The Tutoring Partnership

SIF Implementation and Outcome Evaluation

Final Report

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Child TRENDS

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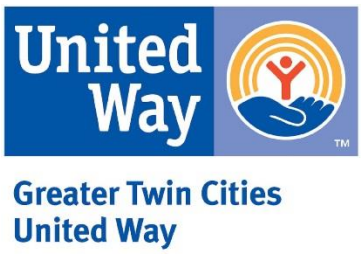

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Executive Summary

Background

The Tutoring Partnership was a Saint Paul and Minneapolis network of 28 community-based programs that provided intentional academic interventions through tutoring. The common goal across these programs was improving students' academic outcomes. The Tutoring Partnership, operated by the Saint Paul Public Schools Foundation, supported participating programs by helping them improve program quality; the Partnership provided research-based professional development, technical assistance, and tutor training.

In 2013, the Saint Paul Schools Foundation was awarded a Social Innovation Fund (SIF) sub grant from Greater Twin Cities United Way to examine 1) the implementation of the Tutoring Partnership, and 2) student outcomes in tutoring programs receiving various levels of capacity-building support from the Tutoring Partnership.

In the first two program years of the SIF grant (2013-2014 and 2014-2015 school years), the Saint Paul Public Schools Foundation implemented the Tutoring Partnership model through two strategic approaches, consisting of specific services. **Strategy A**, the Tutoring Partnership model that pre-dates the SIF grant, included professional development, technical assistance, and tutor training for programs in Saint Paul. **Strategy B**, the enhanced Tutoring Partnership model, included increased intensity and depth of support (e.g. mandatory participation in professional development workshops, technical assistance, and tutor trainings), and supplemental funding for four additional organizations in Saint Paul. In the third and final SIF grant year (2015-2016 school year), the Tutoring Partnership expanded to serve Minneapolis locations of the programs receiving enhanced Tutoring Partnership services in Strategy B. For this report, services provided in Minneapolis only in Year 3 are called **Strategy B3**.

In the middle of the third SIF year, the Saint Paul Public Schools Foundation announced that it was dissolving as an organization in August 2016, so the Tutoring Partnership would no longer be in operation after Year 3. The mid-year announcement was accompanied by staff layoffs and changes in plans to meet more ambitious service delivery goals in the 2015-2016 school year. The implications of the program closure are discussed throughout the report.

Below is a summary of findings from the implementation and outcomes study of the Tutoring Partnership.

Description of Study

The study builds on previous research about the Tutoring Partnership by examining both student-level and program-level outcomes. In addition to focusing on the effect of the Tutoring Partnership, the study team answered a series of questions about how the Partnership was implemented in the SIF years.

Implementation Evaluation Questions

To better understand the implementation of the Tutoring Partnership, the evaluation posed four primary implementation evaluation questions. Data to answer three of the four questions were collected in all

three years of the evaluation. To answer the last question, we collected additional data only in Year 3. The questions were:

1. Years 1-3: What are program and tutor characteristics?
2. Years 1-3: To what extent and how did the tutoring programs in Strategies A, B, and B3 participate in the services offered by the Tutoring Partnership (e.g. professional development, technical assistance, and tutor training)?
3. Years 1-3: To what extent do programs achieve *Best Practices for Tutoring Programs* (Bixby et al., 2011) as rated by programs on the Best Practices self-assessment?
4. Year 3 only: How do programs perceive the effectiveness of services provided to them through the Tutoring Partnership? What is their level of satisfaction with the services? How do programs perceive their growth?

Outcomes Evaluation Questions

The outcome of the Tutoring Partnership was measured both by changes in program quality and by the reading achievement of tutored students. Because the Tutoring Partnership was especially concerned about the reading achievement of disadvantaged students, the evaluation explored data by those subgroups of students. Due to limited sample size, the evaluation question about changes in program quality is exploratory.

Confirmatory Outcome Questions

1. Years 1-3: To what extent do the three capacity-building strategies (Strategies A, B, and B3) affect reading growth for students?
2. Years 1-3: To what extent do the three capacity-building strategies (Strategies A, B, and B3) affect reading proficiency for students?

Exploratory Outcome Questions

1. Years 1-3: Low-income students receiving tutoring:
    a. To what extent does tutoring have a differing effect on reading growth and proficiency for low-income students, compared to students not from low-income families?
2. Years 1-3: Racial/ethnic subgroups receiving tutoring:
    a. To what extent does tutoring have a differing effect on reading growth and proficiency for specific racial and ethnic groups (i.e., American Indian, Asian American, Latino, black, and white)?
3. Years 1-3: Program quality:
    a. To what extent does participation in the Tutoring Partnership improve program quality as measured by Program Quality Assessment over time? Does this growth differ by strategy? Does this growth differ based on the number of years receiving the intervention?

Measures

The implementation study used a mixed method approach to answer the implementation evaluation questions. These included surveys of both tutors and tutoring program staff, as well as interviews of Tutoring Partnership staff and tutoring program staff. Administrative records about participation in Tutoring Partnership services were also included in the implementation study.

The outcome study used school district assessments administered by Saint Paul Public Schools and Minneapolis Public Schools for tutored students in kindergarten through 5th grade. Finally, the Program

Quality Assessment was used to measure program quality across all strategies. Table 1 summarizes the outcome study measures.

Table 1: Outcome Study Measures, Student-level and Program-level (2013-2016)

	Saint Paul Strategies A and B	Minneapolis Strategy B3
Student-level measures	**Grade(s)**	**Grades(s)**
MPS Total Literacy fall-to-spring gain	Not administered	K
Mondo Text Level fall-to-spring gain	K-5	Not administered
MAP fall-to-spring gain	Not administered	1-5
MCA spring scale score	3-5	3-5
MCA proficiency	3-5	3-5
Program-level measures	**Years**	**Years**
Program Quality Assessment (PQA)	1-3	1-3

Note: All analyses compare all tutored students and students in different subgroups when sample sizes allow (students eligible for free/reduced-price lunch; white, black, Latino, Asian, and Native American students).

Analysis

Interviews and surveys were coded and analyzed descriptively. Where sample size allowed, t-tests were used to detect significant differences between groups. T-tests were also used to examine differences between domains and the total score on the Program Quality Assessment. Student-level assessments were analyzed using multivariate regression and a difference-in-difference approach. This approach compared the reading growth and proficiency of tutored students in the year they were tutored to the year before and after they received tutoring services.

Findings

Implementation Evaluation Findings

- Programs served students in schools and community-based settings. Programs varied widely in size, number of staff, and number of tutors.
- Tutors in all strategies had high levels of education, were mostly white, and were predominately English-speakers.
- Strategy B/B3 programs had higher rates of participation in key Tutoring Partnership services such as professional development workshops, technical assistance, and tutor training. Requiring participation in these services did have an association with higher levels of participation when comparing rates to Strategy A, whose staff were not required to participate.
- Overall, program staff felt the support they received from the Tutoring Partnership was beneficial. Programs found the tutor trainings to be most helpful; however, participation in Tutoring Partnership tutor trainings were relatively low across all strategies, as some programs may have provided their own trainings to tutors.
- Programs across all strategies self-reported using *Best Practices for Tutoring Programs* (Bixby et al., 2011).

Outcome Evaluation Findings

Students overall

- Tutored students in Strategy A had significantly higher growth than the comparison group in all five Mondo subscales[1] (Letter Recognition, Letter Sound, Print Concepts, Phonemic Awareness, and Word Knowledge) in Years 1 and 2. These students also showed significant gains over the comparison students in three subscales in Year 3 (Letter Recognition, Letter Sound, and Print Concepts).
- Tutored students in Strategy B had significantly higher growth in all five Mondo subscales in Year 2. There was not significant growth on any Mondo subscales for Strategy B programs in Years 1 and 3.
- Tutored kindergarten students in Strategy B3 had significantly higher growth in Year 1 (a year when their programs were not participating in the Tutoring Partnership), and all tutored students in Strategy B3 programs had greater growth on the MCA in Year 3 (the only Tutoring Partnership year).

Low-income students

- Low-income and higher-income students tutored in Strategies A and B saw significant growth in reading skills in Years 1-3 combined.
- In Strategy B3, low-income comparison group students had significantly greater gains than tutored students on the MAP assessment.

Race/ethnicity subgroups

- Tutored students in Strategy A from all racial/ethnic backgrounds made significantly greater gains than comparison students from the same racial/ethnic backgrounds on the five Mondo subscales.
- Significant gains were also found for most subgroups among tutored students in Strategy B, on Letter Recognition Letter Sound, Print Concepts, Phonemic Awareness (Asian, black, Latino, and white students made significant gains), and Word Knowledge (Asian, black, and Latino students made significant gains).
- Black students tutored in Strategy B3 programs made significantly greater gains on Total Literacy.
- Latino and white students in the comparison group for Strategy B3 made significant gains over Latino and white tutored students on the MAP.

Program Quality

- Programs in Strategy A saw a decline in the quality of Academic Climate/Skill Building[2] from Year 1 to Year 3.
- Strategy B3 programs had a significant increase in scores in the Supportive Environment domain, with the highest average score achieved in Year 3.

Conclusions

Overall, staff of tutoring programs were satisfied with the Tutoring Partnership services, and found them to be helpful to their programs. Staff found tutor training to be the most helpful

[1] Mondo Bookshop Assessment (Saint Paul Public Schools only) is administered to kindergarteners through fifth graders in Saint Paul Public Schools. The Mondo measures aspects of reading such as Text Level (overall reading ability), Print Concepts (e.g., understanding how books work), Letter-Sound Correspondence (i.e., ability to read nonsense words), Word Knowledge (i.e., ability to read a list of sight words), and Oral Language (measures of receptive vocabulary).

[2] Academic Climate/Skill Building includes items about targeted learning, scaffolding, learning how to learn, and higher order thinking.

service, though it was not used by most tutors. For initiatives like the Tutoring Partnership, engaging tutors who may not be familiar with their services may be a difficult challenge. Initiatives and programs offering tutor training may need to provide additional incentives to entice tutors to training opportunities, make trainings highly practical and hands-on, and provide training at a variety of times and locations to boost training participation.

Requiring participation in Tutoring Partnership services increased uptake. Strategy B and Strategy B3 programs had requirements regarding their participation in Tutoring Partnership services. Thus, they had higher levels of participation in professional development workshops and technical assistance services. Programs in Strategy A could opt in to services, and tended to have lower levels of participation. Initiatives like the Tutoring Partnership should consider the requirements regarding participation and the programs' readiness to change, when they are working with programs on quality improvement.

Tutor and student demographics are not aligned. The Tutoring Partnership had a primary goal of closing the achievement gap that exists between low-income and high-income students, and between white students and students of color. While tutors were highly-educated, their language and racial/ethnic backgrounds did not match those of students they were working with, who were primarily students of color and more than 40 percent of whom were English Language Learners. Students benefit when they receive instruction from someone of their racial, ethnic, or cultural background (Bixby et al., 2011). Efforts by the Tutoring Partnership to increase the cultural competency of tutoring programs and their tutors were just getting underway during the SIF grant. Tutoring programs should try to continue building cultural competency, awareness of racial biases, and relationship building skills as key aspects of their training.

Overall, tutored students made greater gains in the year they were tutored. These gains were present for low-income and higher-income students, and for students from different racial/ethnic backgrounds. Limitations in the sample sizes and sample demographics made it challenging to determine whether one Tutoring Partnership Strategy was more effective than another in producing these gains.

Programs maintained moderate levels of quality. Based on Program Quality Assessment (PQA) scores, programs in all three strategies had moderate levels of quality in the three years of the SIF funding. It was difficult to determine changes in program quality because of limited sample sizes; further study into the associations of program quality to student outcomes would benefit the tutoring field.

Introduction

The Tutoring Partnership

The Tutoring Partnership was a Saint Paul and Minneapolis network of 28 community-based programs that provided intentional academic interventions in the form of tutoring. The common goal across these programs was improving students' academic outcomes. The Tutoring Partnership, operated by the Saint Paul Public Schools Foundation, supported participating programs by helping them improve program quality; the Partnership provided research-based professional development, technical assistance, and tutor training.

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In the middle of the third SIF year, the Saint Paul Public Schools Foundation announced that it was dissolving as an organization in August 2016, so the Tutoring Partnership would no longer be in operation after Year 3. The mid-year announcement was accompanied by staff layoffs, and changes in plans to meet more ambitious service delivery goals in the 2015-2016 school year. The implications of the program closure are discussed throughout the report.

This final implementation and outcome report summarizes analyses of how the Tutoring Partnership was implemented over the three years of SIF funding, the changes in program quality associated with participation in the Tutoring Partnership, and the reading growth and proficiency of students enrolled in participating tutoring programs.

Tutoring as a Strategy to Address the Achievement Gap

The educational achievement gap in Minnesota is one of the largest in the country (Vanneman et al., 2009). Saint Paul Public Schools student achievement data show that the majority of students are not meeting the minimum state educational standards in math and reading (Saint Paul Public Schools Data Center, 2013). Disparities in achievement are evident for students of color and students from low-income households; across the district, the population of students requiring extra support is growing.

Tutoring may be an effective way to help raise student achievement and close the achievement gap (Bixby et al., 2011). Based on a request for more coordination among community programs in the Saint Paul Public Schools, the Tutoring Partnership began in 2007 as a small network of seven tutoring programs. The goal of the Tutoring Partnership was to create a coordinated a city-wide effort to increase the number of well-trained tutors and improve the quality of tutoring programs in Saint Paul. Prior to the Tutoring Partnership, there were no standards or quality indicators for tutoring in Saint Paul Public Schools. Programs operated without mutually agreed-upon best practices or a common measurement system. Many tutoring programs did not have a process for continuous quality improvement or evaluation. Therefore, there was limited data showing associations of tutoring with desired outcomes. From 2007 to 2012, the Tutoring Partnership added more tutoring programs to the network and provided standards and research-based best practices toward which programs could work. In the 2012-2013 school year, the Tutoring Partnership instituted four requirements for programs to become part of the Partnership. Programs were required to agree to:

- conduct criminal background checks on those working with minors,
- provide tutor orientation and ongoing training,
- participate in the study of tutoring by submitting student rosters and receiving a report about their program's progress, and
- conduct a self-assessment of their program each year.

In the 2013-2014 school year, with the new SIF award, the Tutoring Partnership further refined its service and sought to improve program quality through professional development, tutor training, and technical assistance. Through SIF, the goal of the Tutoring Partnership was to ensure students who were more at risk of having academic challenges had access to higher-quality programs and subsequently better academic outcomes.

Prior Research

A goal of SIF funding is to expand the portfolio of evidence-based solutions to key community challenges (Corporation for National and Community Service, 2016). Prior to the SIF evaluation, the Tutoring Partnership had an annual evaluation focused on student outcomes in reading and math. These evaluations used methods such as ordinary least squares regression and hierarchical linear modeling to compare the growth and proficiency of students tutored in a Tutoring Partnership program to that of students who were not tutored in a Tutoring Partnership program. Outcomes in favor of the Tutoring Partnership tutored students were found annually, though findings for various assessments were not consistent over time.

There were strengths and limitations to this evaluation approach. A strength of the approach was that tutored students could be compared to demographically similar students who did not receive tutoring. This type of annual evaluation gave a picture of how student outcomes were changing for cohorts of tutored students. A challenge of the annual evaluations, though, was that selection bias was a threat to validity. Each tutoring program operated with their own selection criteria for students, and it was difficult to estimate or correct for selection bias effects in the annual evaluations. While the evaluation used propensity score matching to create a matched comparison group, this matching approach was still limited by the information available on characteristics related to selection. An additional challenge was that evaluators did not have longitudinal data on students to examine the longer-term growth that may

have been experienced because of tutoring. Finally, limited information about the implementation of the Tutoring Partnership and tutoring programs also gave an incomplete understanding of student results.

This evaluation focused on reading growth and proficiency of students attending programs receiving varying levels of Tutoring Partnership support, as well as growth in tutoring program quality. The evaluation design built upon the previous research on the Tutoring Partnership, while making methodological improvements to overcome some of the challenges experienced in the previous evaluations. Prior research on the Tutoring Partnership was a good starting point for building the evidence of the impact of the Tutoring Partnership. SIF funding helps us now better understand the implementation of the Tutoring Partnership and its role in closing the achievement gap.

Theory of Change

The Tutoring Partnership has a collaborative partnership with local public school districts. It sought to accelerate student achievement and close academic achievement gaps by increasing the quality of tutoring programs and tutors in Saint Paul and Minneapolis. The Partnership posited that program quality directly affect student outcomes. Research shows that students who participated in high-quality youth programs had higher academic achievement, including higher standardized test scores, better school attendance, higher graduation rates, increased engagement in learning, and better attitudes toward school (Little et al., 2008; Vandell et al., 2007; Eccles & Gootman, 2002; Roth et al., 1998). Recognizing that direct link between program quality and student outcomes, the Tutoring Partnership provided intentional, data-driven professional development and tutor training; it also provided technical assistance grounded in the practices found in *Best Practices for Tutoring Programs* (Bixby et al., 2011). Participating tutoring programs, in turn, sought to improve tutoring practices and positively affect student achievement.

Core Beliefs

BELIEF #1: A collective impact model creates common goals across programs.
The Tutoring Partnership model was based on the collective impact approach, in which individual programs join a formal partnership with common goals and shared measurement systems. It provided a uniform evaluation system for all tutoring programs. In addition, the Tutoring Partnership served as a learning community that determined and shared what worked to increase student achievement.

BELIEF #2: Data should drive decisions about capacity-building services aimed at scaling best practices.
The Tutoring Partnership provided data-driven professional development, tutor training, and technical assistance to help programs improve. This support was rooted in the Saint Paul Public Schools Foundation's best practice framework and aimed to improve the quality of tutoring interventions. By increasing program quality, the Tutoring Partnership sought to improve student outcomes.

BELIEF #3: We need to commit to improving cultural competency and addressing racism.
The Tutoring Partnership recognized that educational disparities seen in Saint Paul and Minneapolis would continue to persist if there were not improvements in people's capacity to work effectively despite differences. The Tutoring Partnership was committed to improving cultural proficiency both at the collaborative and program levels. Cultural competency was a top priority for the Tutoring Partnership. It was also the second of the eight *Best Practices for Tutoring Programs* (Bixby et al., 2011). The Tutoring Partnership provided professional development and tutor training focused on cultural competency, and facilitated discussions about racism in its collaborative meetings.

Building from its core beliefs, the Tutoring Partnership structured three services to build the quality and capacity of tutoring programs: professional development workshops for tutoring program staff, technical assistance for tutoring programs, and tutor training for tutors working directly with students. Tutoring programs in Strategy A opted in to these services, and the Tutoring Partnership set a target dosage goal for each type of support (see Table 2). Tutoring programs in Strategy B and later B3 were *required* to participate in services. Staff were required to participate in professional development workshops, and program staff were charged with making sure that tutors attended at least two tutor trainings. The Tutoring Partnership set more intensive dosage goals for Strategy B programs, believing that the receipt of more services would accelerate their program growth.

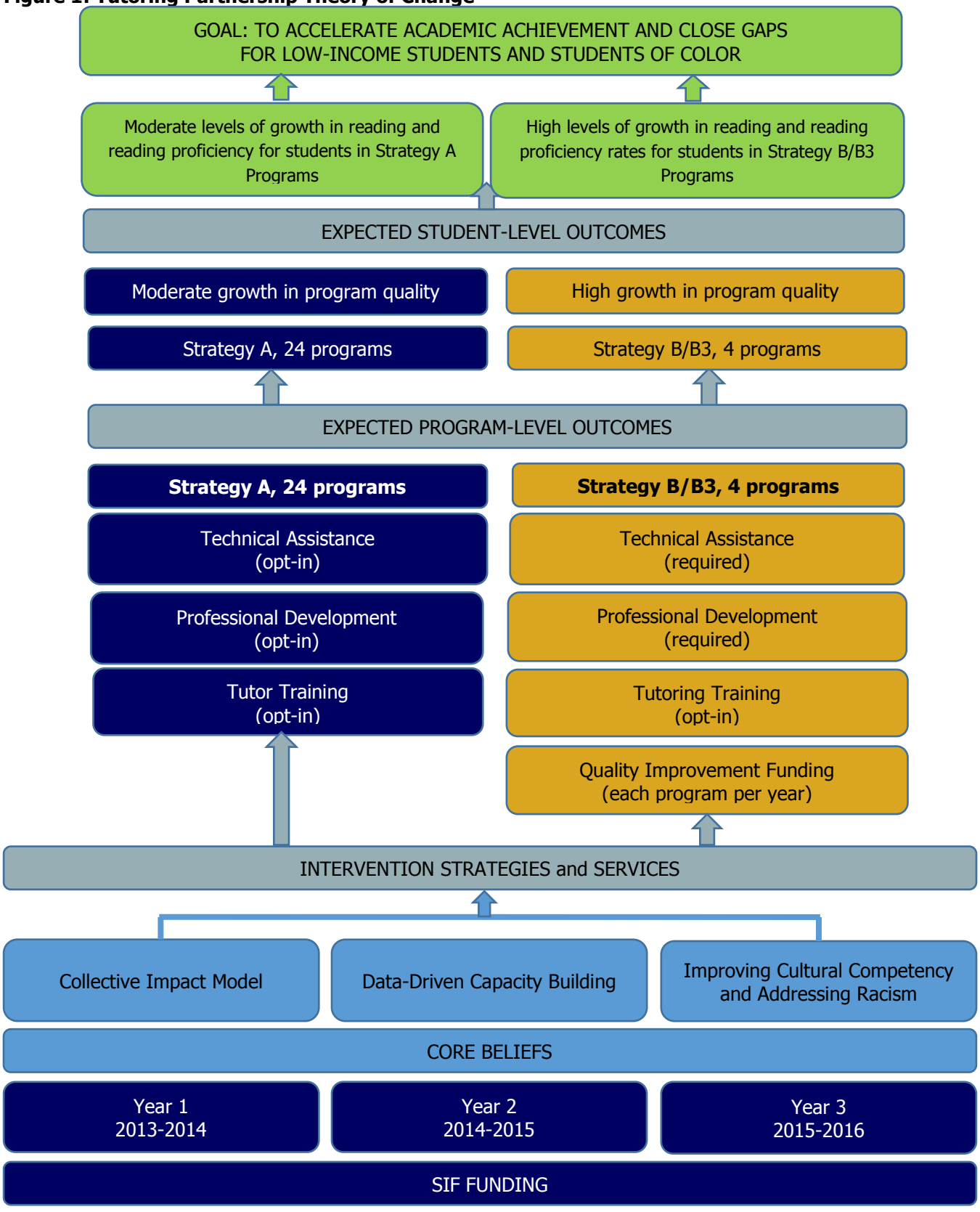
Table 2: Targeted Service Hours for Tutoring Partnership, Years 1-3

	Year 1	**Year 2**	**Year 3**
Strategy A	**16 programs**	**18 programs**	**17 programs**
Professional Development			
Across All Programs	20	20	40
Per Program Hour	1.25	1.11	2.35
Technical Assistance			
Across All Programs	70	70	100
Per Program Hour	4.38	3.89	5.89
Tutor Training			
Across All Programs	50	50	55
Per Program Hour	3.16	2.77	3.25
Strategy B/B3	**4 programs**	**4 programs**	**4 programs**
Professional Development			
Across All Programs	30	30	50
Per Program Hour	7.5	7.5	12.5
Technical Assistance			
Across All Programs	60	60	150
Per Program Hour	15	15	37.5
Tutor Training			
Across All Programs	50	50	60
Per Program Hour	12.5	12.5	15
Note: SPPSF increased the number of professional development, technical assistance, and tutor training hours in Year 3 to further accelerate growth in program quality and student outcomes.			

