
- Promote the program using social media account and the partner’s website
- Coordinate with the district to hold informational sessions at the school or in the community
- Draft family outreach communications

Create and Implement an Enrollment Procedure

Consider the following when creating a procedure to enroll students:

- What documents need to be signed by parents or guardians?
- Will you create an online registration? If so, how will you protect families’ personal information?
- Does your community partner have a registration procedure or platform?
- Who will be responsible for managing enrollment data?
- How will you communicate the enrollment procedure to families so that it is accessible to all? (e.g., translating documents into other languages)

Step 7: Determine and Inform Stakeholders of Tutor Groups

Match Groups to Community Partner Tutors

Either district staff or community partner staff can match student groups to tutors; however, matching would be best done together. The district will know the students, and the partner will know the tutors, making collaboration an ideal approach.

Use the tutoring schedule model you determined in Step 4 to match groups according to tutor availability and qualifications. You may want to use a table like the one below to match tutoring groups with specific tutor qualifications.

Tutoring Group Profile

- Grade-level content
- Limited English Proficient
- Tutoring during the school day
- Other: _____

Tutor Qualifications

- Expertise in grade levels or content areas
- Training in foundational literacy skills
- Knowledge of English Learner education
- Bilingual
- Flexible schedule allows for travel to different schools
- _____



Communicate Tutoring Schedules

Your district and community partner will need to decide the communication channels to notify stakeholders of student schedules. See below for a possible list of stakeholders and communication methods.

Stakeholder

Communication Method

- | | |
|---|--|
| <input type="checkbox"/> Tutors | Email |
| <input type="checkbox"/> Parents or guardians | Email, letters sent home or through the mail, text message |
| <input type="checkbox"/> Student's teacher | Email, internal memos |
| <input type="checkbox"/> Other: _____ | _____ |

Step 8: Monitor for Continuous Improvement

It is important that your district track data from Step 4 for the continuous improvement of the tutoring program.

Track and Report Metrics

Work with your community partner to build a platform or Excel sheet for tracking metrics. You will need to report the results of the required TN ALL Corps pre- and post-assessment and monthly progress monitoring to the department.

Improve Tutoring Program Based on Data

Based on the data that you receive; you and your community partner should convene to discuss ways to improve the tutoring program. Consider the following data:

- Academic gains between pre- and post-assessment
- Student attendance
- Tutor attendance
- End of semester tutor surveys
- End of semester family surveys
- End of semester tutor reviews
- Focus group or advisory council
- Other: _____

When improving your district's TN ALL Corps tutoring program, it is important to examine all possible aspects that could influence its success. Analyze student academic data, logistics, schedules, staff job satisfaction, collaboration between the district and partner, among others. Small changes can make big differences and can set more students on the path to success.



Appendix A: District Tutoring Needs

Use the table to help calculate the demand for tutors from a community partnership.

Grade level	Subject	Number of students to be tutored	Number of tutoring groups needed (Based on a 1:3 ratio for 1 st -5 th grades and 1:4 ratio for 6 th -8 th grades)	Names of schools that require tutoring	Additional details (e.g., specific student needs, TCAP results)
1st	<i>Reading</i>				
	<i>Math</i>				
2nd	<i>Reading</i>				
	<i>Math</i>				
3rd	<i>Reading</i>				
	<i>Math</i>				
4th	<i>Reading</i>				
	<i>Math</i>				
5th	<i>Reading</i>				
	<i>Math</i>				
6th	<i>Reading</i>				
	<i>Math</i>				
7th	<i>Reading</i>				
	<i>Math</i>				
8th	<i>Reading</i>				
	<i>Math</i>				



Appendix B: Roles and Responsibilities

Discuss these suggested roles from Step 3 and table of responsibilities with your community partner and agree on the best fit model for your district’s tutoring program. Owner refers to the person who is ultimately accountable and has the decision-making power for that responsibility.

