So, You Want to Start a Tutoring Organization?

Part 3: Safety, Expectations, Accessibility, and Evaluation

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What to Consider

- Expectations & Laws

- Background Checks

- Evaluating Your Program: Overall Strategies

- Evaluating Your Program: Tools and Data Points

- Program Accessibility

- What Next?

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Expectations & Laws

- When creating your program, it is crucial that both you and your tutors are aware of **all** district, state, and federal requirements, with particular attention around topics like recording sessions and student privacy

Expectations & Laws *(cont.)*

- Key laws to adhere to include the following:

  - **FERPA** (Family Educational Rights & Privacy Act)

  - **COPPA** (Children's Online Privacy Protection Act)

  - **PPRA** (Protection of Pupil's Rights Amendment)

- It is important to provide an orientation to tutors that outlines your policies and expectations, and how your program will hold tutors accountable



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Tutor Background Checks

- To ensure student safety, all tutors should be screened **prior** to working with any student. Common background checks include those from the:
    - FBI
    - State of Operation
    - U.S. Department of Justice Sex Offender Registry
    - Child Abuser Registry

- Conduct **a reference check** to also review candidates' experiences working with children

- Make sure to **build/ maintain confidentiality in your program's structures**

- Programs should also **have a formal written policy** that coincides with state and federal laws and includes tutor expectations, background check disqualifications, etc.
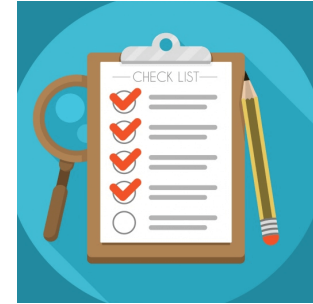
Tutor Background Checks *(cont.)*

- Also keep your program's **physical security** in mind:

  - ○ Physical device security

  - ○ Password security

  - ○ Digital systems security

  - ○ Keep login information and student information private
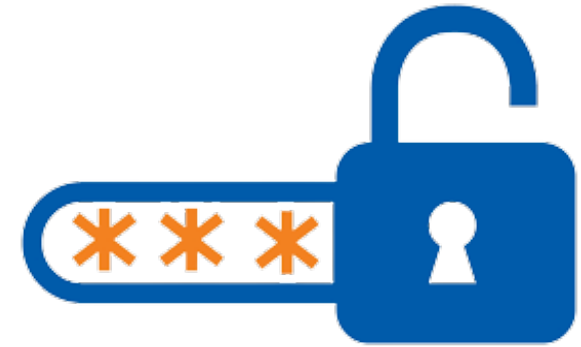
Evaluating Your Program: Overall Strategies

- Make sure that you are **constantly** evaluating the success and efficacy of your program through both **formal and informal data collection** that includes non-academic measures of impact

- Note that **data results can differ based on students' demographics**, which could provide key insights into how to improve your program

- After tutoring sessions themselves, encourage tutors to reflect on what their session goals and assessments were, and how effective they were for students' learning

Evaluating Your Program: Tools and Data Points

- Any information that your program collects about students is **Personally Identifiable Information (PII)** and is subject to additional restrictions/ regulations. PII can include information such as students':
  - Names
  - Demographic Information
  - School and grade level
  - Educational records

- **Data collection tools** to utilize:
  - Rubrics and administrative records/ checklists
  - Interviews and surveys (of students, parents, teachers, administrators, and tutors)
  - Student work, session assessments, standardized assessment

Program Accessibility

- There are two kinds of accessibility data that tutors can use to determine students' learning styles and needs:

  o **Accessibility Survey Data:** Information about how a student thinks and experiences learning (can be gathered through standard surveys)

  o **Check In/ Conversational Data:** Information about a student's self-reported strengths, preferences, and struggles
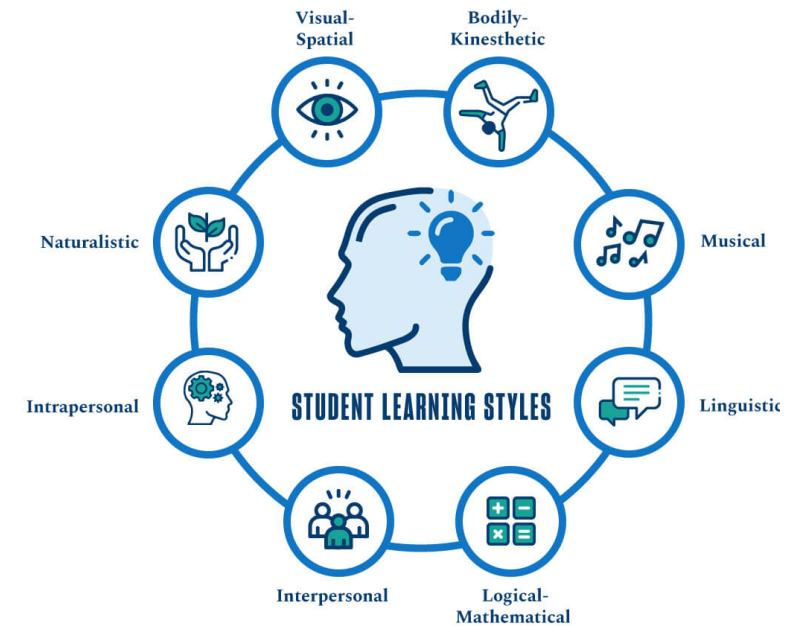
What's Next?

- Within your program, it is crucial to **create a culture of communication**
  - Incorporate observation and debrief cycles within your program to obtain feedback and improve efficacy

- Build on what was covered during Pre-Service Training

- **Be flexible** based on tutor's needs

- **Gather feedback** from stakeholders

- **Constantly evaluate** how your program is working
  - Develop a rubric or fidelity checklist that is model- specific

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

*https://studentsupportaccelerator.org/tutoring/tool-
appendix*

Slide-Specific Links

Slide 3:
- *Tutors https://studentsupportaccelerator.org/tutoring/tutors*
- *Student Data Privacy Guidance https://studentsupportaccelerator.org/tutoring/data-use/measures-data-collection#tools*

Slide 4:
- *Tutor Background Check Guidance https://studentsupportaccelerator.org/tutoring/tutors/screening-expectations#tools*

Slide 5:
- *Data Use https://studentsupportaccelerator.org/tutoring/tool-appendix*

Slide 6:
- *Data Use https://studentsupportaccelerator.org/tutoring/tool-appendix*
- *Data Collection Tools https://studentsupportaccelerator.org/tutoring/data-use/measures-data-collection#tools*
- *Student Data Privacy Guidance https://studentsupportaccelerator.org/tutoring/data-use/measures-data-collection#tools*

Slide 7:
- *Accessibility Checklist https://studentsupportaccelerator.org/tutoring/instruction/session-content#tools*