In addition, programs in Strategy B/B3 received supplemental funds each year from the Tutoring Partnership. These funds were intended to be used to increase staff time, purchase materials, or purchase other supports that would help the program meet its quality improvement goals. Tutoring programs created annual budgets and worked with Tutoring Partnership staff to determine where additional funds would be beneficial. Funding amounts ranged from $10,000 to $25,000 per program per year, depending type of size and scope of changes proposed by the program.

Figure 1 is the theory of change for the Tutoring Partnership. Across the three SIF years, the core beliefs of the program informed the intervention strategies and services. These services were intended to improve the quality of the tutoring programs, and in turn, improve students' reading skills.

Figure 1: Tutoring Partnership Theory of Change



Evaluation Overview

Implementation and Outcomes

This evaluation had two primary goals. The first was to document and describe the implementation of the Tutoring Partnership in the three years of the SIF grant. We examined the selection of programs, up-take of services, implementation successes and challenges, and perceptions of effectiveness of the services provided by the Tutoring Partnership. The implementation evaluation was conducted in partnership with the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota. CAREI staff collected and analyzed implementation in Years 1 and 2 of the study, and staff at Child Trends finalized data collection and analysis in Year 3. Child Trends received previously collected implementation data and reports from CAREI to include in this final report.

The second evaluation goal was to compare the student- and program-level outcomes associated with participation in the Tutoring Partnership. Program quality was measured each year for programs in each strategy (A, B, and B3). To explore changes to program quality between strategies over time, we used descriptive statistics to compare frequencies and means for each subscale and the overall score. For student-level outcomes, we relied on student literacy assessment data collected from local school districts. Using a difference-in-difference design, we compared reading growth and proficiency of tutored students in kindergarten through grade 5 who attended programs in Strategy A, B, or B3. The hypothesis tested in the evaluation was that that the more intense, individualized support of Strategy B and B3 would result in a greater increase in program quality and consequently, greater acceleration of student achievement in literacy. Due to limited sample size, this evaluation did not examine the student math outcomes or the outcomes of tutored students in grades 6-12. Growth in math and growth for secondary students are areas that would benefit from future research.

Level of Evidence

In SIF Year 1, the evaluation proposed to build on previous evidence found from the Tutoring Partnership by using a hierarchical linear modeling approach to compare tutored to non-tutored student matched using propensity score matching. Analysis conducted from Year 1 student data found that treatment and comparison groups were still not equivalent in terms of race/ethnicity composition (Child Trends, 2015). Further, the Tutoring Partnership had plans to expand implementation of the initiative for programs serving students in Minneapolis Public Schools (the prior no-treatment comparison group), thus limiting the opportunity to compare to non-tutored students in Minneapolis.

Taking these limitations into account, using the current evaluation design, we will estimate the effect of the Tutoring Partnership's capacity-building efforts on both program and student outcomes. For the program-level effects, we use ANOVA to compare the growth on tutoring program quality measures administered throughout the three years of the SIF project. For student-level outcomes, we will use a difference-in-difference approach. In the difference-in-difference model, we will compare students' growth on assessments in the year they were tutored to their growth the year before and the year after they were tutored (where data are available). With these methods, our goal is to present a preliminary level of evidence for the Tutoring Partnership model.

Implementation Evaluation Questions

To better understand the implementation of the Tutoring Partnership, the evaluation posed four primary implementation questions. Data to answer the first two questions were collected in all three years of the evaluation. Additional data were collected in Year 3 to address questions of program and tutor perceptions of the Tutoring Partnership.

1. Years 1-3: What are program and tutor characteristics?
2. Years 1-3: To what extent and how did the tutoring programs in Strategies A, B, and B3 participate in the services offered by the Tutoring Partnership (e.g. professional development, technical assistance, and tutor training)?
3. Years 1-3: To what extent do programs achieve *Best Practices for Tutoring Programs* (Bixby et al., 2011) as rated by programs on the Best Practices self-assessment?
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3. Years 1-3: Program quality:
   a. To what extent does participation in the Tutoring Partnership improve program quality as measured by Program Quality Assessment over time? Does this growth differ by strategy? Does this growth differ based on the number of years receiving the intervention?

Implementation Study

Implementation Study Design

The goal of the implementation study was to understand the selection of programs, up-take of services, implementation successes and challenges, and perceptions of effectiveness of the services provided by the Tutoring Partnership. The study was also interested in documenting how the Tutoring Partnership services changed overtime as this could affect the quality of the tutoring programs and the student outcomes. For example, an expansion of the Tutoring Partnership from Saint Paul to Minneapolis in SIF Year 3 (2015-2016) presented an opportunity to understand the outcomes of programs in students who had received only one year of Tutoring Partnership support.

Implementation Measures and Analysis

The evaluation used five data sources to answer the questions surrounding the implementation of the Tutoring Partnership: program documentation, Tutoring Partnership staff interviews, tutoring program staff interviews, a tutoring program staff survey, and a tutor survey.

Program Documentation (Years 1-3)

In each year, the Tutoring Partnership maintained detailed records of each tutoring program's participation in capacity building services. These records consisted of a) Professional development attendance records, b) Technical assistance records, c) Tutor training attendance records, and d) program self-assessment on Best Practices in Tutoring Programs. Prior to merging and analyzing these records, Child Trends conducted a series of interviews with the tutoring program staff to gather details about the structure of each record. During these interviews, evaluators and program staff also discussed any changes to record keeping protocols over the three years of the SIF grant, which assisted the evaluators in cleaning records and merging files prior to analysis.

We reviewed Tutoring Partnership program records and documentation for each of the three years funded through SIF. Where data were available, we compared records within and across years. For example, we could determine which program staff had attended each professional development workshop, and developed a staff involvement metric of how many staff attended more than one workshop. Similar procedures were used to gauge attendance at tutor trainings. We coded technical assistance records to identify the type of technical assistance (email, phone call, in-person visit), and content of the technical assistance (evaluation support, program development, program quality support, partnership development, and resource development). Finally, the Tutoring Partnership collected program self-assessments of Best Practices in Tutoring Programs. These self-assessments were analyzed using descriptive statistics and compared across years.

Tutoring Partnership Staff Interviews (Year 3 only)

In the third and final year of SIF for the Tutoring Partnership, evaluators interviewed four key staff from the Tutoring Partnership. Staff were interviewed individually, with the interview protocol lasting about between 60 and 120 minutes. Interview constructs primarily focused on staff descriptions of the key

components of the Tutoring Partnership, changes to the program overtime, strengths and limitations of the services offered, successes and challenges to implementation, and changes they would like to see moving forward (see Appendix A). Interviews were coded for themes in each area.

Tutoring Program Staff Interviews (Strategy B/B3, Year 3 only)

To complete the in-depth case studies of the four programs receiving enhanced services through Strategy B or B3 of the Tutoring Partnership, Child Trends staff conducted interviews with one key staff member at each of the four tutoring programs (ACES, CommonBond Communities, PPL, and Volunteers of America). The interview lasted approximately 60 minutes, and consisted of topics such as the program's priorities in the last year, perceptions of the Tutoring Partnership, supervision and training of tutors, expansion to Minneapolis-based locations, reasons to take-up or opt-out of Tutoring Partnership services, and future needs (Appendix B). We coded interviews for main themes in each area.

Tutor Survey (Year 3 only)

Tutors participating in programs responded to an online survey in the spring of the third and final year of SIF. The survey asked tutors about their history as tutors, their demographics, attendance at tutor training offered by the Tutoring Partnership, perceptions of tutor training, and their strengths and challenges as a tutor (see Appendix C). Completion of the survey took approximately 15 minutes, and respondents' names were entered in a raffle for a $25 gift card as an incentive to complete the survey.

A total of 669 tutors across all 20 tutoring programs in Year 3 responded to the survey, for a response rate of 45 percent. The survey analysis included both complete and partially complete responses. We analyzed the survey using descriptive statistics including frequency and mean for each survey question. The survey contained two new scales developed to measure tutors' perceptions of their strengths, and the challenges they encountered in their role. Finally, we compared frequencies and means for tutors based on their program participation in Tutoring Partnership Strategies (A, B, and B3).

Tutoring Program Staff Survey (Year 3 only)

One key staff from each of the tutoring programs (ex. a program director or coordinator, but not someone in a tutoring role) was asked to participate in a 30-minute survey that asked about the program's structure, perceptions and beliefs about quality improvement, participation in the Tutoring Partnership services, and changes made because of participating in the Tutoring Partnership (see Appendix D). All 20 key staff in Year 3 completed a survey for a 100 percent response rate. We analyzed this survey using descriptive statistics and compared responses of programs in Strategy A, B, and B3.

Tutoring Partnership's Best Practices Self-Assessment

The Best Practices self-assessment was developed by the Tutoring Partnership to measure overall program functioning regarding their implementation of the Tutoring Partnership's Eight Best Practices: (1) Organizational Management, (2) Cultural Proficiency, (3) Student Recruitment and Management, (4) Tutor Recruitment, (5) Tutor Training, (6) Tutoring Intervention, (7) Engagement, and (8) Evaluation (Bixby et al., 2011). The director or manager of a program typically completed this survey at the end of school year. In the survey, respondents rated their level of agreement with statements relating how well they implemented each Best Practice (1-Strongly Disagree to 5- Strongly Agree).

Implementation Findings

What are program and tutor characteristics?

Program Characteristics

The implementation study used program documentation and a program staff survey to gather information about the characteristics of programs participating in the Tutoring Partnership. Across Years 1-3, 28 programs participated in the Tutoring Partnership. Table 3 lists the participating tutoring programs, the program location, and the years they participated in the Tutoring Partnership.

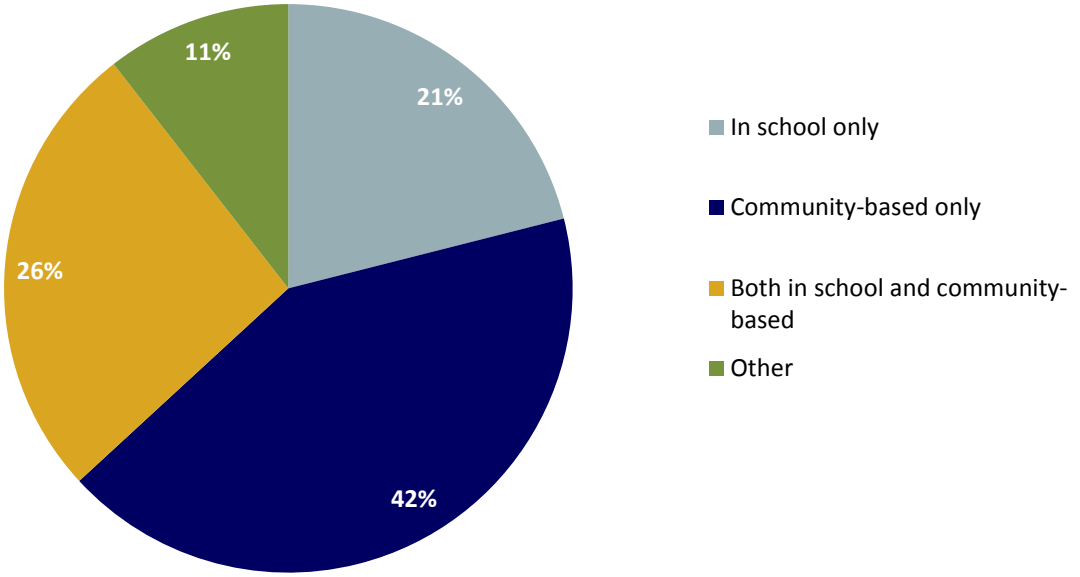
Table 3: Tutoring Programs Participating in the Tutoring Partnership, 2013-2016

Organization Name	Program Name	Strategy	Year 1	Year 2	Year 3
Central Community Services	Afterschool @ Central	A	X	X	X
Central Community Services	Middle School Math Group	A		X	X
Cherokee Park United Church	Building Blocks Tutorial	A	X	X	
East Side Learning Center	East Side Learning Center	A	X	X	X
Hmong American Partnership	Hmong/ Karen(ni) Youth Pride (HYKP)	A	X	X	X
Interfaith Action of Greater St. Paul	Project SPIRIT	A	X	X	X
Keystone Community Services	Hmong Youth & Family Program	A	X	X	X
Keystone Community Services	West 7th Community Kids	A	X	X	X
LDA of Minnesota	Learning Connections	A		X	X
Mid-Continent Oceanographic Institute	Mid-Continent Oceanographic Institute	A	X	X	X
Neighborhood House	Kids Connect	A	X	X	
Reading Partners	Reading Partners	A			X
Saint Paul Public Libraries	Homework Center	A	X	X	X
Saint Paul Public Libraries	Reading Together	A	X	X	X
ServeMN	MN Math Corps	A	X	X	X
ServeMN	MN Reading Corps	A	X	X	X
Simpson Housing Services	Passage Community Tutoring Program	A			X
The Sanneh Foundation	Dreamine Program	A	X	X	X
Twin Cities Housing Development Corporation	STEM Learning Initiative	A	X	X	X
YWCA of St. Paul	YW Reads	A	X	X	
Athletes Committed to Educating Students	ACES, Saint Paul	B	X	X	X
CommonBond Communities	CommonBond, Saint Paul	B	X	X	X
Project for Pride in Living	PPL, Saint Paul	B	X	X	X
Volunteers of America AARP Experience Corps	Experience Corps, Saint Paul	B	X	X	X
Athletes Committed to Educating Students	ACES, Minneapolis	B3			X
CommonBond Communities	CommonBond, Minneapolis	B3			X
Project for Pride in Living	PPL, Minneapolis	B3			X
Volunteers of America AARP Experience Corps	Experience Corps, Minneapolis	B3			X

Source: Tutoring Partnership program documentation records, 2013-2016

Based on responses to the program staff survey, over a third (42%) of programs served children in community-based locations (see Figure 2) in Year 3. About a quarter (26%) of programs tutored students both in school and in community-based locations and less than a quarter (21%) of programs offered tutoring exclusively in the school.

Figure 2. Program Service Location



Source: Child Trends survey of Tutoring Program staff, spring 2016

As shown in Table 4, tutoring programs employed five full-time employees and six part-time employees on average. Strategy B/B3 program had a higher average number of tutors per program than Strategy A programs.

Table 4. Average Number of Staff Per Position and Strategy

	All		Strategy A		Strategy B/B3	
	Average N	Range	Average N	Range	Average N	Range
Number full-time	5	0 - 25	6	1 - 25	6	3 - 8
Number part-time	6	0 - 16	5	0 - 16	9	1 - 15
Tutors (paid or volunteer)	96	4 - 375	86	4 - 375	114	87 - 160
Source: Child Trends survey of Tutoring Program staff, Spring 2016						

In addition, 47 percent of programs paid less than half of their tutors while about a quarter (26 percent) of programs paid none of their tutors. About three quarters (74 percent) of programs had fewer than a quarter of tutors with a teaching license. Most programs reported that their tutors had an average caseload of one to five students.

Tutor Characteristics

Based on results from the Year 3 Tutor Survey, across each strategy, 75 percent or more of tutors were white or Caucasian while all other race/ethnicities were represented in 15 percent or less of tutors per strategy (see Table 5). In addition, Strategy A had a larger Asian or Pacific Islander American population than did Strategy B and Strategy B3.

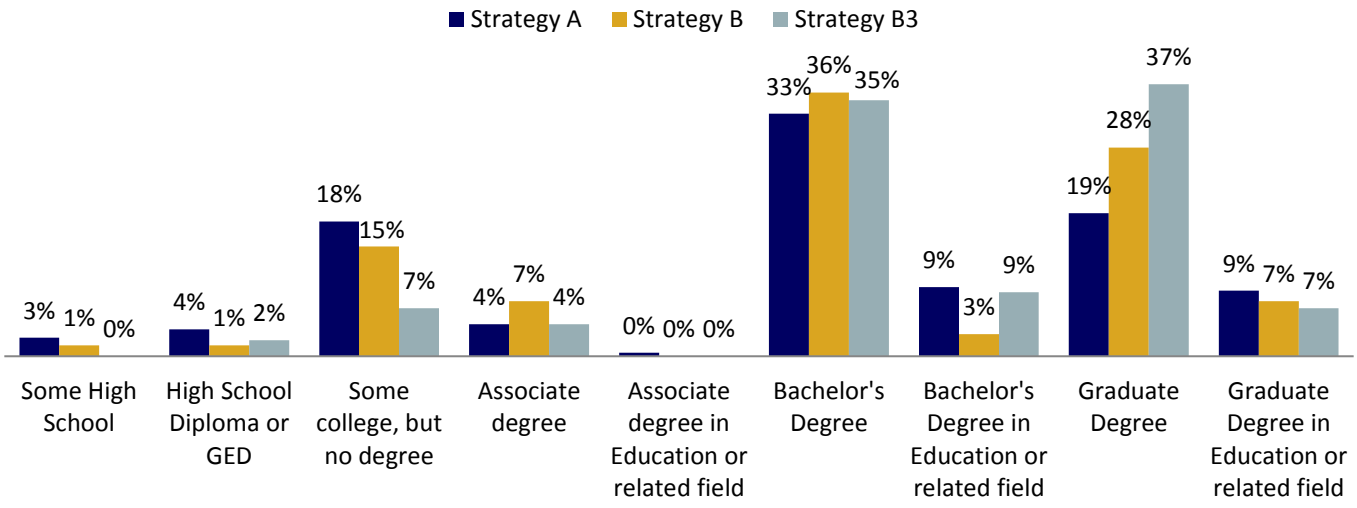
Table 5. Tutor Race/Ethnicity per Strategy

	Strategy A		Strategy B		Strategy B3	
	Percentage	n	Percentage	n	Percentage	n
American Indian or Alaska Native	1%	5	*	*	*	*
Asian or Pacific Islander American	11%	48	*	*	*	*
Hispanic or Latino	6%	25	*	*	*	*
Black or African American	11%	48	15%	10	11%	5
White or Caucasian	78%	343	75%	50	79%	37
Multiracial	4%	15	*	*	*	*
Other	*	*	*	*	*	*

Source: Child Trends Tutor Survey, Spring 2016. *Indicates number of respondents was less than five and not reported to protect confidentiality of the respondent.

Figure 3 shows the highest level of education achieved for each strategy. Over a third (37 percent) of Strategy B3 tutors had a graduate degree, while only 28 percent of Strategy B tutors and 19 percent of Strategy A tutors had the same degree. Strategy A tutors also had a larger portion of tutors with some college than tutors in Strategy B3. Differences between Strategy B and B3 tutors are notable, because these were the same programs but served students in different cities (either Saint Paul or Minneapolis).

Figure 3. Tutor's Highest Level of Education per Strategy



Source: Child Trends Tutor Survey, Spring 2016.

Over a quarter (29 percent) of tutors in Strategy A were between 18 and 24 years old (see Table 6). Strategy B3 and Strategy B had more tutors between 65 and 74 years old (30 percent and 26 percent,

respectively) than Strategy A. In addition, there was a higher portion of tutors who were 35 to 44 years old in Strategy B3 than in the other two strategies.

Table 6. Age of Tutors per Strategy

	Strategy A		Strategy B		Strategy B3	
	Percentage	N	Percentage	N	Percentage	N
under 17 years old	2%	10	*	*	*	*
18-24 years old	29%	126	21%	14	13%	6
25-34 years old	18%	77	14%	9	20%	9
35-44 years old	5%	24	*	*	11%	5
45-54 years old	5%	20	11%	7	*	*
55-64 years old	18%	80	20%	13	20%	9
65-74 years old	18%	81	26%	17	30%	14
75 years old or older	5%	20	*	*	*	*

Source: Child Trends Tutor Survey, Spring 2016 *Indicates number of respondents was less than five and not reported to protect confidentiality of the respondent.

Nearly all tutors spoke English at home (see Table 7). Strategy A tutors had larger portions of Spanish and Hmong speakers while Strategy B and B3 had very few tutors from non-English speaking homes.

Table 7. Tutor's Language(s) Spoken at Home

	Strategy A		Strategy B		Strategy B3	
	Percentage	n	Percentage	n	Percentage	n
English	97%	424	100%	67	100%	46
Spanish	5%	20	0%	0	*	*
Hmong	4%	18	0%	0	*	*
Somali	1%	4	*	*	*	*
Vietnamese	*	*	0%	0	0%	0
Arabic	1%	5	0%	0	0%	0
Karen	1%	5	0%	0	0%	0
Other	2%	10	*	*	0%	0

Source: Child Trends Tutor Survey, Spring 2016 *Indicates number of respondents was less than five and not reported to protect confidentiality of the respondent.

Summary of Program and Tutor Characteristics

Programs participating in the tutoring partnership varied in terms of the number of staff and number of tutors. Programs served students primarily in school-based settings or in community-based settings like a community center, library, or in public housing settings. Tutors across all strategies tended to have high levels of education, identified as White, and are English speakers. Demographic similarities and differences between the population of tutors and students are notable. The majority of students were students of color, and half are English Language Learners (see p. 33). While these racial/ethnic and language differences did not necessarily mean that these tutors were not an appropriate match for these tutored students. Recent literature suggests that a match between the racial/ethnic group of a teacher and student has a positive effect on teacher expectations (Gershenson, Bolt, & Papageorge, 2016), and

student achievement (Villegas and Lucas, 2004). More research is needed about the effects of same-race tutors on student academic and social-emotional outcomes. However, given the similarities between tutoring and classroom instruction, one could conclude that having a more diverse population of tutors would serve students' academic outcomes.

To what extent and how did the Tutoring Partners in Strategies A, B, and B3 participate in professional development, technical assistance, and tutor training?

Professional Development

The Tutoring Partnership offered staff at tutoring programs a variety of different Professional Development (PD) Workshops. Initially, the Tutoring Partnership used a mix of internal and external trainers; however, they later developed their own PD workshops to replace external trainers who Tutoring Partners reported as offering inconsistent workshops that were not related to tutoring. External trainers that received higher levels of satisfaction were asked to continue.

Along with providing general Tutor Partnership meetings such as annual fall kick-offs, luncheons, and end of the year celebrations, tutoring programs were offered PD workshops relating to the Program Quality Assessment (PQA), reporting and assessment, program evaluations, math instruction, and organizational management. Appendix E has a detailed list of workshops offered throughout the years of this evaluation. Participation by one key staff member in workshops related to the PQA were required; however, all other PD workshops were optional.

Table 8 shows the total number of PD workshop participants in each strategy per year. Across all Strategy A Programs, an average of 81 participants attended PD workshops, ranging from 59 to 95 participants. Across Strategy B/B3 Programs, an average of 35 participants attended workshops with a range of 23 to 44 participants per year. It should be noted that because there were more programs in Strategy A, total attendance was higher than for Strategy B/B3 programs. However, when comparing the average number of attendees per program in each strategy, program staff in Strategy B/B3 programs attended PD workshops more often in each year.