District Roles

- District Project Sponsor
- TN ALL Corps Tutoring Site and District Leads
- School Principals
- Curriculum Specialists/ Subject Area Coaches
- _____
- _____
- _____

Community Partner Roles

- Partner Project Sponsor
- Partner Tutoring Program Manager or existing Program Site Managers
- School Tutor Leads
- Tutors
- Tutoring Program Support (Administrative Staff, Recruiters, Trainers, Curriculum Specialists, etc.)
- _____

Responsibility	Owner(s)
Program Planning	
Student Selection	
Scheduling and Tutor Groups	
Student Enrollment	
Tutor Hiring	
Tutor Onboarding and Training	
Administrative Support for Tutors	
Student Progress Monitoring	
Data Collection and Reporting	
Ongoing Tutor Coaching	
Family and Community Engagement	



Appendix C: Sample Schedules

Districts and community partners can use Sample Schedules 1 and 2 as they plan their tutoring program. Schedules will vary for each grade during school, and times given are only examples.

Sample Schedule 1: During the School Day

This schedule assumes that:

1. both tutors and students are available for tutoring during the school day and
2. tutors will communicate clearly and effectively with classroom teachers on their students' progress.

1 st Grade (90-4 sections)	2 nd Grade (90-4 sections)	3 rd Grade (90-4 sections)	4 th Grade (90-4 sections)	5 th Grade (90-4 sections)	Additional Staffing
Homeroom					
Morning Meeting 8:15-8:30	Morning Meeting 8:15-8:30 (2 tutoring groups M/W/F and T/TH)		Morning Meeting 8:15-8:30		2 staff for tutoring
Foundational Skills 8:30-9:30 (60m)	Rotation 1: Knowledge Building ELA (content specific), Foundational Skills, Math 8:30-10:00 (90m)	Literacy Block 8:30-9:30 (60m)	RTI ² 8:30-9:30 (60m) (2 tutoring groups M/W/F and T/TH)		2 staff for tutoring
Knowledge Building ELA (content specific) 9:30-10:30 (60m)	Rotation 2: Knowledge Building ELA (content specific), Foundational Skills, Math 10:00-11:30 (90m)	Writing Lab 9:30-10:00 (30m) 10 tutor groups (2 tutoring groups M/W/F and T/TH) (Tutoring with teachers and staff)	Specials 9:30-10:30 (60m)		2 staff for tutoring
RTI ² 10:30-11:30 (60m) (4 tutoring groups M/W/F and T/TH)		Foundational Skills 10:00-10:45 (45m)	Literacy Block 10:30-11:45 (75m)		2 staff for tutoring
Lunch 11:30-noon	Rotation 3: E Knowledge Building ELA (content specific), Foundational Skills, Math 11:30-1:00 (90m)	RTI ² 10:45-11:45 (60m) (2 tutoring groups M/W/F and T/TH)	Lunch 11:45-12:15 (30m)		2 staff for tutoring
Specials noon-1:00 (60m)		Lunch 11:45-12:15	Math Block 12:15-1:30 (75m)		2 staff for tutoring



1 st Grade (90-4 sections)	2 nd Grade (90-4 sections)	3 rd Grade (90-4 sections)	4 th Grade (90-4 sections)	5 th Grade (90-4 sections)	Additional Staffing
Recess 1:00-1:30	Lunch 1:00-1:30 (30m)	Math Block 12:15-1:30 (75m)			2 staff for tutoring
Math 1:30-2:40 (70m)	Writing Lab/Recess 1:30-2:00 (30m) 10 tutor groups (2 tutoring groups M/W/F and T/TH) (Tutoring with teachers and staff)	Recess 1:30-2:00 (30m)		Social Studies/Science Block 1:30-2:45 (75m)	2 staff for tutoring
Scie/Social Studies 2:40-3:15	RTI ² 2:00-3:00 (60m) 4 tutoring groups M/W/F and T/TH)			Foundational Literacy Skills 2:45-3:15	2 staff for tutoring

Sample Schedule 2: Before School, After School, and Before and After School

This model assumes that:

1. community partner tutors are available to offer services before the school day begins, after school, or both before school and after school;
2. student groups will meet at the same time each day of tutoring (e.g., Mondays, Wednesdays, and Fridays at 7:30 a.m.); and
3. the district and community partner will collaborate to provide transportation for students if tutoring will occur at a location in the community other than the districts' schools.

