

So, You Want to Start a Tutoring Organization?



NATIONAL STUDENT
SUPPORT ACCELERATOR

equalizing access to quality tutoring

Outline of Steps: All 3 Parts

- **Part 1**

- Looking Outward
- Looking Inward
- Logistical Program Decisions

- **Part 2**

- Recruitment of Tutors
- Selection of Tutors

- **Part 3**

- Tutor Screening/ Expectations
- Evaluating the Program
- Accessibility
- Moving Forward



Part 1: Decision Making

Looking Outward: Conducting a Community Needs Assessment

- **Confirm that there is a need**
- How to conduct a Community Needs Assessment:
 - **Collect** qualitative or quantitative data



Looking Outward: Conducting a Community Needs Assessment (*cont.*)

- **Consider** stakeholders:
 - students and families
 - teachers and school administrators
 - community members and like-minded organizations



Looking Outward: Conducting a Community Needs Assessment, *cont.*

- **Strengths:** What are the existing assets of this community?
- **Gaps:** Where is something missing from this community's support structure?
- **Needs:** What specific problems and unmet needs has this community shared?
- **Opportunities:** What specific resources in this community can you leverage to help solve its problems?



Looking Inward: Making a Logic Model

- Developing the **logic** behind the design of the tutoring program
- Components of Logic Model include:
 - **Needs** - What needs does the program address?
 - **Inputs** - What goes into the program?
 - **Actions** - What actions does the program take?
 - **Outputs** - What happens as a result of those actions?
 - **Impact** - What are the benefits of participating in the program?



Looking Inward: Value Proposition

- Developing a Value Proposition:
 - Why does your tutoring program **exist** and what **benefits** can it can provide to a community?
 - What is the **challenge** and who experiences it?
 - What is the **better world** you envision instead?
 - What **beliefs** underlie your vision for this future?



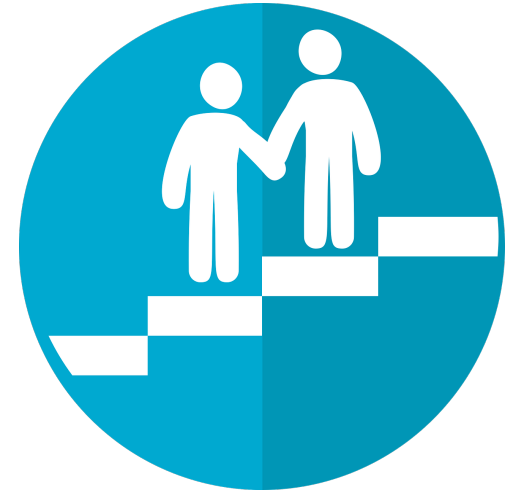
Looking Inward: Value Proposition, *cont.*

- What **data** do you have to illustrate the urgency, importance, or pervasiveness of your challenge?
- What are the **possible compounding effects** if this challenge goes unaddressed? *e.g. Failure in Algebra 1 can lead to lower graduation rates.*
- What are **barriers** to successfully addressing this challenge? *e.g. Class sizes are too large.*



Model Dimension Choices

- **Who will decide which students receive tutoring?**
- **Which students are you aiming to serve?**
- **Which content areas will your program address?**
- **Which grade levels will your program serve?**
- **Where and when will tutoring sessions happen?**



Model Dimension Choices (*cont.*)

- **Who will your tutors be?**
- **How will students and tutors collaborate?**
- **How often will tutoring sessions happen?**
- **How many students will each tutor work with at a time?**
- **Will each student consistently work with the same tutor across multiple sessions?**



Slide-Specific Links

Slides 4 and 5:

- Community Landscape Analysis: <https://studentsupportaccelerator.org/tutoring/program-focus/conducting-community-landscape-analysis>

Slide 6:

- Logic Model: <https://studentsupportaccelerator.org/tutoring/program-focus/logic-model-guidance-and-template>

Slides 7 and 8:

- Value Proposition: <https://studentsupportaccelerator.org/tutoring/program-focus/developing-value-proposition>

Slides 9 and 10:

- Logistical Decisions: <https://studentsupportaccelerator.org/tutoring/program-focus/tutoring-program-model-dimensions-planning-tool>



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**For more information, access the complete
collection of National Student Support Accelerator
tutoring tools at:**

<https://studentsupportaccelerator.org/>

For Next Steps, Move to Part 2: Recruitment and Selection