Table 8. Overall Professional Development Workshop Attendance per Strategy and Year

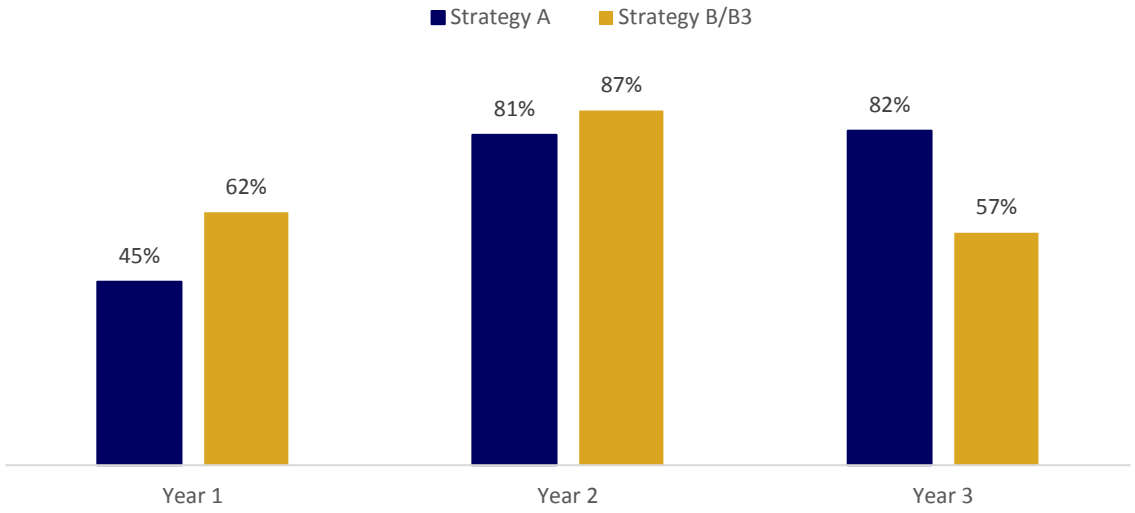
	Year 1	Year 2	Year 3
Strategy A			
Total attendees	89	59	95
Avg attendees per program	2	1	1
Range of avg attendance	1 - 5	0 – 2	0 - 2
Strategy B/B3			
Total attendees	39	23	44
Avg attendees per program	3	2	2
Range of avg attendance	0 - 16	0 – 5	0 - 5

Source: Tutoring Partnership PD Workshop Attendance Records 2013-2016

PD workshop attendance fluctuated by topic and year of the evaluation (see Appendix F for more details). Staff in Strategy B/B3 programs were required to attend at least two PD workshops, though they could select which PD workshops they could attend. Workshop attendance was encouraged, but not required for programs in Strategy A. To gauge commitment to professional development, we searched attendance records for staff members that attended more than one PD workshop in each year. About half or more of

participants across strategies and years attended more than one workshop (see Figure 4). In Year 2, 87 percent of Strategy B/B3 and 81 percent of Strategy A participants attended multiple trainings. Eighty-two percent of Strategy A staff participated in more than one workshop while only 57 percent of Strategy B/B3 staff attended more than one workshop in year three.

Figure 4. Percentage of Tutoring Program Staff Who Attended more than one PD workshop



Source: Tutoring Partnership PD Workshop Records, 2013-2016

INSIGHTS FROM INTERVIEWS

Child Trends interviewed Tutoring Partnership staff about the strengths and limitations of the PD workshops. Tutoring Partnership staff believed the PD workshops delivered critical content, and created necessary time and space for staff from different programs to reflect and share ideas together. They also reported that they always tried to use best practices for working with adult learners, often having interactive sessions with facilitated discussions rather than lecture-style presentations. Tutoring Partnership staff recognized, however, that attending a PD workshop without follow-up on-site coaching has limitations. It was frequently the case that limited resources made that type of follow-up difficult to achieve with all PD workshop attendees.

Technical Assistance

While the Tutoring Partnership set goals for the number of hours of technical assistance it would provide, most of the technical assistance was provided "on demand" when programs requested support on particular topics. If a tutoring program contacted the Tutoring Partnership, they would receive individualized support, delivered in-person, by phone, or by email. The technical assistance content offered covered seven categories

1. Resource Development – helping partners secure and/or manage resources like national service, funding, materials

2. Partnership Development – helping partners build relationships with external entities, helping partners connect with other partners
3. Evaluation – support around logic models, database management, student/program assessment, measuring outcomes/progress, surveys, meeting evaluation requirements
4. Youth Program Quality Inventory (YPQI)[3] – giving programs their data, coaching, improvement plan support
5. Program Observation – formal or non-formal observation of training, tutoring, etc.
6. Program Development – support with meeting partnership requirements, organizational management, program development (e.g., tutor training, student recruitment, staffing, retention, curriculum review), program quality (outside of YPQI)
7. Other – computer support, professional coaching

Table 9 shows the technical assistance (TA) hours and averages used per strategy and year. Overall, programs received an average of 7 to 31 hours of support each year, averaging about 60 minutes per TA session. In all three years, Strategy B/B3 programs used more technical assistant hours than Strategy A programs. The average length per session was also higher for Strategy B/B3 programs in each year (see Appendix G for more details).

Table 9. Technical Assistance Hours Received by Strategy and Year

	Year 1		Year 2		Year 3[4]	
	Average hours per program	Average minutes per session	Average hours per program	Average minutes per session	Average hours per program	Average minutes per session
Strategy A	7.6	46	7.7	57	7.7	65
Strategy B/B3	30.8	64	26.2	70	15.0	62
Source: Tutoring Partnership Technical Assistance Records, 2013-2016						

INSIGHTS FROM INTERVIEWS

When asked about the strengths of technical assistance, Tutoring Partnership staff emphasized the potential of technical assistance to support behavioral change in tutoring program staff. By seeking out additional resources, tutoring programs could access the latest in best practices and build internal capacity in areas of evaluation, community partnerships, and program development. With respect to limitations of technical assistance, Tutoring Partnership staff acknowledged that the "opt-in" approach to TA was challenging. Programs were requesting support only if they believed it was needed. This resulted in situations where programs that needed the most support in an area did not ask for it. It may also be possible that higher-quality programs are more skilled at determining areas for improvement, and therefore benefit more than lower-quality programs do. Finally, programs with low capacity may not have the time to engage in technical assistance and implement the change it requires.

Tutoring Partnership Staff Interviews, Summer 2016

[3] The YPQI is a national program quality intervention model created by the Weikart Center for Youth Program Quality. The Foundation used elements of the YPQI that were specific to their intervention.

[4] Tutoring Partnership staff had to reprioritize staff time towards closing out the program starting February 2016 in Year 3. This may explain the dip in TA hours for Strategy B/B3 programs. While programs may have been interested in more TA support, staff were not as available as in previous months and years.

Tutor Trainings

Along with providing subject-specific tutor trainings related to literacy and math, the Tutoring Partnership also offered a variety of skill-based trainings about tutoring students such as behavior management, active learning, and intercultural competency. As part of the agreement to become a Tutoring Partner, all programs – regardless of strategy – pledged that all tutors would receive both an onboarding orientation and additional training on literacy, math, or skill-based tutor training. Some programs provided this training themselves, while others relied on the Tutoring Partnership provided trainings to support the ongoing training needs for their tutors.

Rates of participation were calculated by looking at the number of tutors who participated in Tutoring Partnership tutor trainings per strategy and year over the total number of tutors within each strategy by year. As shown in Table 10, participation in Tutoring Partnership tutor training increased in each strategy across the years. Nearly a third of Strategy B tutors in Year 1 attended literacy tutor trainings. The most attended literacy trainings included Literacy Skills for Early Readers, Comprehension Lessons for Early Readers, and ABC's of Reading (see Appendix H). Additionally, skill-based tutor trainings had the highest rates of participation throughout all strategies and years. In Year 3, many Strategy B/B3 tutors attended multiple skill-based tutor trainings, which accounts for the high participation rate. The Tutoring Basics training, which the Tutoring Partnership encouraged for all new tutors, was the most highly attended skill-based training.

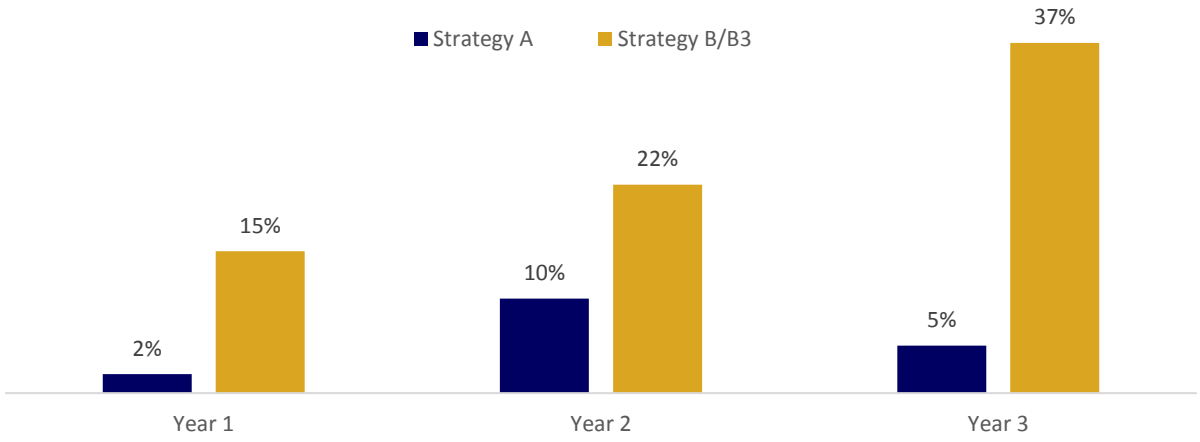
Table 10. Number of Attendees and Percent Attendance at Tutoring Partnership Tutor Training by Strategy and Year

	Year 1		Year 2		Year 3	
	Strategy A (n=731)	Strategy B/B3 (n=179)	Strategy A (n=926)	Strategy B/B3 (n=183)	Strategy A (n=850)	Strategy B/B3 (n=183)
Literacy Tutor Training	4% (n=30)	29% (n=52)	10% (n=93)	23% (n=43)	10% (n=89)	20% (n=36)
Math Tutor Training	2% (n=17)	5% (n=9)	6% (n=54)	23% (n=42)	2% (n=20)	33% (n=61)
Skill-Based Tutor Training	9% (n=47)	22% (n=39)	24% (n=219)	58% (n=106)	33% (n=284)	139% (n=254)
Total Attendees	**8% (n=58)**	**31% (n=55)**	**22% (n=203)**	**68% (n=124)**	**35% (n=300)**	**181% (n=331)**

Source: Tutoring Partnership Tutoring Training Attendance Records, 2013-2016.

Given that tutors were expected to engage in ongoing training, we compared tutor training attendance records to identify which tutors attended more than one training offered through the Tutoring Partnership each year. Across all years, Strategy B/B3 tutors were much more likely to attend more than one tutor trainings than Strategy A tutors (see Figure 5).

Figure 5 . Percent Attendance at more than one Tutor Training by Year and Strategy



Source: Child Trends Tutor Training Attendance Records, Spring 2016

INSIGHTS FROM INTERVIEWS

When asked about the strengths and limitations of Tutor Training, Tutoring Partnership staff identified the research-based and practical strategies as a strength of their tutor training. The trainings were geared towards skills and tactics that tutors could implement and that they could practice by role playing. A limitation mentioned by Tutoring Partnership staff was that tutors worked with a variety of different students across multiple sites and grade levels, which required tutors to know certain approaches or have different skills to address the needs of their students. The Tutoring Partnership could not cover all of this in their trainings. Tutoring Partnership staff relied on tutoring programs to train their tutors about topics specific to their program. Programs were also responsible for tracking attendance for program-offered training; program staff often did not have the systems or staff capacity to track this regularly, nor did they report that attendance to the Tutoring Partnership.

Tutoring Partnership Staff Interviews, Summer 2016

Summary of Tutoring Program Participation in Services

Program staff and tutors in Strategy B/B3 programs participated in services offered through the Tutoring Partnership at higher rates than staff and tutors in Strategy A. This was true across PD workshops, technical assistance, and tutor training.

Program staff across all tutoring programs participated in a variety of PD workshops in each SIF year. Staff from Strategy B/B3 programs had higher average rates of attendance than staff from Strategy A programs. Strategy B/B3 programs also higher rates of staff that attended more than one workshop in Year 1 and 2. As mentioned in the introduction, the Tutoring Partnership announced the closure of their program in the winter of the final SIF year. Some staff at the Tutoring Partnership who had been supporting PD workshops were laid off, and remaining staff reported that capacity to offer all the planned workshops for the spring was diminished. (Anonymous, personal communication, July 2016). This decline in participation in Year 3 may be an artifact of Strategy A program staff attending workshops in the fall,

while Strategy B/B3 program staff may have planned on attending more in the spring, which were not offered.

Strategy B/B3 programs took up more hours of technical assistance than Strategy A program in each year. As was discussed in the Theory of Change, technical assistance was opt-in for Strategy A programs, and a requirement for Strategy B/B3 programs. While we do not have measures of quality for the technical assistance provided, the model of requiring at least some minimum level (15 hours) of technical assistance was an effective method to increasing the amount of assistance provided to Strategy B programs. The amount of technical assistance sought out by Strategy A programs remained consistent (around 7.5 hours) each year. Strategy B/B3 programs had the highest rates of technical assistance dosage in Year 1 (about 31 hours), fewer hours in Year 2 (26 hours), and the fewest hours in Year 3 (15 hours). This decline in technical assistance provision could be explained by the fact that programs may need more intensive support during the first year of a quality improvement effort. It is also notable that as the Tutoring Partnership announced its closure in Year 3, it is possible that the intensity of technical assistance was not available to Strategy B/B3 programs to the same extent in the final year. Strategy A programs did not exhibit that same trend, however. These programs were not given incentives nor required to participate in technical assistance, so further study is needed to better understand opt-in patterns in technical assistance.

Finally, tutors in Strategy B/B3 programs had higher rates of attendance at multiple trainings when comparing attendance of tutors in Strategy A. As noted above, attendance rates at multiple trainings was low, especially for Strategy A tutors. Tutoring programs offered trainings specific to their tutors, so we cannot assume that tutors were not receiving ongoing training. However, given that limited staff capacity to deliver tutor training was a reason for offering trainings through the Tutoring Partnership, it may be the case that few tutors received training beyond an orientation and basic training.

How do programs perceive the effectiveness of services provided to them through the Tutoring Partnership? What is their level of satisfaction with the services? How do programs perceive their growth?

Child Trends surveyed 20 directors and/or managers at each tutoring program to understand their perceptions of Tutoring Partnership primary services (professional development, technical assistance, and tutor training), and other secondary services like evaluation support, communication with school districts, and connections with other organizations. When asked to rank the Tutoring Partnership services in order of their effectiveness in making changes to their program, respondents most frequently ranked tutor trainings as being the most effective (see Table 11). A quarter of Strategy B/B3 programs also ranked technical assistance, evaluation support, and Tutoring Partnership meetings as the number one service offered.

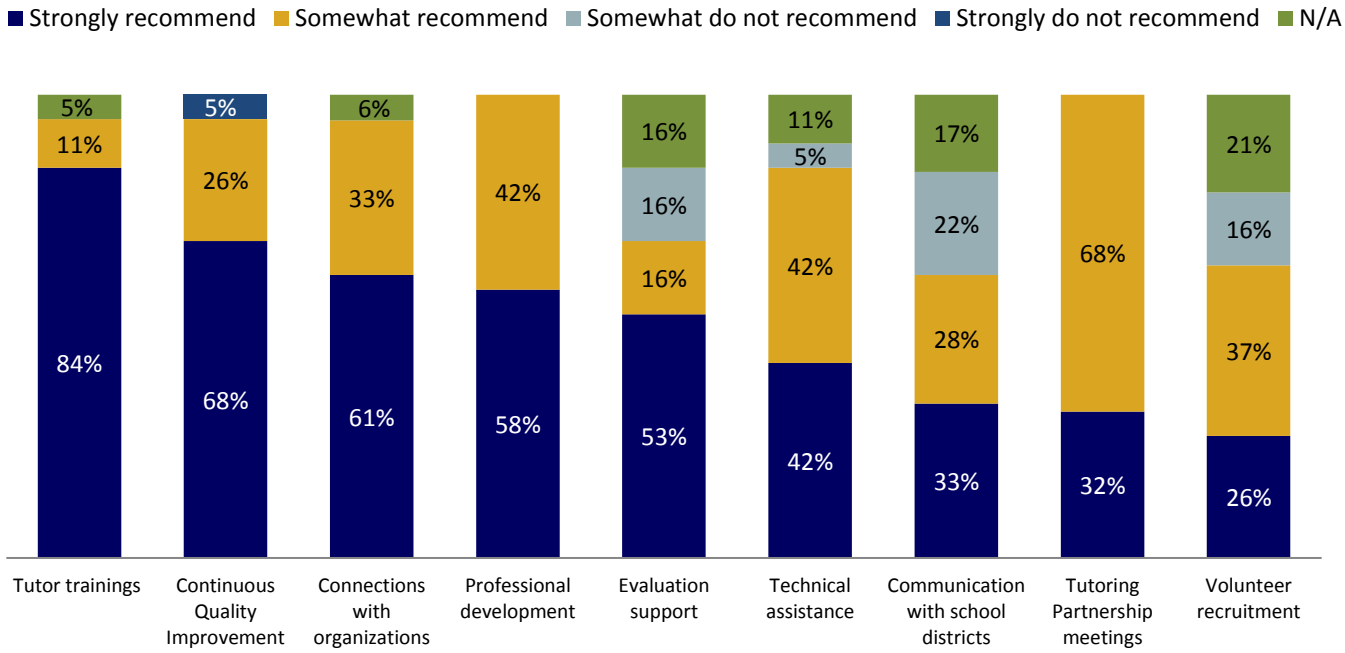
Table 11. Ranking of Tutoring Partnership Services by Strategy

	All Strategies	Strategy A	Strategy B/B3
	Percent #1 rank	Percent #1 rank	Percent #1 rank
Tutor trainings	32%	33%	25%
Professional development workshops	16%	20%	0%
Technical assistance	16%	13%	25%
Evaluation support	16%	13%	25%
Volunteer recruitment	5%	7%	0%

	All Strategies Percent #1 rank	Strategy A Percent #1 rank	Strategy B/B3 Percent #1 rank
Communication with school districts	5%	7%	0%
Tutoring Partnership meetings	5%	0%	25%
Continuous Quality Improvement	5%	6%	0%
Connections with organizations	0%	0%	0%
Source: Child Trends Program Staff Survey, Spring 2016			

Moreover, almost all respondents (84 percent) would strongly recommend tutor trainings to other organizations followed by continuous quality improvement (68 percent), connections with organizations (61 percent), professional development (58 percent), and evaluation support (53 percent) services (see Figure 6). Overall, over half of respondents would strongly recommend or somewhat recommend all Tutoring Partnership services (ranging from 61 percent to 100 percent).

Figure 6. Tutoring Partners Willingness to Recommend Services to Other Tutoring Organizations



Source: Child Trends Program Staff Survey, Spring 2016

Figure 7 shows how survey respondents rated statements related to the Tutoring Partnership's organizational mission. Most respondents (84 percent) viewed ongoing staff training and coaching, as well as orientation, training, and development of tutors as being extremely important. Over half of respondents (ranging from 53 percent to 68 percent) also rated using data for quality improvement and establishing processes to connect with families, the community, schools, and teachers as being extremely important. Less than half of respondents (42 percent) perceived adopting standards and aligning assessment tools as being extremely important to their overall functioning.

INSIGHTS FROM INTERVIEWS

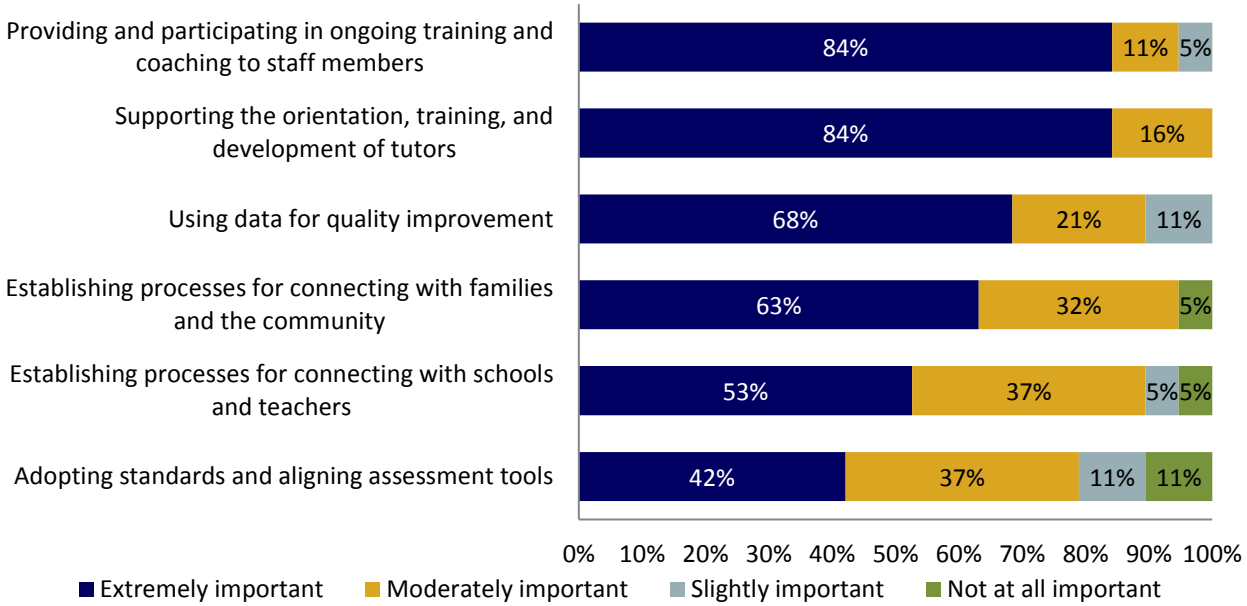
Child Trends also interviewed one staff member from each of the four Strategy B/B3 programs receiving enhanced Tutoring Partnership services to gain a deeper understanding of their experiences. When asked to describe the reasons why they would recommend the Tutoring Partnership to other tutoring programs, staff at these programs listed services that they found beneficial including tutor trainings, PD workshops around data and quality, networking, and technical assistance. Program staff said that the trainings and workshops were of high quality and free. They also reported that technical assistance helped them think about how to use data to improve their overall program quality…

> *"Technical support made us thoughtful about the way we are looking at our data. It's influenced how we think about and make changes to our program."*

In addition, one staff member from all programs were surveyed in the Tutoring Program Staff Survey. Over half of program staff survey respondents (58%) reported that their program continuously communicates with other tutoring organizations. When asked to describe this communication, respondents primarily listed the other organizations they work or collaborate with. Respondents made general comments noting that they collaborate.

Strategy B/B3 Program Staff Interviews, Summer 2016

Figure 7. Tutoring Partners Rating of Tutoring Partnership's Organizational Mission



Source: Child Trends Program Staff Survey, Spring 2016

As shown in Figure 8, over half (65 percent) of survey respondents strongly agreed that their program is of higher quality because they participated in the Tutoring Partnership. Additionally, 60 percent of respondents strongly agreed that they made changes to their program because of joining the Tutoring

Partnership. While all respondents generally agree that the Tutoring Partnership's primary purpose is to help support programs achieve their quality goals, only about a third of respondents strongly agreed with that statement. Similarly, all respondents agreed that their experiences with the Tutoring Partnership have been what they expected, however, only 35 percent of respondents strongly agreed with that statement.