1 st Grade (90-4 sections)	2 nd Grade (90-4 sections)	3 rd Grade (90-4 sections)	4 th Grade (90-4 sections)	5 th Grade (90-4 sections)	Supplemental Programming
Homeroom					Before School LEAPS/21 st C
Morning Meeting 8:15-8:30					Tutoring Rotations - 4-6 groups serving up to 12 groups =36 students
Foundational Skills 8:30-9:30 (60m)	Rotation 1: ELA/Sci/SS, Foundational Skills, Math 8:30-9:40 (70m)	Literacy Block 8:30-9:30 (60m)		RTI ² 8:30-9:30 (60m)	
ELA/Scie/SS 9:30-10:30 (60m)	Rotation 2: ELA/Sci/SS Foundational Skills,	Writing Lab 9:30-10:00 (30m) Foundational Skills 10:00-10:45am (45m)		Specials 9:30-10:30 (60m)	



1 st Grade (90-4 sections)	2 nd Grade (90-4 sections)	3 rd Grade (90-4 sections)	4 th Grade (90-4 sections)	5 th Grade (90-4 sections)	Supplemental Programming
RTI ² 10:30-11:30 (60m)	Math 9:40-10:50 (70m)		Literacy Block 10:30-11:45 (75m)		
Lunch 11:30-noon (30m)	Rotation 3: Listening and Learning Foundational Skills, Math 10:50-noon (70m)	RTI ² 10:45-11:45 (60m)	Lunch 11:45-12:15 (30m)		
Specials 12:00-1:00 (60m)	Lunch 12:00-12:30 (30m)		Math Block 12:15-1:30 (75m)		
Recess 1:00-1:30	Writing Lab 12:30-12:45 (15m)				
Math 1:30-2:40 (70m)	Specials 12:45-1:45 (60m)	Recess 1:30-2:00 (30m)	Social Studies/ Science Block 1:30-2:45 (75m)		
Science/ Social Studies 2:40-3:15	Recess 1:45-2:15 (30m)	Social Studies / Science Block 2:00 pm-3:15 (85m)	Foundational Literacy Skills 2:45-3:15 (30m)	Foundational Literacy Skills 2:45-3:15 (30m)	
After School Programming for 21 st Century or LEAPS 3:15pm -6pm that includes snack, homework help, enrichment and family engagement activities					Tutoring Rotations - 4-6 groups serving up to
3:15-4pm 6 group MWF/ 6 groups T/TH =36 students (G1) MWF (ELA) and T/TH (Math)					Pay stipends for 3 teachers for 3 hours daily
4-5pm 6 group MWF/ 6 groups T/TH =36 students (G2/G3) MWF (ELA) and T/TH (Math)					
5-6pm 16 group MWF/ 6 groups T/TH 2 groups =36 students (G3/G4) MWF (ELA) and T/TH (Math)					



Appendix D: Collaboration and Communication with a Community Partner

Here are some actions that districts can take to encourage collaboration with their community partner:

- Designate a point person and ask the community partner to do the same for ease of communication.
 - District: _____
 - Community Partner: _____

- Create and share a list contacts for staff involved in the tutoring program.

District			
Name	Title	Partnership Role	Contact Information
Community Partner			
Name	Title	Partnership Role	Contact Information

- Schedule collaboration meetings and notify all required staff in advance to ensure attendance. The following table shows example meetings.

Meeting	Method and Location	Frequency	Purpose/ Agenda	Date and Time
Partnership Kick-off	Virtual	Once per semester	<input type="checkbox"/> Initiate program planning <input type="checkbox"/> Other:	
Instructional Materials Review	In-person at district	Once per year	<input type="checkbox"/> Vet materials for established requirements	
Recurring Check-ins	Virtual	Once per month	<input type="checkbox"/> Discuss issues as they arise	
Other:				
Other:				