Figure 8. Tutoring Partners Perceptions of the Tutoring Partnership

Source: Child Trends Program Staff Survey, Spring 2016

Child Trends asked respondents what changes they made in their program that provided the biggest benefit for the children served. Over half (53 percent) of respondents discussed how changing their tutoring strategies has impacted children. Thirty percent of these respondents reported that they adopted more standardized curriculum and lesson plans. Another 18 percent talked about their implementation of reflection strategies when working with students. Additionally, nearly a quarter (24 percent) of respondents stated that expanding their services and organizational capacity was the most beneficial change to the children.

Survey respondents also reported aspects of their program that were the most difficult to change. Twenty-one percent stated that changing tutoring content was challenging for their program. Other difficult changes mentioned included evaluation, assessment and observation (16 percent), connecting with other schools (11 percent), managing tutor quality and retention (11 percent), connecting with families (11 percent), and training attendance of tutors (11 percent).

Additional comments left by survey respondents were generally about how "great" and "valuable" the Tutoring Partnership has been to their program. All Strategy B/B3 programs generally described the Tutoring Partnership as being instrumental to their program's success:

> *"We have a better sense of what quality means from the Tutoring Partnership."*

> *"The Tutoring Partnership has helped our program so much and I am confident that we will be able to continue to grow."*

INSIGHTS FROM INTERVIEWS

Child Trends asked staff from the four Strategy B/B3 programs about their most challenging change. Half of these programs discussed topics related to intervention quality such as creating a standardized curriculum and planning lessons to provide consistent and high quality services to students. Another program discussed the difficulty in initially convincing their program to use data and why it would be valuable.

Strategy B/B3 program staff were also asked what changes or new strategies may be needed to support the continuation and improvement of their programs. Half of programs mentioned the need to line up high quality trainings for their staff and tutors without overburdening their current staff. In addition, one program staff member mentioned that the Tutoring Partnership helped them evaluate and hone the quality of their program. This respondent said that they will work to stay informed to make sure they keep elevating their best practices. When asked to describe the resources that are necessary for their programs, almost all program staff mentioned funding needs to attract and keep high quality staff. They also reported their need for high quality tutor trainings and professional development workshops. Lastly, one program's director stated that they need to make time for continuous quality improvement efforts.

Strategy B/B3 Program Staff Interviews, Summer 2016

To what extent does the program achieve *Best Practices for Tutoring Programs* as rated by programs on the Best Practices self-assessment?

The director or manager of a program typically completed the Best Practices self-assessment on behalf of his/her program at the end of school year. In the survey, respondents rated their level of agreement with statements relating how well they implemented each Best Practice (1-Strongly Disagree to 5- Strongly Agree).

As shown in Table 12, respondents consistently rated themselves as meeting each item of the Best Practices. The overall average per strategy and across years ranged from 3.89 to 4.17. Cultural Proficiency items were the lowest rated with a total average of 3.70. Items in this Best Practice included prioritizing cultural proficiency, hiring staff who are culturally competent, and providing initial cultural competency training and ongoing training to support cultural proficiency (see Appendix I). There were no significant differences between Strategy A and B/B3 programs on Best Practices ratings.

Table 12. Best Practice Self-Assessment S by Strategy and Uear

	Year 1		Year 2		Year 3		Average Score Across All Strategies and Years
	Strategy A	Strategy B	Strategy A	Strategy B	Strategy A	Strategy B/B3	
Organizational Management	4.21	4.17	4.08	3.88	4.22	4.38	4.16
Cultural Proficiency	3.65	3.75	3.50	3.75	3.97	3.56	3.70
Student Recruitment and Management	4.16	4.30	3.87	3.90	4.20	3.95	4.06
Tutor Recruitment	3.91	4.33	3.87	4.50	4.07	4.42	4.18

Tutor Training	3.90	4.38	4.02	4.50	3.38	4.75	4.16
Tutor Intervention	4.01	4.00	3.89	4.05	4.19	4.35	4.08
Engagement	4.13	3.75	3.87	3.81	4.15	3.95	3.94
Evaluation	4.08	3.94	4.02	4.13	4.08	4.00	4.04
Overall Average	**4.01**	**4.08**	**3.89**	**4.07**	**4.03**	**4.17**	**4.04**

Source: Tutoring Program self-assessments on Best Practices for Tutoring Programs 2013-2016.

Summary of Best Practices Achievement

Programs in all strategies tended to rank themselves as implementing the *Best Practices for Tutoring Programs* (Bixby et al., 2011) in all three years. There is a benefit to asking programs to self-report this information as it provides a useful window into the way programs perceive their strengths and weaknesses. However, like many self-report tools, the Best Practices assessment may be prone to social desirability-bias where the respondent may rate themselves in a favorable way. Another limitation of this assessment is that because programs rated themselves highly in Year 1, the scale may have a ceiling effect where programs cannot indicate their improvement. Finally, it is possible that the scale accurately reflects the programs use of best practices, but as program staff knowledge about best practices increased overtime, they may have rated themselves more critically in later years.

INSIGHTS FROM INTERVIEWS

In interviews with Tutoring Partnership staff, Child Trends asked about the successes and challenges of the Tutoring Partnership during the SIF project. The growth of the Tutoring Partnership was noted as a major success by staff. They discussed how the Tutoring Partnership came about as a way to connect the community and systems to work for individual children. Staff were proud that the Tutoring Partnership embraced the idea that they can work together to impact the community.

Staff also discussed their work with the Strategy B/B3 programs as a success. They noted that these programs were all motivated to improve in some way, which allowed the Tutoring Partnership to easily work with them. Respondents viewed these programs as having made major progress and honed their implementation of high-quality tutoring.

Staff also discussed the value of getting programs to buy in to the Academic Skill Building Tool, which is a sub-scale on the Program Quality Assessment developed by the Tutoring Partnership. One staff stated that this helped them talk about skill-building (e.g., what are you offering to students and what do you do to increase the skills of your students). Having the common language in the tool used by all programs made it easier for the Tutoring Partnership to help programs.

Tutoring Partnership staff talked about program-level and internal challenges. Staff recognized that programs experience constant challenges such as staff turnover, low tutoring dosage, and lack of staff capacity and funding. They understood that these issues can be very challenging when trying to invoke change. Keeping in mind these program-level challenges, Tutoring Partnership staff aimed to keep assignments and suggestions very manageable, which a respondent stated was never easy. Other challenges to the Tutoring Partnership were internal to their organization. These included challenges about exactly when to expand their own staff, and sometimes competing with tutoring programs for funds from local funders.

Finally, Child Trends also asked Tutoring Partnership staff to reflect on what they perceived to be the most important service that the Tutoring Partnership provided to improve program quality. Most Tutoring Partnership staff stated that technical assistance is the most important service for long-term program quality improvements. They reported that technical assistance is most impactful when it is provided by someone who has a good relationship with the program and understands its needs.

Tutoring Partnership Staff Interviews, Summer 2016

Discussion of Implementation Findings

The Tutoring Partnership was an initiative that sought to improve the quality of tutoring programs in Saint Paul and Minneapolis. With SIF funding from 2013-2016, the Tutoring Partnership provided capacity-building services 28 tutoring organizations using two strategic approaches. The majority of programs (24 in Strategy A) received the typical Tutoring Partnership services – these pre-dated SIF funding. An additional four programs (Strategy B, Years 1-3 and Strategy B3, Year 3 only) received more intensive services through the Tutoring Partnership. The implementation study focused on describing the characteristics of participating programs and tutors, participation in the initiative's services, perceptions of participants and staff, and the use of best practices in tutoring programs. Key findings include:

- Programs served students in schools and community-based settings. Programs varied widely in program size, number of staff, and number of tutors.[5]
- Tutors in all strategies had high levels of education, were mostly White, and predominately English speakers.
- Strategy B/B3 programs had higher rates of participation in key services such as professional development workshops, technical assistance, and tutor training. Requiring participation in these services did have an association with higher levels of participation when comparing rates to Strategy A, who were not required to participate.
- Overall, programs felt the support they received from the Tutoring Partnership was beneficial. Programs found the tutor trainings to be most helpful; however, participation in tutor training was relatively low.
- Programs across all strategies rated themselves highly as using *Best Practices for Tutoring Programs* (Bixby et al., 2011).

The Tutoring Partnership achieved several implementation successes, including balancing the needs of individual programs while providing services that are useful across the network of programs. Based on the overall satisfaction of tutoring programs, this unique aspect of the Tutoring Partnership was implemented successfully. They also successfully engaged the four Strategy B/B3 programs in a more robust set of capacity-building services by requiring some levels of participation. Tutoring Partnership staff reported the level of engagement from these four programs to be high, and they perceived strong growth in the quality of these programs.

The partnership faced several implementation challenges. Participation in the services required programs to opt-in to what they saw was needed. Even when participation was required (as with Strategy B/B3 programs), engagement was not easy to track or enforce. Even if staff were attending workshops, seeking technical assistance, and tutors attended trainings, it is not clear how often this led to changes in on-the-ground tutoring practices.

Quality improvement efforts often use a tool to assess a program's readiness and willingness to participate in the quality improvement process. While this was not used in the Tutoring Partnership, programs like it may benefit from assessing organizational capacity and staff readiness and ability to change. Readiness and ability to change can be measured before the quality improvement initiative begins and throughout to ensure that the services continue to be responsive.

[5] Based on previous implementation reports on the Tutoring Partnership, programs also varied widely in dosage of tutored delivered to students (Michlin, Schultz, and Harty, 2015).

Outcomes Study

Study Design

The outcomes study of the Tutoring Partnership explored the associations of participation in the program with both tutoring program-level outcomes and student-level outcomes. The study examined confirmatory questions about the growth and proficiency in reading skills for students tutored in Strategy A, B, or B3. Exploratory questions included the growth and proficiency in reading skills for subgroups of students (i.e. low-income vs. higher income; racial/ethnic subgroups), and the change in tutoring program quality overtime.

Student Reading Skills

Since its inception, the Tutoring Partnership has had a primary focus on improving literacy skills. Later, math and social-emotional skills were also included in professional development workshops and tutor training offered through the Tutoring Partnership. However, due to the limited number of programs that explicitly focused on math or social-emotional skills, this evaluation is limited to the growth and proficiency in reading. The study uses a pooled sample of students tutored over the Years 1-3 of the SIF grant period as the primary sample. To estimate the effect of tutoring on student reading growth, we used a difference-in-difference approach to compare the growth on a reading assessment in the year a student was tutored to the growth in non-tutored years. Regression-adjusted rates of reading proficiency were compared in each year for tutored and comparison students to determine the association of tutoring with being a proficient reader.

Tutoring Program Quality

To measure the quality of tutoring programs, a sample of programs were observed by Tutoring Partnership staff using the Program Quality Assessment (PQA) in the fall and spring of each year. Given the more intensive uptake in services, we hypothesize that programs in Strategy B/B3 will have greater gains in PQA scores relative to the programs receiving less intensive service in Strategy A. Due to limited sample size, evaluation questions about tutoring program quality are considered exploratory in this study.

Level of Evidence

In the original Subgrantee Evaluation Plan (SEP), Child Trends proposed a quasi-experimental propensity score matching approach to match tutored students to non-tutored students within each strategy[6], and comparing effect sizes across strategies. The goal of the original SEP was to establish a moderate level of evidence for the Tutoring Partnership by comparing the growth and proficiency in reading by using the matched comparison group. This approach would have allowed for stronger internal and external validity than previous research on the Tutoring Partnership. Child Trends used the propensity score matching approach in Year 1, and delivered the Year 1 Interim Impact Report to CNCS. The report noted that the study encountered several challenges with this methodology. The primary challenge was that the while

[6] Strategy A (Tutoring Partnership as usual in Saint Paul), Strategy B (enhanced Tutoring Partnership in Saint Paul) and then-called Strategy C (no Tutoring Partnership support in Minneapolis).

students could be well-matched within strategy, students across strategies were not well-matched. This matching challenge between strategies reflects the population differences between Saint Paul and Minneapolis. Programs in Strategy A and B were in Saint Paul, and have similar populations, while Strategy B3 programs were located in Minneapolis with different populations. The matching challenges limited our understanding about the growth and proficiency across the different treatment groups. A secondary challenge was that the non-treated group of programs in Minneapolis began participating in the Tutoring Partnership in Year 3, thus becoming a treated group for the last year of the project.

In summer 2016, Child Trends submitted a revised SEP[7] to address the challenges of the previous approach, and is now seeking a preliminary level of evidence. The new methodology described here will provide good internal validity about the associations between participation in the Tutoring Partnership and outcomes observed. However, due to the uniqueness of the student population represented in this study, our findings will have limited external validity to urban school districts with similar demographics.

Sample Description

From Years 1-3, tutoring programs participating in the Tutoring Partnership provided tutoring services to 21,168 students preK – 12th grade. Each tutoring program had its own recruitment and retention strategy for enrolling students. In some programs, teachers referred students to tutoring; in others, students were enrolled in tutoring by their parents. In addition, each tutoring program specific entrance criteria that varied by program. For example, some programs required students to be below a certain assessment threshold to enroll, and students would exit the program after a benchmark had been met. Other programs used assessments to guide tutoring, but students would continue in the program until the end of the program year.

Given the majority of students were tutored in elementary school, the focus for this study was on reading outcomes for students Kindergarten through 5th grade. Programs in Strategy A served most of the students in the sample, with just 11 percent of students served in Strategy B programs, and an additional 8 percent served in Strategy B3 programs. Tutored students came from diverse language and racial/ethnic backgrounds. Nearly all tutored students were from low-income families, and were eligible for free or reduced-priced lunch. Table 13 provides the number and percent of students tutored in each strategy for key demographic factors.

Table 13. Demographics of Tutored Students by Strategy (K through Grade 5)

	All Tutored Students	Year One			Year Two			Year Three		
		Strategy A	Strategy B	Strategy B3	Strategy A	Strategy B	Strategy B3	Strategy A	Strategy B	Strategy B3
All Students (N)	**5907**	**1733**	**171**	**222**	**1418**	**204**	**210**	**1428**	**251**	**270**
English Language Learners	42% (n=2502)	42% (n=727)	46% (n=79)	35% (n=78)	44% (n=620)	39% (n=79)	43% (n=91)	46% (n=663)	31% (n=79)	32% (n=86)

[7] The SEP submitted in summer 2016 initially proposed an interrupted time series design where we would look at the same student over multiple years before and after being involved in tutoring. As data were obtained from school districts and reviewed, it became apparent that primarily due to student mobility, significant amounts of missing data would make analyzing growth through the proposed design challenging. The study shifted to a difference-in-difference approach – analyzing growth for the same student within a school year – as an alternative. Difference-in-difference is described more fully below.

	All Tutored Students	Year One			Year Two			Year Three		
		Strategy A	Strategy B	Strategy B3	Strategy A	Strategy B	Strategy B3	Strategy A	Strategy B	Strategy B3
Free/Reduced Lunch	85% (n=5025)	84% (n=1448)	88% (n=151)	75% (n=168)	86% (n=1220)	90% (n=183)	91% (n=192)	85% (n=1212)	82% (n=206)	91% (n=245)
Special Education	7% (n=417)	5% (n=88)	11% (n=18)	9% (n=20)	6% (n=81)	12% (n=24)	14% (n=29)	6% (n=81)	18% (n=44)	12% (n=32)
Racial/Ethnic Groups										
White	12% (n=693)	12% (n=206)	8% (n=13)	11% (n=25)	13% (n=184)	14% (n=29)	8% (n=17)	11% (n=161)	11% (n=30)	10% (n=28)
Black	43% (n=2521)	38% (n=651)	49% (n=83)	70% (n=155)	42% (n=594)	38% (n=78)	58% (n=122)	41% (n=545)	50% (n=133)	59% (n=160)
Latino	14% (n=808)	15% (n=263)	7% (n=12)	14% (n=31)	13% (n=180)	10% (n=21)	26% (n=54)	11% (n=163)	9% (n=23)	23% (n=61)
Asian	29% (n=1708)	33% (n=580)	36% (n=61)	4% (n=8)	29% (n=416)	35% (n=72)	5% (n=10)	34% (n=484)	25% (n=66)	4% (n=11)
Native American	3% (n=153)	2% (n=33)	1% (n=2)	1% (n=3)	3% (n=44)	2% (n=4)	3% (n=7)	2% (n=35)	6% (n=15)	4% (n=10)
Source: Tutoring program rosters and school district demographic records, 2013-2016										

Across strategies, tutoring took place primarily in kindergarten through 3rd grade; however, about 11 percent of tutored students were tutored in 4th or 5th grade. The grade in which tutoring occurred varied by strategy, where Strategy B programs had higher levels of tutoring at 4th and 5th grade than the other strategies. Table 14 presents the number and percent of tutored student per strategy, kindergarten through 5th grade. Overall samples for Strategy B and B3 programs are relatively small, and may limit the ability to analyze subgroups of students within these strategies.

Table 14. Percentage and Number of Students Tutored by Strategy

	All Tutored Students	Year One			Year Two			Year Three		
		Strategy A	Strategy B	Strategy B3	Strategy A	Strategy B	Strategy B3	Strategy A	Strategy B	Strategy B3
Kindergarten	23% (n=1362)	27% (n=457)	9% (n=16)	30% (n=67)	20% (n=282)	14% (n=29)	25% (n=52)	26% (n=367)	10% (n=25)	18% (n=49)
Grade 1	23% (n=1381)	28% (n=488)	23% (n=40)	26% (n=57)	26% (n=374)	14% (n=28)	14% (n=30)	21% (n=301)	12% (n=30)	12% (n=33)
Grade 2	21% (n=1225)	23% (n=401)	26% (n=44)	15% (n=33)	23% (n=321)	24% (n=49)	19% (n=40)	18% (n=262)	13% (n=33)	16% (n=42)
Grade 3	20% (n=1174)	22% (n=377)	8% (n=13)	19% (n=42)	26% (n=368)	8% (n=16)	13% (n=28)	21% (n=295)	6% (n=14)	8% (n=21)
Grade 4	8% (n=490)	<1% (n=9)	19% (n=33)	7% (n=16)	4% (n=52)	36% (n=73)	23% (n=49)	9% (n=126)	24% (n=61)	26% (n=71)
Grade 5	5% (n=294)	<1% (n=2)	15% (n=25)	3% (n=7)	1% (n=21)	4% (n=9)	5% (n=11)	5% (n=77)	35% (n=88)	20% (n=54)
Total	**5908**	**1734**	**171**	**222**	**1418**	**204**	**210**	**1428**	**251**	**270**
Source: Tutoring program rosters and school district demographic records, 2013-2016										

Outcome Measures

Program Quality Measures

The Program Quality Assessment (PQA) was administered to programs across the years of the evaluation by certified observers. Depending on the ages of the students served at the tutoring program, the Youth Program Quality Assessment (YPAQ) or the School Age Program Quality Assessment (SAPQA) was administered. Both PQAs are composed of five domains: (1) Safe Environment, (2) Supportive Environment, (3) Interaction, (4) Engagement, and (5) Academic Skill Building. Each domain contains a set of domain-specific items per scale. Observers rated each item on a scale of one to five: 1-never happens for no children, 3-sometimes happens for a few children, and 5-always happens for all children.

The tool was created and published by the David P. Weikart Center for Youth Program Quality, a joint venture of the Forum for Youth Investment and the HighScope Educational Research Foundation. The Weikart Center has conducted a validation study where the PQA was found to be a reliable measure of key quality domains in multiple types of youth programs (Smith and Hohmann, 2005).

The Tutoring Partnership administered a new version of the PQA assessment in Years 2 and 3. In the new PQA, the old Academic Climate domain was replaced with Academic Skill Building. The standards for the new Academic Skill Building domain were higher than the standards for the Academic Climate, and harder for programs to achieve.

Student-Level Measures

In each SIF year, tutoring programs submitted rosters and dosage records for each participating student served during the program year. Each program was asked to provide as much information as possible for every tutored student, including student name, ID, birthdate, gender, school name, name of tutoring program, and the total hours of literacy tutoring and math tutoring each student received during the school year. Collated student rosters were submitted by Child Trends to the Research, Evaluation and Assessment (REA) department of the Saint Paul and Minneapolis school districts participating in the evaluation.[8] Through district data sharing agreements, Child Trends was granted access to student test score data and demographic information. Saint Paul Public Schools (SPPS) and Minneapolis Public Schools (MPS) shared demographic data on all tutored students, including their grade, ethnicity/race, gender, eligibility for free and reduced-price lunch, English language learner status, special education status, school number, and attendance rates. Five different assessment tools (administered by Saint Paul Public Schools and/or Minneapolis Public Schools) were available to examine the effect of tutoring on student outcomes. These assessments include the Mondo Bookshop Assessment, Minneapolis Kindergarten Literacy Assessment, Measures of Academic Progress (MAP), and the Minnesota Comprehensive Assessments MCA-III (see Table 15 for details of analyses by outcome and grades).

- Mondo Bookshop Assessment (Saint Paul Public Schools only) is administered to kindergarteners through fifth graders in Saint Paul Public Schools. The Mondo measures aspects of reading such as Text Level (overall reading ability), Print Concepts (e.g., understanding how books work),

[8] Some tutored students attended charter schools rather than a traditional public school. Due to limited resources, this evaluation could obtain student-level assessment data only from public school districts.

Letter-Sound Correspondence (i.e., ability to read nonsense words), Word Knowledge (i.e., ability to read a list of sight words), and Oral Language (measures of receptive vocabulary). Classroom teachers administer the Mondo to students twice annually, in either the fall or winter as well as in the spring.[9]

- Literacy Measures (Minneapolis Public Schools only) are administered in Minneapolis Public Schools to kindergarteners in the fall and spring. Kindergartners are assessed on Language, Phonemic Awareness, Alphabetic Principles, and Total Literacy. In the current analysis, gains from fall to spring on Total Literacy scores are compared between groups.

- The MAP is administered in the fall and spring to certain students in Minneapolis Public Schools. It assesses math skills in addition to reading skills. In alignment with the Tutoring Partnership's targeted goals, the current analyses examine MAP Reading scores for first through fifth grade Minneapolis students.

- The MCA-III assesses reading skills, is aligned with the common core, and is administered in the spring by both Saint Paul Public Schools and Minneapolis Public Schools. Scores on the MCA-III are used to determine proficiency in reading, and are also used to compare students to one another on reading skills. Proficiency is a dichotomous (i.e., yes/no) variable in the analysis that indicates whether a student has met grade-specific state standards. MCA-III analyses were conducted for third through fifth graders.

Table 15: Analyses Conducted by Outcome and Grades (2013-2016)

	Saint Paul Strategies A and B **Grade(s)**	Minneapolis Strategy B3 **Grades(s)**
MPS Total Literacy fall-to-spring gain	Not administered	K
Mondo Text Level fall-to-spring gain	K-5	Not administered
MAP fall-to-spring gain	Not administered	1-5
MCA spring scale score	3-5	3-5
MCA proficiency	3-5	3-5

Note: All analyses compare all tutored students and students in different subgroups when sample sizes allow (students eligible for free/reduced-price lunch; White, Black, Latino, Asian, and Native American students).

Outcome Analysis

Identifying Tutored Students

To identify students who were tutored in each strategy, tutoring programs supplied student rosters with student name, ID number, grade level, school name, school district, and tutoring dosage. Students K-5th grade were combined across years and shared with Minneapolis Public Schools and Saint Paul Public Schools. Research staff at the school districts matched student records using a student records database

[9] The Mondo subscales are arranged by stages of reading development, not by grade level. In Saint Paul Public Schools, once a student reaches the ceiling for the subscale, the teacher is not required to assess the student on that subscale again for that school year.

to find the demographic and assessment scores for each student in Years 1-3. In Saint Paul, records unmatched by algorithm were looked up by hand.[10] Each district was asked to also provide demographic and assessment information from the year prior to the SIF grant (2012-2013) to establish a growth trend for students tutored in Year 1. Students were sometimes tutored in only one grade, and sometimes more than one grade. Demographic and assessment information was provided in the tutored and non-tutored years of the SIF project.

Data Cleaning and Missing Data

We took several steps to clean and examine data before analyses. First, all variables were checked for correct variable status (ordinal, numeric, string), and we created dummy variables from categorical demographic variables to use in regression models. Second, we ran frequencies on all variables to determine the extent of missing data. Cases without at least one demographic characteristic and one assessment score were dropped from the analysis sample (n=3,417). Third, in instances where assessment scores were missing from a given time period, values were imputed with the score from the closest available time period.[11] For example, if a first grader was missing a fall assessment score, their spring score from kindergarten would be used as the fall baseline for first grade. Similarly, if a first grader was missing a spring assessment score, their winter score was used to determine growth within the year. A dummy variable was created to indicate cases where an imputed assessment score was used and this dummy variable was a control variable in regression models.[12] No other data were imputed, therefore, when demographic data were missing, the case was excluded from the model. Finally, the scale of the Total Literacy assessment used for Minneapolis kindergarteners changed after Year 1. To account for this, Total Literacy scores for each year were standardized and are presented as change in standard deviation units. Appendix J provides additional details about the cleaning procedures. For all data cleaning and analysis, Child Trends used the SAS® statistical software package.

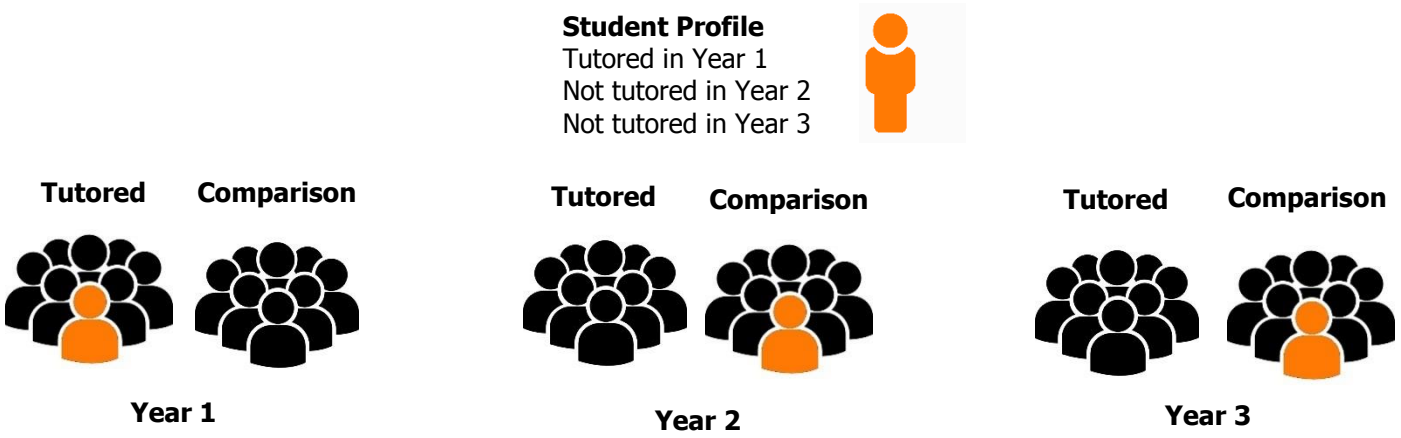
Difference-in-Difference

The confirmatory research question asks about reading growth during the tutored years. Because our study does not have a pool of students who were never tutored, tutored students are both the treatment and comparison groups in the analyses. In the year(s) tutored, the students are referred to as Tutored Group; in the SIF years when they did not receive tutoring, the students are the Comparison Group. For example, (see Figure 9), a tutored student in Year 1 would be in the tutored group, and in Years 2 and 3 when they were not tutored, they would be in the comparison group in each year.

[10] Overall, 67% of students included on Saint Paul tutoring program rosters were matched with district data; 89% of students included on Minneapolis tutoring program rosters were matched with district data. That match rate in Saint Paul includes 2,316 students that were found using a manual look up process. Based on student rosters, we believe most unmatched students attended charter schools outside of Minneapolis Public Schools and Saint Paul Public Schools.

[11] Assessments scores were missing primarily because of the assessment procedure used by the school district. For example, in Saint Paul Public Schools, students were only assessed by teachers when they had not met the maximum score on the assessment within the year. If a student achieved the maximum score in the fall, then winter and spring assessments would be missing, and the study used the maximum value of the assessment as the final score for the student. In Years 1 and 3, the study used imputed values for between 20 to 40 percent of students, depending on the assessment. In Year 2, because of a testing procedure change in the district, there were significant missing values. The study relied on values from alternative time points in between 75 to 90 percent of cases in Year 2. The imputation rate did not vary significantly by strategy or Tutored or Comparison group status.

Figure 9: A Tutored Student in the Sample



To understand the gains from fall to spring in reading skills, we use a difference-in-difference approach (Lechner, 2010; Somers et al., 2013; Card and Krueger, 1994) to compare the gains in the year tutored to the gains in year or years where the student was not tutored. A difference-in-difference model assesses the effects on the outcome by measuring change from a pre-intervention baseline to a post-intervention outcome. Because the model subtracts the difference at the baseline period, the model essentially adjusts for any differences between groups found at the baseline assessment. If the gain from fall to spring is greater for the group experiencing the intervention, the intervention is said to have an effect.

An assumption of the difference-in-difference approach is that the intervention group and comparison group, absent of intervention, would have the same rate of growth on the outcome (Somers et al., 2013). Because our comparison group is comprised of the same students who received tutoring at some point in the study, we mitigated the selection bias that often occurs when comparing treated to non-treated cases. The characteristics for being selected into tutoring were the same for the both groups. Also, our comparison group is comprised of students' growth in either the year before or the year after tutoring. To ensure the comparison group had face validity, we used descriptive statistics and t-tests to examine the difference between the growth in the year before and the year after tutoring. No significant differences were found. Any acceleration in growth that might have been observed in the tutored year did not appear to carry over to following years. Therefore, we have confidence that the comparison group of students in years before and after tutoring is a valid comparison group for this study.

For each assessment (Mondo subscales, Total Literacy, MAP, and MCA), the difference-in-difference model compared the fall to spring gains in the Tutored Group to the Comparison Group. Fall and spring scores were adjusted using a multivariate regression which controlled for student-level demographics including: race/ethnicity, gender, special education status, English Language Learner status, and free/reduced-price lunch status. The equation below shows the estimation model:

Equation 1: Difference-in-Difference Estimation

(Tutored T2 – T1) – (Comparison T2 - T1) = Difference-in-Difference Estimate

Where T1 = fall, T2 = spring

Control variables: Male, Black, Latino, Asian, Native American, Special Education, English Language Learner, Free/Reduced-price Lunch recipient

Analyzing Program Quality

Child Trends collected the domain and total scores for each program observed using the PQA assessment in Years 1-3. Data was checked for outliers and missing values. No program was missing a domain or total scores, and all data points were within the expected range. No observations were dropped from the analysis. We conducted t-tests to check for significant differences in each domain and total score for each year. As mentioned in the Findings section below, because there were only four programs in Strategy B and B3, readers should interpret the significant differences with caution. They may have statistical significance, but may not be well-representative of the program quality of the tutoring programs.

Outcome Findings: Student Proficiency and Growth

Confirmatory Outcome Questions

To what extent do the three capacity-building strategies (Strategies A, B, and B3) affect reading growth for students?

For each strategy, Child Trends compared the assessment scores of tutored students to a non-tutored, comparison group before (fall scores) and after tutoring took place (spring scores) for each year of this evaluation. The primary assessment for students in Strategy A and B (students in Saint Paul Public Schools) was the Mondo Assessment. The Mondo Assessment contains five subscales: Letter Recognition, Letter Sound, Print Concepts, Phonemic Awareness, and Word Knowledge. The primary assessments for students in Strategy B3 were MAP and MCA. Each of these two assessments have one overall score that represents the students' reading ability. The difference between the fall to spring was calculated for tutored and comparison students, and was adjusted with multivariate regression to control for demographic factors. Effect sizes were then calculated to reflect the difference (in standard deviation units) between the average gains experienced by the tutored students and the average gains experienced comparison group. Throughout this section, positive effect sizes indicate that the tutored group achieved larger gains than the comparison group. When there are negative effect sizes, that indicates that the comparison group had larger gains (fall to spring) than the tutored group. Each effect size is also shows with the statistical significance of that effect.

Summary of Growth in Reading Gains by strategy

The tutored group in Strategy A in Saint Paul made significant gains over the comparison group in all five Mondo subscales, with effect sizes[13] ranging from 0.17 (letter sound, in Year 1) to 1.12 (word knowledge, year 2). Tutored students in Strategy A also made significant gains on three of five subscales (letter recognition, letter sound, and print concepts) in Year 3, though effect sizes only ranged from 0.05 to 0.23 (see Appendix K for full results).

Students in Strategy B had significant gains on all Mondo subscales, though only in Year 2. Effect sizes ranged from 0.62 for letter recognition to 1.42 for word knowledge.

Kindergarteners in Strategy B3 had significant gains in Year 1 in Total Literacy, though Years 1 and 2 were prior to receiving the capacity-building services from the Tutoring Partnership. Table 16 summarizes the significant findings by assessment for each strategy and year.

Table 16: Effect Sizes and Significance Levels for Tutored Students by Strategy by Year

	Year 1						Year 2						Year 3					
	A		B		B3		A		B		B3		A		B		B3	
Mondo Letter Recognition	0.22	***	0.13	NS	-		0.41	***	0.62	***	-		0.07	**	0.13	NS	-	
Mondo Letter Sound	0.17	**	0.05	NS	-		0.87	***	0.97	***	-		0.23	***	0.10	NS	-	
Mondo Print Concepts	0.30	***	0.05	NS	-		0.61	***	0.79	***	-		0.05	**	0.05	NS	-	
Mondo Phonemic Awareness	0.61	***	0.04	NS	-		1.05	***	1.16	***	-		0.06	NS	-0.04	NS	-	
Mondo Word Knowledge	0.72	***	0.26	NS	-		1.12	***	1.43	***	-		0.05	NS	0.08	NS	-	
MCA	-		-		0.01	NS	-		-		0.16	NS	-		-		0.54	*
MAP	-		-		-0.02	NS	-		-		-0.21	NS	-		-		-0.03	NS
Total Literacy	-		-		0.48	*	-		-		-0.26	NS	-		-		-0.06	NS

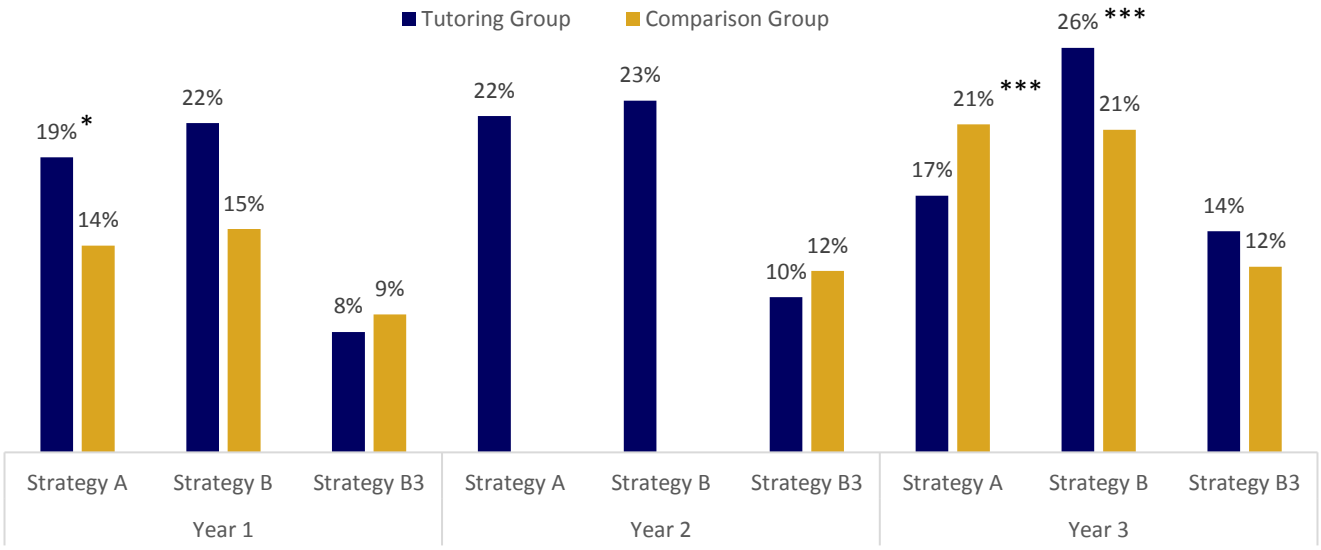
Notes: (*) indicates differences are statistically significant to at least p < .05, (**) p<.01, and (***) p<.001. (–) indicates assessment was not available for the strategy in that year. (NS) indicates non-significant gains.

[13] Cohen's D (*d)* statistic is used to determine effect size of tutoring. An effect size of 0.2 is considered small, 0.5 is considered moderate, and 0.8 is considered large (Cohen, 1988). Other rigorous evaluations of tutoring programs have typical found small effect sizes, often around 0.1 (Jacob, Smith, Willard, & Rifkin, 2014). Therefore, we anticipated small effect sizes for this evaluation.

To what extent do the three capacity-building strategies (Strategies A, B, and B3) affect reading proficiency for students?

For this study, reading proficiency is defined as scoring 50 or above on the MCA-III, the state's standardized reading assessment. The MCA-III is administered each spring beginning in third grade, and thus our sample analyzes rates of proficiency (regression adjusted for demographic factors) for third through fifth graders. There were insufficient comparison group scores in Year 2 for Strategy A and B programs to run the analysis; however, comparing proficiency rates across strategies shows that tutored students had higher rates of proficiency than the non-tutored comparison group in Year 1 (p>.05) and Year 3 (p>.001). For reading proficiency, no significant differences were found between tutored students and comparison students for Strategy B3 in any year.

Figure 10. Adjusted Percent Proficiency by Strategy and Year



Note: (*) indicates differences are statistically significant to at least p < .05, (**) p<.01, and (***) p<.0001. MCA Proficiency data was too small to analyze in Year 2 for Strategies A and B. Data Source: District Research, Evaluation and Assessment Department.

Exploratory Outcome Questions

To what extent does tutoring have a differing effect on reading growth and proficiency for low-income students, compared to students not from low-income families?

Because the Tutoring Partnership focused on closing the achievement gap for low-income students, we explored the reading growth for tutored and comparison students based on family income level. Low-income status was determined by whether a student qualified for free or reduced-price lunch. For these subgroup analyses, the analysis pools data across Years 1-3 to allow for sufficient sample sizes.

Summary of Reading Gains for Low-income Students

Nearly all (85 percent) students receiving tutoring from programs participating in the Tutoring Partnership were low-income. This exploratory question sought to learn more about the associations of tutoring with

reading growth for low-income and the smaller portion of the sample of higher income students. Overall, both low-income and higher income students in Strategy A and B experienced significant gains on Mondo subscales, except for the higher income students in Strategy B on letter sound. Effect sizes were in the moderate to large range from 0.32 to 1.14.

Low-income and higher income students in Strategy A experienced similar gains on print concepts (0.54, 0.53), while low-income students had larger gains on letter recognition (0.41, 0.35). Higher income students had larger gains on letter sound (0.85, 0.75), phonemic awareness (1.13, 1.00) and word knowledge (1.14, 0.98).

For students in Strategy B, low-income and higher income students had similarly sized gains on letter recognition (0.51, 0.50), phonemic awareness (0.81, 0.81), and word knowledge (1.07, 1.10). Low-income students had larger gains on print concepts (0.49, 0.38).

In Strategy B3, low-income tutored students had significantly lower gains than higher income comparison students on the MAP assessment (effect size -0.23). There were not significant findings on the MCA or Total Literacy scale for kindergarteners. A full set of figures for these subgroup analyses are available in Appendix L.

Table 17: Summary of Effect Sizes for Tutored Students by Low-income Status, Years 1-3 Combined

	Strategy A				Strategy B				Strategy B3			
	Non-FRL		FRL		Non-FRL		FRL		Non-FRL		FRL	
Mondo Letter Recognition	0.35	***	0.41	***	0.50	***	0.51	***		-		-
Mondo Letter Sound	0.85	***	0.75	***	0.32	NS	0.46	***		-		-
Mondo Print Concepts	0.53	***	0.54	***	0.38	**	0.49	***		-		-
Mondo Phonemic Awareness	1.13	***	1.00	***	0.81	**	0.81	***		-		-
Mondo Word Knowledge	1.14	***	0.98	***	1.10	***	1.07	***		-		-
MCA		-		-		-		-	-0.91	NS	0.21	NS
MAP		-		-		-		-	-0.13	NS	-0.23	**
Total Literacy		-		-		-		-	0.89	NS	0.20	NS

Notes: (*) indicates differences are statistically significant to at least p < .05, (**) p<.01, and (***) p<.0001. (–) indicates assessment was not available for the strategy in that year. (NS) indicates non-significant gains.

To what extent does tutoring have a differing effect on reading growth and proficiency for specific racial and ethnic groups (i.e., American Indian, Asian American, Latino, black, and white)?

A key goal of the Tutoring Partnership was to reduce the achievement gap seen between white students and students of color. In this set of analyses, we compare the gains in reading skills among racial/ethnic

groups. As with the subgroup analyses by income status, these analyses also pool tutored and comparison students from Years 1-3 to create sufficient sample size (see Table 18).

Summary of Reading Growth by Race/Ethnicity Groups

Students across all race/ethnicity groups in Strategy A made significant gains on all five Mondo subscales, with effect sizes ranging from 0.37 to 1.23. Interestingly, there were not consistent levels of growth across all subgroups nor did one race/ethnicity group have the highest or lowest gains when comparing subscales. For example, Native American students had the highest growth in letter recognition (0.47), and phonemic awareness (1.23) while Latino students had the highest growth in letter sound (0.88).

In Strategy B, tutored students in all race/ethnicity subgroups made significant gains on all five Mondo subscales. The exception was White tutored students in Strategy B, who did not make significant gains over the comparison group on letter sound. Effect sizes across groups and subscales ranged from 0.30 to 1.16. In Strategy B, Asian tutored students had the highest gains on four of the five Mondo subscales. Differences between race/ethnicity subgroups were also larger in Strategy B than in Strategy A. For example, on letter sound, Asian students had twice the gains of Black students (0.74, 0.37). In Strategy A, the gains between Asian students and Black students were more similar (0.43, 0.38).

Findings for students in Strategy B3 were mixed in terms of significant growth in reading. Black students made significant gains on the Total Literacy scale administered in kindergarten (effect size 0.39). However, on the MAP assessment, Latino and White comparison students made grader gains than the tutored students of the same race/ethnicity (-0.75, -0.64). A full set of figures for these subgroup analyses are available in Appendix L.

Table 18: Summary of Effect Sizes and Significance Levels by Race/Ethnicity Groups, Years 1-3 Combined

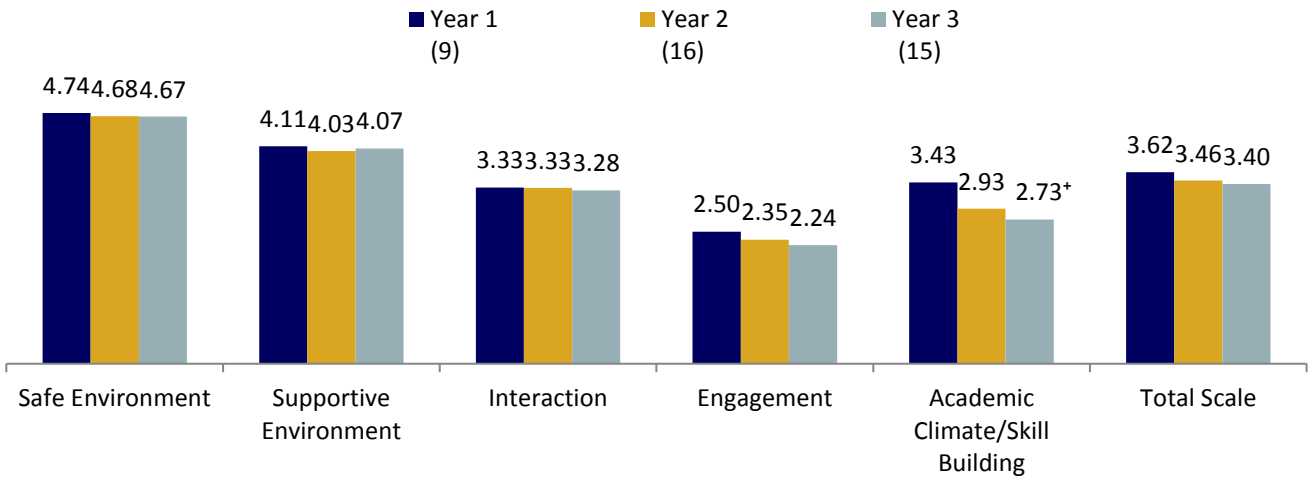
	Years 1-3 Combined																							
	Strategy A										Strategy B								Strategy B3							
	Asian		Black		Latino		Native		White		Asian		Black		Latino		White		Asian		Black		Latino		White	
Mondo Letter Recognition	0.43	***	0.38	***	0.43	***	0.47	**	0.37	***	0.74	***	0.37	***	0.41	**	0.25	NS	-		-		-		-	
Mondo Letter Sound	0.75	***	0.72	***	0.88	***	0.79	***	0.79	***	0.56	***	0.34	**	0.42	**	0.44	**	-		-		-		-	
Mondo Print Concepts	0.59	***	0.51	***	0.59	***	0.53	***	0.46	***	0.65	***	0.37	***	0.47	***	0.30	**	-		-		-		-	
Mondo Phonemic Awareness	1.03	***	0.95	***	0.95	***	1.23	***	1.10	***	1.03	***	0.64	***	0.63	**	0.51	**	-		-		-		-	
Mondo Word Knowledge	1.00	***	0.99	***	0.99	***	0.94	***	1.02	***	1.03	***	1.07	***	1.16	***	1.11	***	-		-		-		-	
MCA	-		-		-		-		-		-		-		-		-		0.05	NS	0.05	NS	0.29	NS	0.59	NS
MAP	-		-		-		-		-		-		-		-		-		0.14	NS	0.05	NS	-0.75	***	-0.64	*
Total Literacy	-		-		-		-		-		-		-		-		-		-0.15	NS	0.39	*	0.33	NS	0.11	NS

Notes: (*) indicates differences are statistically significant to at least p < .05, (**) p<.01, and (***) p<.0001. (–) indicates assessment was not available for the strategy in that year. (NS) indicates non-significant gains. S in Strategies B and B3 are too small to analyze.

To what extent does participation in the Tutoring Partnership improve program quality as measured by Program Quality Assessment over time? Does this growth differ by strategy?

The PQA is composed of five domains and within each domain, there are multiple items that observers rate on a scale of one to five: 1-never happens for no children, 3-sometimes happens for a few children, and 5-always happens for all children. To calculate a domain scores, ratings from individual items within the domain are averaged. Strategy A programs received consistent Tutoring Partnership services across all years of this evaluation. Figure 11 shows the PQA scores for Strategy A programs per domain and across the years of this evaluation. In Year 3, Strategy A programs scored significantly lower than in Year 1 on the Academic Skills Building domain. As mentioned, this difference may be attributed to the changes in the PQA.

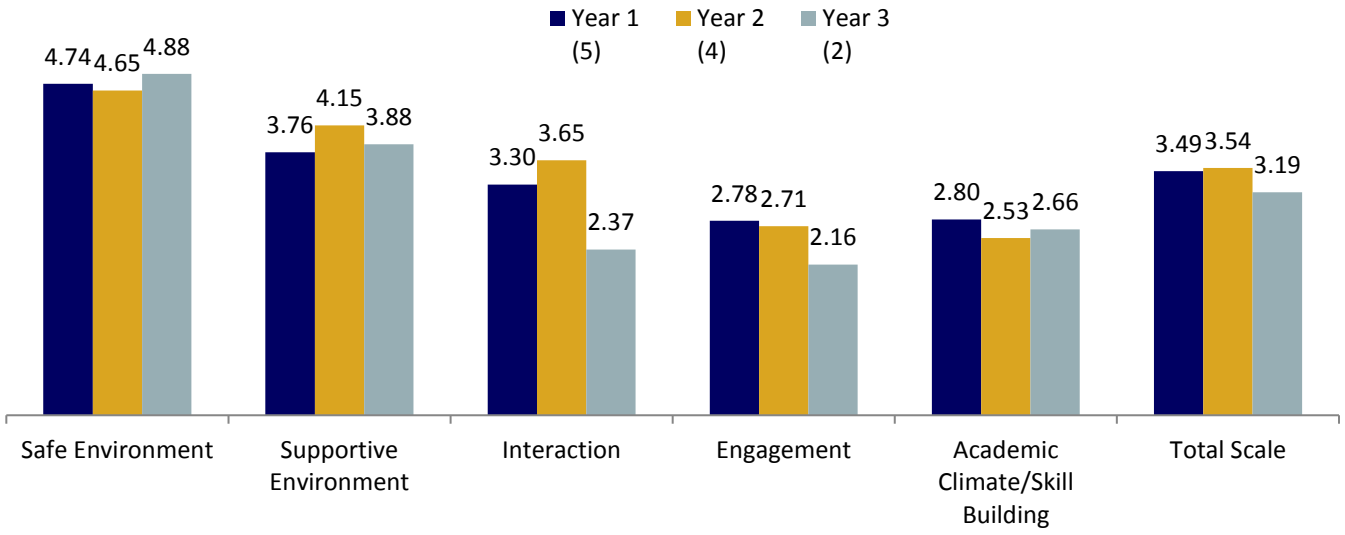
Figure 11. Strategy A PQA Scores per Domain and Year



Source: Program Quality Assessments, 2013-2016

While Strategy B programs received enhanced Tutoring Partnership services throughout the evaluation, there were no significant differences in any of the PQA domains (see Figure 12).

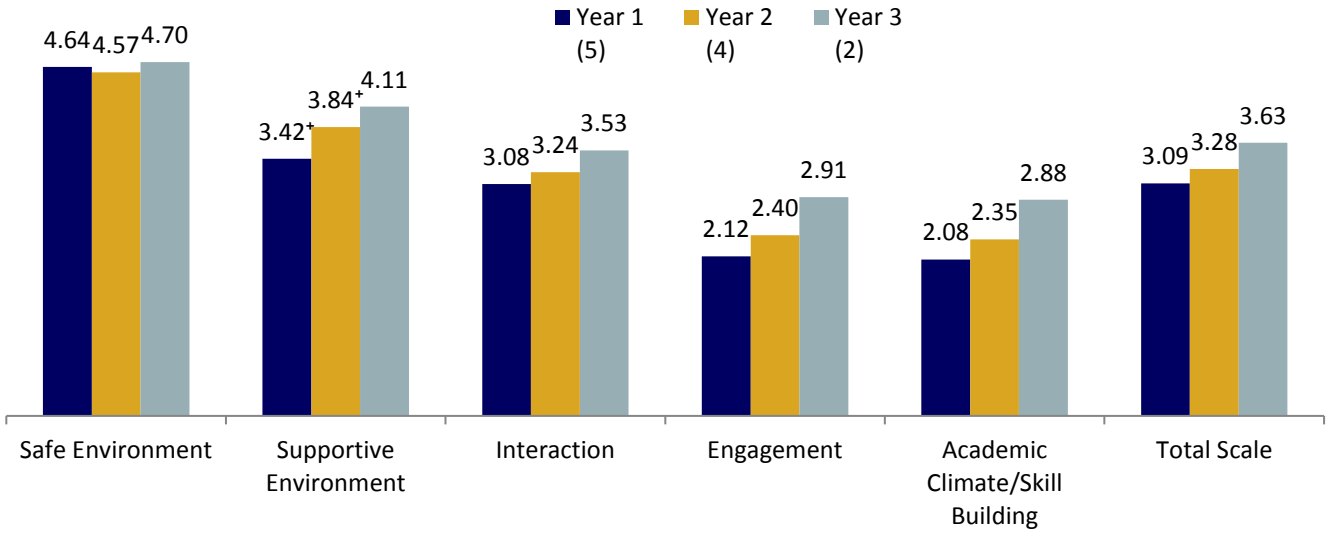
Figure 12. Strategy B PQA Scores per Domain and Year



Source: Program Quality Assessments, 2013-2016

Strategy B3 programs received no Tutoring Partnership services in Years 1 and 2. However, Strategy B3 programs began receiving enhanced Tutoring Partnership services in Year 3. As shown in the Supportive Environment domain in Figure 13, Strategy B3 program scored significantly higher in Year 3 than in Years 1 and 2.

Figure 13. Strategy B3 PQA Scores per Domain and Year



Source: Program Quality Assessments, 2013-2016

Summary of Program Quality Growth

Tutoring programs were observed at the site level in each strategy to determine year-by-year growth on the Program Quality Assessment. Based on the analysis of domain and total scale scores, programs in Strategy A maintain moderate-level quality throughout the SIF years. The analysis found a significant decline in the Academic Climate/Skills Building domain between Year 3 and Year 1, however, it is unknown if the site quality declined or it was challenging for the sites to meet the more rigorous items in the revised domain. Strategy B programs also maintained an overall moderate level of quality in each year. Programs in Strategy B3 saw a significant increase in the Supportive Environment domain overtime. While this is a promising finding given these programs had just one year of Tutoring Partnership services, the low number of programs observed (n=5, 4, 2) in each year means readers should interpret these results with caution.

Discussion of Outcome Findings

The Tutoring Partnership sought to improve tutoring program quality and positively affect student reading growth and proficiency. The outcome study examined confirmatory and exploratory questions about student growth in reading as well as an exploratory question about the change in tutoring program quality overtime. Significant findings include:

Overall

- Tutored students in Strategy A had significantly higher growth than the comparison group in all five Mondo subscales (Letter Recognition, Letter Sound, Print Concepts, Phonemic Awareness, and Word Knowledge) in Years 1 and 2. Strategy A tutored students also saw significant gains over the comparison students in three subscales in Year 3 (Letter Recognition, Letter Sound, and Print Concepts). Effect sizes ranged from 0.05 to 1.12.
- Tutored students in Strategy B had significantly higher growth in all five Mondo subscales in Year 2. Effect sizes for these students ranged from 0.62 to 1.43, representing larger growth than students in Strategy A. This was as expected since tutoring programs in Strategy B receive more intensive supports from the Tutoring Partnership.
- Tutored kindergarten students in Strategy B3 had significantly higher growth in Year 1 on the Total Literacy scale (a year when their programs were not participating in the Tutoring Partnership), and tutored students in Strategy B3 programs had greater growth on the MCA in Year 3 (a Tutoring Partnership year). The effect sizes were moderate for both significant findings (0.48, 0.54).

Low-Income Students

- Low-income and higher-income students tutored in Strategies A and B saw significant growth in reading skills. The magnitude of the effect sizes were different by Strategy, but there was not a consistent pattern of higher income students or low-income students making the greatest gains across assessments.
- In Strategy B3, low-income comparison group students had significantly greater gains than tutored students on the MAP assessment. Though the effect is in the small-moderate range (-0.23), this was an unexpected finding.

Race/Ethnicity Subgroups

- Tutored students from all racial/ethnic backgrounds in Strategy A made significantly greater gains than comparison students from the same racial/ethnic background on the five Mondo subscales. Effect sizes ranged from moderate (0.37) to large (1.23).
- Significant gains were also found for most subgroups tutored students in Strategy B on Letter Recognition Letter Sound, Print Concepts, Phonemic Awareness (Asian, black, Latino, and white), and Word Knowledge (Asian, Black, and Latino). Effect sizes for Strategy B were similar in magnitude to Strategy A, ranging from 0.37 to 1.16.
- Black students tutored in Strategy B3 programs made significantly greater gains on Total Literacy. This was the only race/ethnicity subgroup to have a significant gain on this assessment. The effect size was moderate (0.39).
- Latino and white students in the comparison group for Strategy B3 made significant gains over Latino and white tutored students on MAP (effect sizes, -0.75, -0.64). This was an unexpected result and the effect sizes are moderate.

Program Quality

- Programs in Strategy A saw a decline in the quality of Academic Climate/Skill Building from Year 1 to Year 3.
- Strategy B3 programs had a significant increase in the Supportive Environment domain, with the highest average score achieved in Year 3.

Overall, students enrolled in tutoring made greater gains in the year tutored than in years when they were not tutored. From this analysis, the presence of significantly greater gains did not vary by the student's family income or their racial/ethnic background. During the three years of the Tutoring Partnership funded through SIF, tutoring programs maintained a mid-range level of quality that did not substantially change overtime.

Conclusions and Limitations

Conclusions

Overall, tutoring programs were satisfied with the Tutoring Partnership services, and found them to be helpful to their programs. Programs found tutor training to be the most helpful service, however, it was not utilized by most tutors. For initiatives like the Tutoring Partnership, engaging tutors who may not be familiar with their services may be a difficult challenge. Initiatives and programs offering tutor training may need to provide additional incentives to entice tutors to training opportunities, make trainings highly practical and hands-on, and provide training at a variety of times and locations to boost training participation.

Requiring participation in Tutoring Partnership services increased uptake. Strategy B and Strategy B3 programs had requirements around their participation in Tutoring Partnership services. Thus, they had higher levels of participation in PD workshops and technical assistance services. Programs in Strategy A could opt-in to services, and tended to have lower levels of participation. Initiatives like the

Tutoring Partnership may consider the requirements of participating and the readiness to change, when they are working with programs on quality improvement.

Tutor and student demographics are not aligned. The Tutoring Partnership has a primary goal of closing the achievement gap that exists between low-income and high-income students, and between white students and students of color. While tutors were highly-educated, their language and racial/ethnic backgrounds did not match students they were working with who are primarily students of color, and more than 40 percent are English Language Learners. Students benefit when they receive instruction from someone of their racial, ethnic, or cultural background (Bixby et al., 2011). Efforts by the Tutoring Partnership to increase the cultural competency of tutoring programs and their tutors were just getting underway during the SIF grant. Tutoring programs should make an effort moving forward to continue building cultural competency, awareness of racial biases, and relationship building skills a key aspect of their training.

Overall, tutored students are making greater gains in the year they are tutored. These gains are present for low-income and higher-income students, and for students from different racial/ethnic backgrounds. Limitations in the sample sizes and sample demographics make it challenging to state whether one Tutoring Partnership strategy is more effective than another at producing these gains.

Programs maintained moderate levels of quality. Based on Program Quality Assessment scores, programs in all three strategies had moderate levels of quality in the three years of the SIF funding. It was difficult to determine changes in program quality because of limited sample sizes; further study into the associations of program quality to student outcomes will be of great benefit to the tutoring field.

Limitations

While the implementation study had few limitations, the outcome study grappled with several challenges.

First, students across samples were not equivalent in size. Findings tended to be positive for students in Strategy A. While some positive trends were seen for students in Strategy B and B3, limited significant findings were due at least in part to insufficient power. For both Strategies B and B3, particular subgroups could not be analyzed due to small sample sizes. Thus, the analyses for Strategies B and B3 should be interpreted as preliminary. Further study with larger sample sizes would greatly help our understanding of the change in student outcomes by strategy.

Second, student samples between strategy groups were not equivalent in terms of student demographics. In the Interim Impact Report for this study, we reported that the previous method of using propensity score matching to match students within and across strategies was unsuccessful. This was mostly due to the population differences from Saint Paul to Minneapolis. Even when comparing the demographics of students within the same city (Saint Paul) for Strategies A and B (see Table 13), there were differences in the racial/ethnic backgrounds of students in the programs in each strategy. While we did see significant growth in the year students were tutored, we have limited ability to detect differences in student outcomes that can be attributed to a given strategy.

Last, analysis is limited to the select academic outcomes assessed by the districts. No common measures were administered to students in kindergarten through fifth grade across district, except for the MCA. However, there was insufficient MCA data in Saint Paul in Year 2 to analyze growth in that measure. Moreover, some of the measures used in the analysis are curriculum-based instructional tools that were

not designed for research purposes. Greater comparability and variety in measures across districts would strengthen external validity (i.e., allow findings to be generalized more broadly). Including measures for different domains of student outcomes, such as social-emotional, behavioral, and/or interpersonal outcomes, would provide a more comprehensive picture of the role of tutoring in students' lives.

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Appendix A. Tutoring Partnership Staff Interview Protocol

We will start with a few questions about your role at the Tutoring Partnership:

Could you describe your roles and responsibilities related to the Tutoring Partnership? How long have you been involved with the program? Have you had other roles than the one you currently hold?

Great, the next few questions are to highlight your history and work with programs across the years.

b. Can you describe the history of how tutoring programs were invited to participate in the Tutoring Partnership? How do programs formally "JOIN" the partnership?
c. Probe: Did this change with the SIF grant? How have you seen the contract and funding for the four SIF subcontractor sites working? What was the intent behind this structure?
d. Probe: How did you decide which services would be "enhanced" for Strategy B vs. business as usual for Strategy A?

You delivery a wide variety of services to programs and we'd be interested in hearing more information about each. To facilitate that, we have a list of questions that we'd like to ask you about each service. Does that sound ok?

		How did you decide to make it required or optional?	How did you determine dosage goals?	Can you describe your efforts to maintain fidelity and consistency in delivering the various components? Are these efforts effective?	Strengths of TP approach	Limitations of TP approach
a	*Professional Development services*					
b	*Technical assistance*					
d	*Tutor trainings*					
e	*Communication with school districts*					
f	*Connections with organizations and*					

	Tutoring Partnership meetings					
g	*CQI services*					

e. Probe: Are there services that you wanted to add or make required at some point?
f. Do you ever see programs opting out of services that you believe would benefit them? What was your approach to that?

We'd like to talk about strategies and goals for the Tutoring Partnership and how they have changed overtime.

g. What would you say have been the top priorities of the Tutoring Partnership this year?
h. How were this year's priorities different than in years 1 or 2 of SIF?

We are nearing the end of the interview. I have some final questions for you about the overall perceptions of Tutoring Partnership over the past three years.

i. What have been the biggest successes of the program?
j. What have been the key challenges for the Tutoring Partnership program?
k. Have you seen differences in the four contractor programs participation as a result of the SIF enhanced partnership?
l. If you had to select the most important service that the Tutoring Partnership provides to improve program quality, what would it be? Most important service to improve student outcomes?
m. I would like to close by asking if you have any other information to add that you think is important for the evaluation of the Tutoring Partnership?

Appendix B. Tutoring Program Staff Interview

Interview Introduction:
Hello, my name is _____ and I'm here with _____. We're calling from Child Trends because we scheduled a phone interview for the purpose of the Tutoring Partnership SIF Evaluation. Are you still able to do the interview with me now? (if not, ask if there's a better time that works for them).

[Consent]

Thank you so much for taking the time to participate in this interview about the Tutoring Partnership. As a reminder, these interviews are a part of the SIF Evaluation funded by the Greater Twin Cities United Way. Thank you for recently completing the online survey, your responses were very helpful. The purpose of this interview is to ask you a few more in-depth questions about your program in relation to the Tutoring Partnership. In this interview, we will ask you a series of questions about your perceptions of the program and your experiences with program services and perceptions of Tutoring Partnership.

Please let me know if you are unfamiliar with a topic and we can move on to the next question. *We will not link your name directly with information in any reports or research papers*. Participation in the study is voluntary and refusal to participate will not affect your participation or standing in the Tutoring Partnership or with funders. At any time throughout the interview if you would rather not answer a question, let me know and we will move onto the next one. This interview will take about 45 minutes to complete. I will be asking you a series of questions and my colleague will type your responses as we go along. By continuing with the interview, you are consenting to participate in this study.

Do you have any questions before we begin?

[To be completed by interviewer]

Subject ID: ____
Date: _____ Interviewer:_____ Note taker:_____

[Interview]

Respondent-Level Questions

1. Could you confirm your title at your organization?
2. How long have you been involved in your program?
3. Could you describe your roles and responsibilities related to your work with the Tutoring Partnership?

Program-Level Questions

4. What have been the top priorities for your program this year?
    a. Probe: How do you set priorities for your program? What sources of information help you understand where you need to focus? How many sources of information do you need to report to?

We'd like to ask you a few questions to expand your responses to a few questions in the online survey.

5. In your opinion, what has been the role/purpose of the Tutoring Partnership for your program?
6. You indicated that you would recommend the Tutoring Partnership to other tutoring programs. What aspects of the TP make you likely to recommend it? Were there particular services/supports you would recommend? Why?

7. What has been the role/purpose of training at your program?
    a. Probe: why do you believe training is important?

8. You indicated that social/emotional learning is important to your organizational mission. Do you use a certain social/emotional curriculum? Do you require any social/emotional trainings, such as Behavior Management?
    a. Probe: What specific social/emotional skill does your program focus on? [Skills include self-awareness, self-management, social awareness, relationship skills, and responsible decision making]

9. You reported that tutors are supervised through observations, can you describe how this process more about this process. How often are observations completed? How will results of the observation be communicated? What kind of information is reported?
    a. Probe: Does your program provide training for site level staff on how to conduct observations?

Minneapolis Site Questions

10. What has it been like to expand the TP services to your Minneapolis sites?
11. What types of changes have they made in Minneapolis?
12. How would you describe the challenges faced in Minneapolis? Are the challenges similar to those experiences in Saint Paul Sites?

<u>Perceptions of TP</u>

13. Can you tell us more about how your program became involved with the Tutoring Partnership?
    a. Probes: When did you join? How were you invited to participate? Did you make a formal commitment? Do you formally recommit to the Partnership each year?

The Tutoring Partnership provides a variety of services to programs and we would like to ask you a few questions about your program's participation in services offered.

14. Some TP services are optional to programs and some are required. Can you describe how your program decided which Tutoring Partnership services that you would participate in within the last year? What has been the role/purpose of each TP service on your program within the last year?
    - Professional development (e.g., Strategic planning workshop, Cross Cultural Conflict workshop, Applying a Growth Mindset Workshop)
    - Technical assistance (e.g., onsite discussions about program changes, training plan support, improvement plan support, program consultation and coaching, requests for resources and research)
    - Volunteer recruitment
    - Tutor trainings (e.g., Tutoring Basics, ABCs of Reading, Adolescent Literacy, Everyday Math, Math in the Middle Grades)
    - Communication with school districts

- Connections with organizations
- Tutoring Partnership meetings (e.g., September kickoff, midyear networking lunch, year-end celebration)
- Continuous Quality Improvement (e.g., PQA external observations, Planning with Data, YPQA Basics)
- Evaluation support (e.g., AIMSWeb and FAST support, access to district data, Sprockets database support, data portfolios)

15. Have there been services offered that you chose not to participate in? Why? Were there any barriers to your participation?
16. [Note: only ask if interviewee has worked there for more than one year] How has your participation in the Tutoring Partnership services changed in the past 3 years?
17. What do you believe is the most important TP service provided to improve organizational capacity at your program? What is less important? [Organizational capacity is the ability for an organization to run smoothly. To do all the things that are important to their mission]
18. Thinking about all the changes you have made in your program during the Tutoring Partnership, what changes do you think were the easiest to make? What about the most challenging to make?
19. What changes or new strategies may be needed to support the continuation and improvement of your program?
20. What resources do you think is absolutely necessary for your program? [If money, how would you use it?]

We are nearing the end of the interview. I have some final questions for you about the Tutoring Partnership.

21. To what degree do you feel the goals of the Tutoring Partnership align with your program?
22. Probe: Are there aspects of the Tutoring Partnership that made your work more difficult or challenging?
23. Do you plan to grow the number of students served or your site locations? If so, what exactly do you plan on doing and when? If not, why not? What does growth mean for your program?
24. I would like to close by asking if you have any other information to add that you think is important for the evaluation of the Tutoring Partnership?

Those are all the questions I have for you! Is there anything else you'd like to add or that you think I may have missed?

Appendix C. Tutor Survey

Your tutoring program participates in a Twin Cities tutoring collaborative called the Tutoring Partnership. It is a group of 20 youth programs that all provide academic-skill building to students in the Twin Cities. The Tutoring Partnership provides training, coaching and support to these programs and their tutors in order to increase the quality of tutoring in our community.

This part of the survey is composed of three sections:

1. Tutoring information
2. Training participation and perceptions
3. Strengths and challenges

At the end of the survey, you will have the opportunity to enter a drawing for a $25 gift card as a token of appreciation for your time.

If you have any questions, you may contact the evaluation manager, Mallory Warner-Richter, at mwarnerrichter@childtrends.org or 612-331-2223 ext. 18.

Section 1: Tutoring Information

1. Please select your tutoring program
   [Dropdown list of choices]

2. How many students did you regularly tutor this year?
   1-5 students
   6-10 students
   11-15 students
   More than 15 students

3. Please select all grades that you tutored this year:

Pre-Kindergarten	6
Kindergarten	7
1	8
2	9
3	10
4	11
5	12

4. What are the primary academic subjects you focused on this year?
   Literacy
   Math
   Science
   Other (please specify)

5. What are the non-academic skills you focused on this year?
   Study habits

Self-regulation
Building student self-confidence
Organization
Being persistent when faced with a challenge
Increasing ability to focus on work
N/A - I did not work on these skills with my student(s).
Other (please specify)

6. How long have you tutored at your current program?
Less than 1 year
1 to 5 years
6 to 10 years
10 to 20 years
More than 20 years

7. About how many years of tutoring experience do you have?
Less than 1 year
1 to 5 years
6 to 10 years
11 to 20 years
More than 20 years

8. About how many years have your been working or volunteering in the education field?
Less than 1 year
1 to 5 years
6 to 10 years
11 to 20 years
More than 20 years

9. Are you currently or have you ever been a licensed teacher?
Yes
No

10. Are you a paid tutor?
Yes
No

Section 2: Training Participation and Perceptions

To access descriptions of Tutor Partnership trainings, please copy and paste the following link: http://sppsfoundation.org/volunteer/tutor-training

11. Please indicate which tutor trainings you attended in 2015-16 school year. If you did not participate in any trainings, please choose "N/A."
Advance Active Learning
Advance Planning & Reflection
Foundations of Intercultural Development (eLearning course)
Tutor Basics
Understanding Survival Based Youth
Behavior Management Tutor Training
Tutoring English Language Learners
ABCs of Reading Tutor Training (Grades K-4)
Literacy Skills for Early Readers (Grades Pre-K-2)

Comprehension Lesson for Early Readers (Grades K-4)
Middle Grades Matter: Adolescent Literacy Tutoring Training (Grades 5-8)
Elementary Math 2.0 Tutor Training (Grades K-5)
Math in the Middle Grades Tutor Training (Grades 6-8)
Math in the Middle Grades 2.0 Tutor Training (Grades 6-8)
N/A
Other (please specify)

12. How effective was the training in helping your abilities in these areas? If a description does not apply, please select "N/A."

	Very ineffective	Somewhat ineffective	Somewhat effective	Very effective	N/A
My comfort level interacting with other program staff, teachers, students, and families of diverse backgrounds.					
My ability to effectively tutor students.					
My comfort level managing students' problematic behaviors during tutoring sessions.					
My intentional interactions with tutored students.					
My ability to effectively tutor English Language Learners.					
My commitment to education.					

13. Please indicate how strongly you agree or disagree with the following statements.

	Strongly disagree	Disagree	Agree	Strongly agree
Tutoring has been a rewarding experience for me.				
I feel confident in my ability to implement research-based tutoring strategies.				
I believe I have helped students academically.				
Individualizing tutoring strategies based on the student's need is challenging.				
I find it difficult to align my tutoring intervention with district curriculum.				
I know how to create a lesson plan for a tutoring session.				

14. Please select the following statement that best describes the changes you've made in your work as a tutor since participating in trainings offered by your program this year.

I have not made any changes.
I've made minor changes.
I've made some changes.
I've made major changes.

15. How often did you apply something you learned from a tutor training to your work with students?

Never
Not often (once or twice)
Somewhat often (three or four times)
Very often (monthly or more)

16. How often did you use various supports that were available to help you change your work with

students?

	Never	Not often (once or twice)	Somewhat often (three or four times)	Very often (monthly or more)	N/A- This support was not offered to me
Materials from the training					
Advice from program staff					
Advice from other tutors					
My own experience in education					

Other (please specify)

17. What was the hardest to change? Please briefly describe why.

Section 3: Strengths and Challenges

18. What are your top three strengths as a tutor?

I keep my student on task.
I am culturally aware.
I can identify, create, and apply learning strategies to help students learn and reflect.
I meet students where they are (academically, emotionally).
I implement strategies such as question asking and reflection activities to successfully increase reading comprehension.
I'm good at building relationships.
I scaffold with students to build and develop their higher order thinking.
I show up to tutoring on a consistent, regular schedule.
I can successfully address key literacy skills for early readers (e.g. letter names, letter sounds, blending, etc.)
I explain things in different ways so the student understands.
I can manage behaviors using a strengths-based approach.
I bring humor and playfulness to tutoring sessions.
I address the needs of multilingual students.
I'm a good role model.
Other (please specify)

19. Please select all challenges that apply to your experiences during tutoring sessions.

Student is not motivated.
Student unwilling to do the work.
I feel upset by a student's behavior.
Student is often absent.
I don't know how to address a student's challenges.
Student struggles to stay on task.
Student struggles with new concepts.
Tutoring topics do not align with classroom lessons.
I don't have the skills to work with a particular student.
Student gets anxious.
Limited time during the school day.
Other (please specify)

20. What additional tutoring supports do you believe would be beneficial in the future?

More formal feedback/guidance from supervisor (e.g. results from formal observation)
Peer learning opportunities
More training dates/times
Additional non-academic trainings (e.g. social/emotional development or cultural sensitivity)
More planning/preparing time
More/new materials (e.g. books, white boards, markers)
Other (please specify)

21. Are there any other comments you would like to add about the support or your experience as a tutor?

Section 4: Demographics

22. Which of the following best describes your racial/ethnic group? (Please select all that apply)
Black or African American
White or Caucasian
Asian or Pacific Islander
Hispanic or Latino
American Indian or Alaska Native
Two or more races
Other (please describe)

23. What is the highest level of education you have attained?
Some High School
High School Diploma or GED
Some college, but no degree
Associate degree
Associate degree in Education or related field
Bachelor's Degree
Bachelor's Degree in Education or related field
Graduate Degree
Graduate Degree in Education or related field

24. What is your age?
Under 17 years old
18-24 years old
25-34 years old
35-44 years old
45-54 years old
55-64 years old
65-74 years old
75 years old or older

25. What language(s) do you speak at home most often with family members? (Please select all that apply)
English
Spanish
Hmong
Somali
Vietnamese
Lao
Arabic
Other (please specify)

Appendix D. Tutoring Program Staff Survey

Thank you for taking the time to complete this survey about your program. As part of the Social Innovation Fund grant evaluation, Greater Twin Cities United Way has partnered with Child Trends, a non-profit research organization, to conduct an independent evaluation of the Tutoring Partnership. As part of this evaluation, we are asking one key staff member from each program to respond on behalf of your program. The purpose of this survey is to collect systematic information about your tutoring programs during the 2015-16 school year and gain more detailed knowledge about how tutoring is working.

This survey has three parts:

1. Implementation of your model
2. Participation in the Tutoring Partnership
3. Experiences and perceptions of the Tutoring Partnership

This survey will take approximately 30 minutes to complete, and participation is voluntary. If you have any questions please feel free to contact Mallory Warner-Richter, Senior Research Analyst at Child Trends via email (mwarnerrichter@childtrends.org) or by phone (612) 331-2223 ex. 18.

Section 1: Program Information

1. Please select your program: [dropdown menu of programs]

2. In 2-3 sentences, please describe your organization's mission.

3. Please select the type of services provided by your program to tutored students (select all that apply).

Literacy tutoring
Math tutoring
Other tutoring (e.g., science, writing, foreign languages)
Homework help
Enrichment activities (e.g., physical education, dance, art)
Social/emotional learning
Parent education
Housing services
College prep/access services
Mentoring
Other (please specify)

4. To what degree are the services offered by your program important to your organization's mission?

	Very important	Important	Somewhat important	Not important	Service not offered
Literacy tutoring					
Math tutoring					
Other tutoring (e.g., science, writing, foreign language)					
Homework help					

Enrichment activities (i.e. physical education, dance, art, etc)					
Social/emotional learning					
Parent education					
Housing services					
College prep/access services					
Mentoring					
Other					

5. Please indicate your program's service location(s).
    In-school only
    Community-based only
    Both in-school and community based
    Other (please specify)

6. Please indicate the number of program staff and volunteer tutors at your program.
    Full-Time program staff (not including tutors): _____
    Part-Time program staff (not including tutors): _____
    Tutors (paid or volunteer): _____

7. Are your tutors paid or volunteers?
    All tutors are paid.
    More than half of tutors are paid.
    Less than half of tutors are paid.
    None of the tutors are paid.

8. What portion of your tutors are licensed teachers?
(i.e., have ever or currently hold a teaching license issued by the state)
    None of our tutors are licensed.
    Between 1-25% are licensed.
    Between 26-50% are licensed
    Between 51-75% are licensed
    Between 75-100% are licensed

9. Please indicate the average caseload for your tutors per year.
    1-5 students per tutor
    6-10 students per tutor
    11-20 students per tutor
    More than 20 students per tutor

10. Select all characteristics your organization considers when selecting tutors.
    Current teaching license
    Level of education
    Past experience
    Availability
    Cultural similarities with students served
    Student in education field
    Passion for the mission
    Interest in working directly with children
    Other (please specify)

11. What is the minimum level of education needed to be a tutor at your organization?

Some high school
High School Diploma or GED
Some college
Associates Degree
Bachelors Degree
Graduate Degree

Section 2: Program Model

12. Please rank the supports/resources that you believe is most helpful for tutors. If support/resources isn't offered, please select N/A.

Orientation (i.e., orientation to the site, program rules, responsibilities, etc.) N/A
Initial training (i.e., training on tutoring content, process, strategies, etc.) N/A
Ongoing trainings (i.e., trainings that occur throughout the program year) N/A
On-site tutor support N/A
Tutor manual/handbook N/A
Regular check-in meetings with program staff N/A
Observations of tutors to provide feedback and support N/A
Tutor recognition (i.e., awards, leadership roles, etc.) N/A

13. Please rank the supports/resources that you believe is results in change in tutor practice. If support/resources isn't offered, please select N/A.

Orientation (i.e., orientation to the site, program rules, responsibilities, etc.) N/A
Initial training (i.e., training on tutoring content, process, strategies, etc.) N/A
Ongoing trainings (i.e., trainings that occur throughout the program year) N/A
On-site tutor support N/A
Tutor manual/handbook N/A
Regular check-in meetings with program staff N/A
Observations of tutors to provide feedback and support N/A
Tutor recognition (i.e., awards, leadership roles, etc.) N/A

14. Indicate whether the following training topics are required, optional or not provided by your program.

Literacy interventions/strategies
Math interventions/strategies
Behavior management
Youth development
Cultural sensitivity
Social-emotional learning
Student assessment training
Other training (please specify if it is required or optional)

15. How are tutors supervised? (select all that apply)

Regular one-to-one meetings
Regular small group meetings (2-5 tutors)
Regular large group meetings (more than 5 tutors)
Observations
Other (please specify)

16. How frequently are the following group sizes are used to tutor your students?

	Never	Almost Never	Occasionally	Almost every time	Every time
One-on-one (1 tutor: 1 student)					

Small group tutoring (1 tutor: 2-5 students)					
Medium group tutoring (1 tutor: 6-9 students)					
Large group tutoring (1 tutor: 10 or more students)					

17. What is the average duration of time between the following events (please indicate number of days or weeks)

Duration between student referral and enrollment
Duration between enrollment and tutoring services
Duration between tutoring sessions (i.e., time elapsed between session 1 and session 2)

18. Are students ever placed on a wait list?

Yes
No

Name of curriculum/curricula:

19. Does your program use curriculum? If so, please include the name(s) in the comment box.

No, we do not use a curriculum.
Yes, we create our own curriculum.
Yes, we purchase a curriculum.

20. Please enter your program's start and end date for the 2015-2016 school year.

Start Date: _____
End Date: _____

21. How frequently does your program monitor student progress using student assessments or data systems?

Daily
Weekly
Monthly
Quarterly
Twice per year
Once per year
N/A - Our program does not use progress monitoring or data systems.

Please describe your progress monitoring tools or data systems (ex. tool name, who administers the tool)

Section 3: Dosage Targets

22. Please select the average number of minutes spent with students per tutoring session.

10 minutes or less
11-30 minutes
31-60 minutes
61-90 minutes
91-120 minutes
Greater than 120 minutes
Other (please specify)

23. Please briefly describe the challenges, if any, you encountered when trying to meet dosage targets.

Section 4: Tutoring Partnership Participation

24. Please rank the following Tutoring Partnership services in order of their effectiveness in making changes to your program? If services was not used, please select N/A.

A. Professional development (e.g., Strategic planning workshop, Cross Cultural Conflict workshop, Applying a Growth Mindset Workshop)
B. Technical assistance (e.g., onsite discussions about program changes, training plan support, improvement plan support, program consultation and coaching, requests for resources and research)
C. Volunteer recruitment
D. Tutor trainings (e.g., Tutoring Basics, ABCs of Reading, Adolescent Literacy, Everyday Math, Math in the Middle Grades)
E. Communication with school districts
F. Connections with organizations
G. Tutoring Partnership meetings (e.g., September kickoff, midyear networking lunch, year-end celebration)
H. Continuous Quality Improvement (e.g., PQA external observations, Planning with Data, YPQA Basics)
I. Evaluation support (e.g., AIMSWeb and FAST support, access to district data, Sprockets database support, data portfolios)

25. Please indicate your willingness to recommend the following Tutoring Partnership services to other tutoring organizations? If services were not used, please select N/A.

	Strongly do not recommend	Somewhat do not recommend	Somewhat recommend	Strongly recommend	N/A
Professional development (e.g., Strategic planning workshop, Cross Cultural Conflict workshop, Applying a Growth Mindset Workshop)					
Technical assistance (e.g., onsite discussions about program changes, training plan support, improvement plan support, program consultation and coaching, requests for resources and research)					
Volunteer recruitment					
Tutor trainings (e.g., Tutoring Basics, ABCs of Reading, Adolescent Literacy, Everyday Math, Math in the Middle Grades)					
Communication with school districts					
Connections with organizations					

Tutoring Partnership meetings (e.g., September kickoff, midyear networking lunch, year-end celebration)					
Continuous Quality Improvement (e.g., PQA external observations, Planning with Data, YPQA Basics)					
Evaluation support (e.g., AIMSWeb and FAST support, access to district data, Sprockets database support, data portfolios)					

26. Does your program collaborate and/or continuously communicate with other tutoring organizations? If so, please describe below.

Yes
No
Please briefly describe your collaboration and/or communication with other tutoring organizations.

27. Is your program a SIF contractor program?

Yes
No

Section 5: SIF Contractor Experiences (Only SIF Contractor Programs)

28. As a SIF contractor, your program receives additional funding as part of the Tutoring Partnership. Please describe how you have used your funds in the 2015-2016 school year.

29. What specific changes have you made as a result of these additional funds?

Section 6: Perceptions

30. Please rate the level of importance for the following list of activities.

	Not at all important	Slightly important	Moderately important	Extremely important
Using data for quality improvement				
Adopting standards and aligning assessment tools				
Supporting the orientation, training, and development of tutors				
Providing and participating in ongoing training and coaching to staff members				
Establishing processes for connecting with families and the community				
Establishing processes for connecting with schools and teachers				

31. Please indicate how strongly you agree or disagree with the following statements

	Strongly disagree	Disagree	Agree	Strongly agree
I believe my program is of higher quality because we participated in the Tutoring Partnership.				
My experience with the Tutoring Partnership has been what I expected.				
I believe that continuous quality improvement activities are important for my program to successfully tutor students.				
I would recommend that other programs join the Tutoring Partnership.				
Collaboration and communication among tutoring organizations is beneficial to all participating programs.				
The primary purpose of the Tutoring Partnership is to support programs by helping them achieve program quality goals.				
We have made changes to our program as a result of joining the Tutoring Partnership.				

32. In the 2015-16 school year, what was one change your program made that you believe had the biggest benefit to children?

33. In the 2015-16 school year, what aspect of your program was the most difficult to change and why?

34. Please describe any plans to sustain changes your program has made during your time in the Tutoring Partnership.

35. Are there any other comments you would like to add about the Tutoring Partnership or your experience in the partnership?

Appendix E. Professional Development Workshops by SIF Years Offered

	Year 1	Year 2	Year 3
Tutoring Partnership Meetings			
Tutoring Partnership Celebration	x	x	x
Tutoring Partnership Annual Fall Kick-Off	x	x	x
Tutoring Partnership Luncheon		x	x
SIF Contractor Meetings			
SIF Contractor: Creating a Development Tutor Training Plan	x		
SIF Convening			x
PQA Workshops			
YPQA Basics for Self-Assessment	x	x	x
Best Practices in ASB	x		
ASB PQA Webinar		x	x
Mini PQA Basics			x
Mini PQA Basics for Self-Assessment			x
PQA Self-Assessment Brown Bag			x
SEL Workshop: Applying Growth Mindset			x
Planning and Reflection			x
Reporting and Assessment Workshops			
AIMSweb Reporting	x	x	
AIMSweb Student Assessment	x		
FAST Training			x
FAST Assessment			x
Program Evaluation Workshops			
Program Evaluation as a Tool		x	
Program Evaluation Brown Bag		x	
Math Workshops			
Math Summit		x	
Math Networking Meeting			x
Organizational Management Workshops			
Program Level			
Planning with Data	x	x	x
Developing a Logic Model	x		
Cultural Competency for Management	x		
Theory of Change		x	
Microsoft Excel Training		x	
Strategic Planning for Nonprofits			x
Cross Cultural Conflict			x
Tutor Level			
Volunteer Management Brown Bag	x	x	x
Tutor as Mentors	x		
Cultural Competency for Direct Service Staff	x		
Quality Coaching		x	

	Year 1	Year 2	Year 3
Training with Intention		x	
Student Level			
Youthprise Convening	x		
Tutoring English Language Learners	x		
Family Level			
Family Engagement	x		
Parent Academy	x		

Appendix F. Professional Development Attendance per Strategy

	Year One				Year Two				Year Three			
	Strategy A		Strategy B/B3		Strategy A		Strategy B/B3		Strategy A		Strategy B/B3	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Tutoring Partnership Meetings	**45**	**51%**	**14**	**36%**	**28**	**47%**	**18**	**78%**	**68**	**72%**	**31**	**70%**
Tutoring Partnership Celebration	28	31%	9	23%	20	34%	9	39%	18	19%	10	23%
Tutoring Partnership Annual Fall Kick-Off	17	19%	5	13%	N/A	N/A	N/A	N/A	31	33%	13	30%
Tutoring Partnership Luncheon	N/A	N/A	N/A	N/A	8	14%	9	39%	19	20%	8	18%
SIF Contractor Meetings	**N/A**	**N/A**	**11**	**28%**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**11**	**25%**
SIF Contractor: Creating a Development Tutor Training Plan	N/A	N/A	11	28%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SIF Convening	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	11	25%
PQA Workshops	**35**	**39%**	**18**	**46%**	**77**	**131%**	**17**	**74%**	**74**	**78%**	**54**	**123%**
YPQA Basics for Self-Assessment	32	36%	17	44%	39	66%	3	13%	12	13%	10	23%
Planning with Data	16	18%	18	46%	36	61%	16	70%	13	14%	8	18%
Best Practices in ASB	3	3%	1	3%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ASB PQA Webinar	N/A	N/A	N/A	N/A	38	64%	14	61%	32	34%	17	39%
Mini PQA Basics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	4%	0	0%
Mini PQA Basics for Self-Assessment	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	4%	10	23%

	Year One				Year Two				Year Three			
	Strategy A		Strategy B/B3		Strategy A		Strategy B/B3		Strategy A		Strategy B/B3	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
PQA Self-Assessment Brown Bag	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	16	17%	10	23%
SEL Workshop: Applying Growth Mindset	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	4%	6	14%
Planning and Reflection	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	2	2%	1	2%
Reporting and Assessment Workshops	**23**	**26%**	**39**	**100%**	**17**	**29%**	**1**	**4%**	**30**	**32%**	**10**	**23%**
AIMSweb Reporting	9	10%	8	21%	17	29%	1	4%	N/A	N/A	N/A	N/A
AIMSweb Student Assessment	14	16%	31	79%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
FAST Training	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	15	16%	10	23%
FAST Assessment	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	15	16%	0	0%
Program Evaluation Workshops	**N/A**	**N/A**	**N/A**	**N/A**	**15**	**25%**	**12**	**52%**	**N/A**	**N/A**	**N/A**	**N/A**
Program Evaluation as a Tool	N/A	N/A	N/A	N/A	13	22%	9	39%	N/A	N/A	N/A	N/A
Program Evaluation Brown Bag	N/A	N/A	N/A	N/A	2	3%	3	13%	N/A	N/A	N/A	N/A
Math Workshops	**N/A**	**N/A**	**N/A**	**N/A**	**8**	**14%**	**5**	**22%**	**4**	**4%**	**6**	**14%**
Math Summit	N/A	N/A	N/A	N/A	8	14%	5	22%	N/A	N/A	N/A	N/A
Math Networking Meeting	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	4%	6	14%
Organizational Management Workshops	**90**	**101%**	**52**	**133%**	**89**	**151%**	**63**	**274%**	**33**	**35%**	**34**	**77%**
Program Level	**32**	**36%**	**27**	**69%**	**60**	**102%**	**23**	**100%**	**29**	**31%**	**32**	**73%**
Developing a Logic Model	1	1%	0	0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Cultural Competency for Management	15	17%	9	23%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Theory of Change	N/A	N/A	N/A	N/A	16	27%	4	17%	N/A	N/A	N/A	N/A

	Year One				Year Two				Year Three			
	Strategy A		Strategy B/B3		Strategy A		Strategy B/B3		Strategy A		Strategy B/B3	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Microsoft Excel Training	N/A	N/A	N/A	N/A	8	14%	3	13%	N/A	N/A	N/A	N/A
Strategic Planning for Nonprofits	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	3	3%	8	18%
Cross Cultural Conflict	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	13	14%	16	36%
Tutor Level	**45**	**51%**	**21**	**54%**	**29**	**49%**	**40**	**174%**	**4**	**4%**	**2**	**5%**
Volunteer Management Brown Bag	8	9%	5	13%	14	24%	9	39%	4	4%	2	5%
Tutor as Mentors	10	11%	12	31%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Cultural Competency for Direct Service Staff	27	30%	4	10%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Quality Coaching	N/A	N/A	N/A	N/A	15	25%	13	57%	N/A	N/A	N/A	N/A
Training with Intention	N/A	N/A	N/A	N/A	0	0%	18	78%	N/A	N/A	N/A	N/A
Student Level	**13**	**15%**	**4**	**10%**	**0**	**0%**	**0**	**0%**	**0**	**0%**	**0**	**0%**
Youthprise Convening	9	10%	4	10%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Tutoring English Language Learners	4	4%	0	0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Family Level	**14**	**16%**	**11**	**28%**	**0**	**0%**	**0**	**0%**	**0**	**0%**	**0**	**0%**
Family Engagement	10	11%	5	13%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Parent Academy	4	4%	6	15%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total	**89**	**100%**	**39**	**100%**	**59**	**100%**	**23**	**100%**	**95**	**100%**	**44**	**100%**
Participants that attended more than one workshop	40	45%	24	62%	48	81%	20	87%	78	82%	25	57%

Appendix G. Technical Assistance Usage per Strategy

	Year One				Year Two				Year Three			
	Strategy A (n=141 sessions)		Strategy B/B3 (n=116 sessions)		Strategy A (n=161 sessions)		Strategy B/B3 (n=90 sessions)		Strategy A (n=140 sessions)		Strategy B/B3 (n=58 sessions)	
	Total (hours)	Average (min)	Total (hours)	Average (min)	Total (hours)	Average (min)	Total (hours)	Average (min)	Total (hours)	Average (min)	Total (hours)	Average (min)
Resource Development	25.4	42.4	54.7	71.3	10.2	32.11	6.3	38.00	10.8	37.94	3.5	30.00
Partnership Development	7.0	38.2	4.9	42.1	9.3	46.67	7.0	52.50	15.9	63.67	3.3	48.75
Evaluation	20.8	31.1	14.0	46.7	32.4	55.57	18.8	80.36	14.4	39.31	7.3	48.33
YPQI	21.5	71.7	18.7	93.3	70.0	70.0	45.1	77.29	72.9	89.29	28.7	90.53
Program Observation	1.8	35.0	1.5	90.0	N/A	N/A	N/A	N/A	5.0	150.0	0.0	0.0
Program Development	29.6	59.2	27.8	59.5	32.3	55.43	27.5	71.74	31.2	55.14	17.3	54.74
Other	1.0	20.0	1.8	27.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	**107.0**	**45.5**	**123.3**	**63.8**	**154.3**	**57.5**	**104.7**	**69.8**	**151.2**	**64.8**	**60.0**	**62.1**

Source: Tutoring Partnership Technical Assistance Records 2013-2016. The n-value represents the total number of TA sessions per strategy and year.

Appendix H. Tutor Training Attendance per Strategy

	Year 1						Year 2						Year 3					
	Strategy A			Strategy B/B3			Strategy A			Strategy B/B3			Strategy A			Strategy B/B3		
	Total Tutors	n	%	Total Tutors	n	%	Total Tutors	n	%	Total Tutors	n	%	Total Tutors	n	%	Total Tutors	n	%
Literacy Tutor Training		**30**	**4%**		**52**	**29%**		**93**	**10%**		**43**	**23%**		**89**	**10%**		**36**	**20%**
ABCs of Reading (Grades K-5)		10	1%		4	2%		33	4%		15	8%		35	4%		12	7%
Literacy Skills for Early Readers (Grades Prek-2)		6	1%		32	18%		29	3%		18	10%		19	2%		16	9%
Comprehension Lessons for Early Readers (Grades Prek-4)		5	1%		14	8%		25	3%		9	5%		22	3%		5	3%
Adolescent Literacy Training		9	1%		2	1%												
Middle Grades Matter: Adolescent Literacy Tutor Training								6	1%		1	1%		13	2%		3	2%
Math Tutor Training	**731**	**17**	**2%**	**179**	**9**	**5%**	**926**	**54**	**6%**	**183**	**42**	**23%**	**850**	**20**	**2%**	**183**	**61**	**33%**
Math in the Middle Grades (Grades 6-8)		8	1%		5	3%		27	3%		21	11%		5	1%		18	10%
Everyday Math Tutor Training		9	1%		4	2%		19	2%		21	11%						
Math in the Middle Grades 2.0 (Grades 6-8)								8	1%		0	0%		13	2%		3	2%
Elementary Math (Grades K-5)														0	0%		34	19%
Elementary Math 2.0 (Grades K-5)														2	0%		6	3%
General Tutor Training		**47**	**6%**		**39**	**22%**		**219**	**24%**		**106**	**58%**		**284**	**33%**		**254**	**139%**
Tutoring Basics (All grades)		22	3%		28	16%		149	16%		43	23%		83	10%		99	54%
Understanding Survival-Based Youth (All grades)		10	1%		5	3%		12	1%		29	16%		8	1%		10	5%

Behavior Management (All grades)		11	2%		5	3%		36	4%		28	15%		12	1%		84	46%
Quality Toolkit: Active Learning/ Advanced Active Learning		3	0%		1	1%								8	1%		20	11%
Quality Toolkit: Reframing Conflict		1	0%		0	0%												
Tutoring English Language Learners (All grades)								22	2%		6	3%		31	4%		4	2%
Advanced Planning and Reflection														9	1%		0	0%
eLearning Course: Foundation of Intercultural Competency (ongoing course)														133	16%		37	20%
Total		**58**	**8%**		**55**	**31%**		**203**	**22%**		**124**	**68%**		**300**	**35%**		**331**	**181%**
Participants that attended more than one training		14	2%		27	15%		88	10%		40	22%		39	5%		67	37%

Appendix I. Tutoring Partner Self-Assessment of Best Practices 2015-16

1. Tutoring Partner Self-Assessment of Best Practices

The purpose of this survey is to give you an opportunity to look more deeply into how your program implements best practices. We encourage you to have a conversation with your team (if applicable) about your responses to provide a richer reflection and a more accurate assessment.

The results for your individual programs will remain confidential; the Foundation will use aggregate results to evaluate the Tutoring Partnership and its services to partners.

Please complete this survey reflecting back on the 2015-2016 programming year. See the Best Practices Guide for more information on the specific indicators if needed.

1. Please list your name and the name of your program
Program name:
Staff name (staff member
completing the self-assessment):
Position title:

2. Best Practice: Organizational Management

1. Our tutoring program's mission statement clearly communicates what the program aspires to accomplish.
Strongly Disagree Disagree Neutral Agree Strongly Agree
Comments:

2. Is this indicator important to you?
Yes No
Comments:

3. Our tutoring program is aligned with the supporting organization’s mission.
Strongly Disagree Disagree Neutral Agree Strongly Agree
Comments:

4. Is this indicator important to you?
Yes No
Comments:

5. Our programmatic activities are aligned with the organization's strategic plan.
Strongly Disagree Disagree Neutral Agree Strongly Agree
Comments:

6. Is this indicator important to you?
Yes No
Comments:

7. Our tutoring program has a yearly project-specific work plan that accurately reflects program goals, activities and responsibilities.
Strongly Disagree Disagree Neutral Agree Strongly Agree
Comments:

8. Is this indicator important to you?
Yes No
Comments:

9. Our organization provides management and staff with opportunities for professional and skill development, as well as performance appraisals.
Strongly Disagree Disagree Neutral Agree Strongly Agree
Comments:

10. Is this indicator important to you?
Yes No
Comments:

11. Our organization supports the development of management skills for * program leadership.
Strongly Disagree Disagree Neutral Agree Strongly Agree
Comments:

12. Is this indicator important to you?
Yes No
Comments:

3. Best Practice: Cultural Proficiency

1. Our tutoring program prioritizes cultural proficiency to effectively meet the diverse needs of all students.
Strongly Disagree Disagree Neutral Agree Strongly Agree
Comments:

2. Is this indicator important to you?
Yes No
Comments:

3. Our tutoring program prioritizes selecting staff and tutors who are culturally competent.
Strongly Disagree Disagree Neutral Agree Strongly Agree
Comments:

4. Is this indicator important to you?
Yes No
Comments:

5. Our tutoring program provides initial cultural competency training.
Strongly Disagree Disagree Neutral Agree Strongly Agree
Comments:

6. Is this indicator important to you?
Yes No
Comments:

7. Our tutoring program provides ongoing training to support cultural proficiency.
Strongly Disagree Disagree Neutral Agree Strongly Agree
Comments:

8. Is this indicator important to you?
Yes No
Comments:

4. Best Practice: Student Recruitment and Management

1. Our tutoring program has a clearly defined target group.
Strongly Disagree Disagree Neutral Agree Strongly Agree
Comments:

2. Is this indicator important to you?
Yes No
Comments:

3. Our tutoring program implements a plan to recruit student participants.
Strongly Disagree Disagree Neutral Agree Strongly Agree
Comments:

4. Is this indicator important to you?
Yes No
Comments:

5. Our tutoring program has a standard process for enrolling or registering new students.
Strongly Disagree Disagree Neutral Agree Strongly Agree
Comments:

6. Is this indicator important to you?
Yes No
Comments:

7. Our tutoring program promotes high student attendance and participation throughout the year.
Strongly Disagree Disagree Neutral Agree Strongly Agree
Comments:

8. Is this indicator important to you?
Yes No
Comments:

9. Our tutoring program has a student retention plan, including specific goals for participation in tutoring
program from year to year.
Strongly Disagree Disagree Neutral Agree Strongly Agree
Comments:

10. Is this indicator important to you?
Yes No
Comments:

5. Best Practice: Tutor Recruitment and Management

1. Our tutoring program implements a tutor recruitment plan.
Strongly Disagree Disagree Neutral Agree Strongly Agree
Comments:

2. Is this indicator important to you?
Yes No
Comments:

3. Our tutoring program establishes a tutor screening policy which includes background and reference checks.
Strongly Disagree Disagree Neutral Agree Strongly Agree
Comments:

4. Is this indicator important to you?
Yes No
Comments:

5. Our tutoring program selects tutors who are appropriate for the student target groups.
Strongly Disagree Disagree Neutral Agree Strongly Agree
Comments:

6. Is this indicator important to you?
Yes No
Comments:

7. Our tutoring program has a designated staff member who provides support, guidance and feedback to tutors.
Strongly Disagree Disagree Neutral Agree Strongly Agree
Comments:

8. Is this indicator important to you?
Yes No
Comments:

9. Our tutoring program has a tutor retention plan, including specific goals for long-term involvement.
Strongly Disagree Disagree Neutral Agree Strongly Agree
Comments:

10. Is this indicator important to you?
Yes No
Comments:

11. Our program holds tutor appreciation or recognition events.
Strongly Disagree Disagree Neutral Agree Strongly Agree
Comments:

12. Is this indicator important to you?
Yes No
Comments:

6. Best Practice: Tutor Training

1. Our tutoring program prioritizes tutor training by implementing a comprehensive training plan.
Strongly Disagree Disagree Neutral Agree Strongly Agree
Comments:

2. Is this indicator important to you?
Yes No
Comments:

3. Our tutoring program requires an initial program orientation for every tutor.
Strongly Disagree Disagree Neutral Agree Strongly Agree
Comments:

4. Is this indicator important to you?
Yes No
Comments:

5. Our tutoring program requires initial training for every tutor.
Strongly Disagree Disagree Neutral Agree Strongly Agree
Comments:

6. Is this indicator important to you?
Yes No
Comments:

7. Our tutoring program provides ongoing training and professional development opportunities for tutors.
Strongly Disagree Disagree Neutral Agree Strongly Agree
Comments:

8. Is this indicator important to you?
Yes No
Comments:

7. Tutoring Intervention

1. Student participants attend tutoring frequently and consistently with a minimum of 90 minutes per week.
Strongly Disagree Disagree Neutral Agree Strongly Agree
Comments:

2. Is this indicator important to you?
Yes No
Comments:

3. Our tutoring interventions are tailored to individual student needs and progress.
Strongly Disagree Disagree Neutral Agree Strongly Agree
Comments:

4. Is this indicator important to you?
Yes No
Comments:

5. Our tutoring program provides a lesson plan or outline for each tutoring session.
Strongly Disagree Disagree Neutral Agree Strongly Agree
Comments:

6. Is this indicator important to you?
Yes No
Comments:

7. Our program's tutoring interventions are aligned with school district curriculum.
Strongly Disagree Disagree Neutral Agree Strongly Agree
Comments:

8. Is this indicator important to you?
Yes No
Comments:

9. Our tutoring program implements low student-tutor ratios to foster positive relationships.
Strongly Disagree Disagree Neutral Agree Strongly Agree
Comments:

10. Is this indicator important to you?
Yes No
Comments:

8. Best Practice: Engagement with Families, Schools, and Communities

1. Our tutoring program is committed to partnering with families, schools, and community.
Strongly Disagree Disagree Neutral Agree Strongly Agree
Comments:

2. Is this indicator important to you?
Yes No
Comments:

3. Our tutoring program communicates and engages regularly with families.
Strongly Disagree Disagree Neutral Agree Strongly Agree
Comments:

4. Is this indicator important to you?
Yes No
Comments:

5. Our tutoring program communicates and engages regularly with schools.
Strongly Disagree Disagree Neutral Agree Strongly Agree
Comments:

6. Is this indicator important to you?
Yes No
Comments:

7. Our tutoring program communicates and engages regularly with community partners.
Strongly Disagree Disagree Neutral Agree Strongly Agree

Comments:

8. Is this indicator important to you?
Yes No
Comments:

9. Best Practice: Evaluation

1. Our tutoring program promotes a culture of evaluation.
Strongly Disagree Disagree Neutral Agree Strongly Agree
Comments:

2. Is this indicator important to you?
Yes No
Comments:

3. Our tutoring program uses evaluation results to continually improve the quality and effectiveness of its tutoring.
Strongly Disagree Disagree Neutral Agree Strongly Agree
Comments:

4. Is this indicator important to you?
Yes No
Comments:

5. Our tutoring program has a logic model that aligns program activities with expected outcomes.
Strongly Disagree Disagree Neutral Agree Strongly Agree
Comments:

6. Is this indicator important to you?
Yes No
Comments:

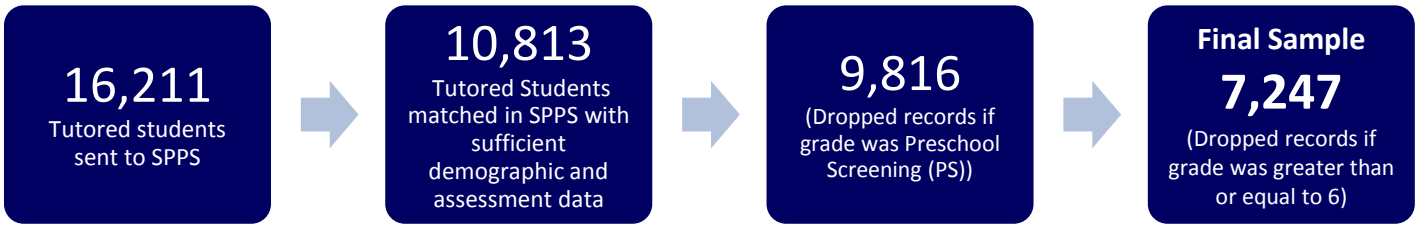
7. Our tutoring program uses an evaluation plan that clearly outlines how it measures student outcomes.
Strongly Disagree Disagree Neutral Agree Strongly Agree
Comments:

8. Is this indicator important to you?
Yes No
Comments:

Appendix J: Cleaning Procedures and Sampling Decisions

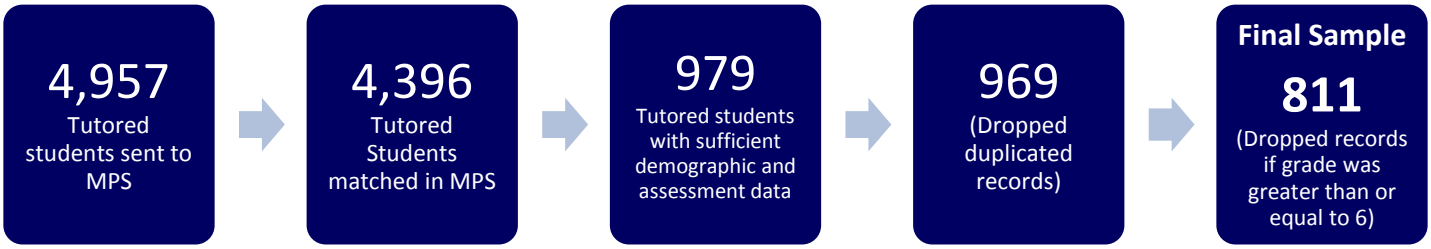
The figures below describe how the sample size changed throughout the cleaning procedures. For Strategy A and B programs located in Saint Paul, 16,211 cases from the student rosters were sent to Saint Paul Public Schools research staff. After the matching process, 10,813 cases came back with sufficient demographic and assessment data for analysis. Cases were dropped if the grade indicated they were preschool students (9,816 remained), and finally, cases were dropped if the grade was between 6-12th grade. The final sample for Strategy A and B was 7,247 students.

Figure 14. Flow of Strategy A and Strategy B Tutored Students (Saint Paul)



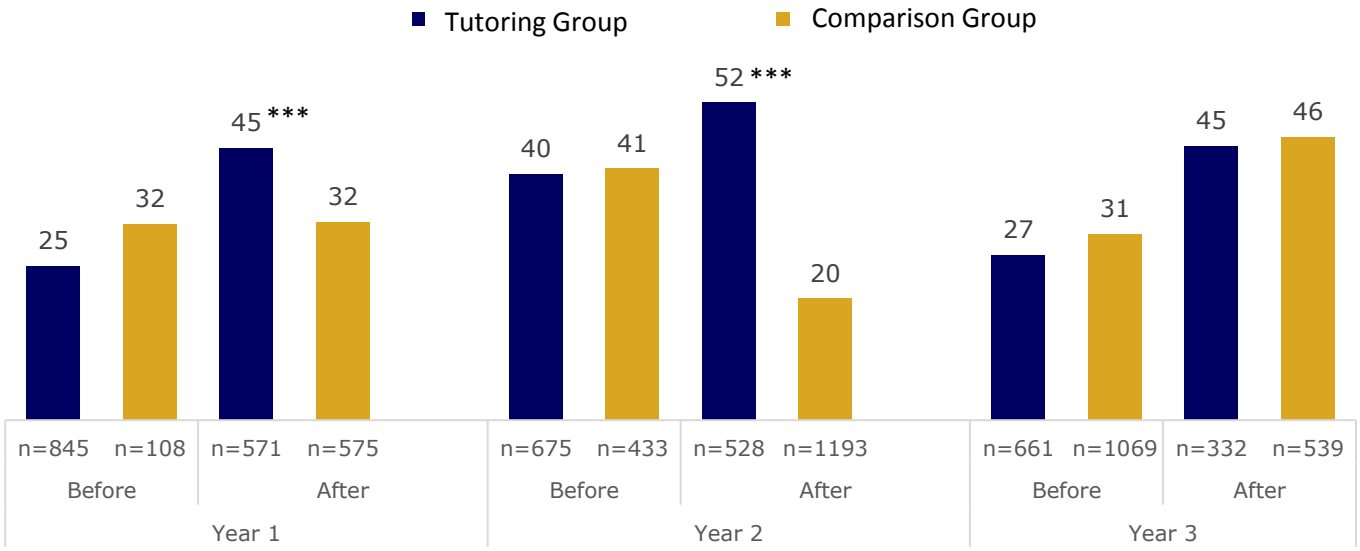
A roster of 4,957 cases was sent to Minneapolis Public Schools research staff. After conducting the matching procedure, 4,396 cases were returned to Child Trends. Of those 979 had sufficient demographic and assessment data for analysis. Ten cases were dropped because they were duplicated records of the same student, and students in grades 6-12th grade were also dropped. The final sample for Strategy B3 in Minneapolis was 811 students.

Figure 15. Flow of Strategy B3 Tutored Students (Minneapolis)



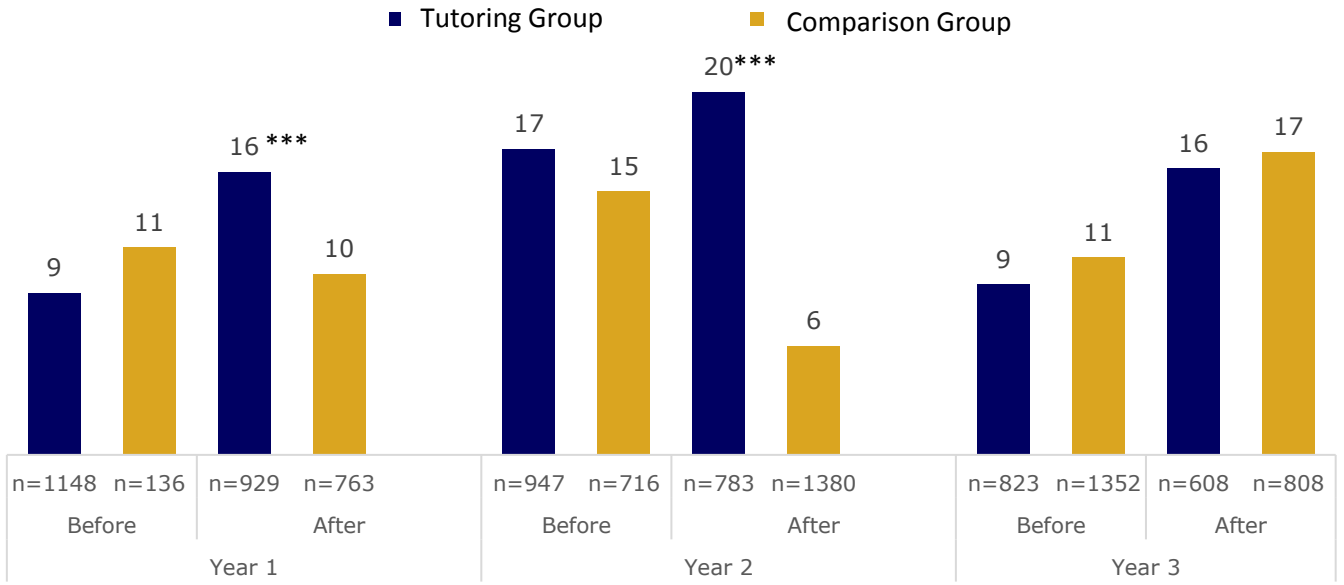
Appendix K. Assessment Outcome Data Figures

Figure 16. Strategy A Before and After Tutoring Comparison of Mondo Phonemic Awareness Scores per year (Scale 0-52)



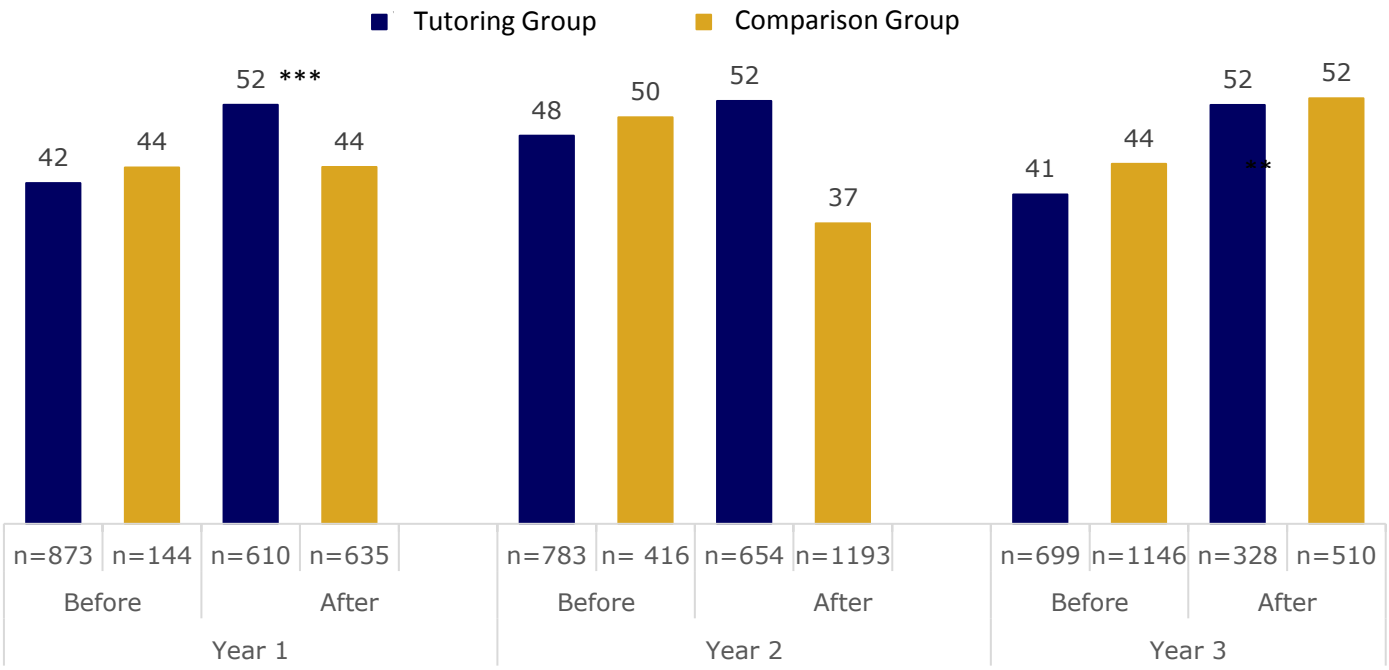
Note: Values are predicted means after adjusting for covariates. (*) indicates differences are statistically significant to at least p < .05, (**) p<.01, and (***) p<.0001. Data Source: District Research, Evaluation and Assessment Department.

Figure 17. Strategy A Before and After Tutoring Comparison of Mondo Word Knowledge Scores per year (Scale 0-20)



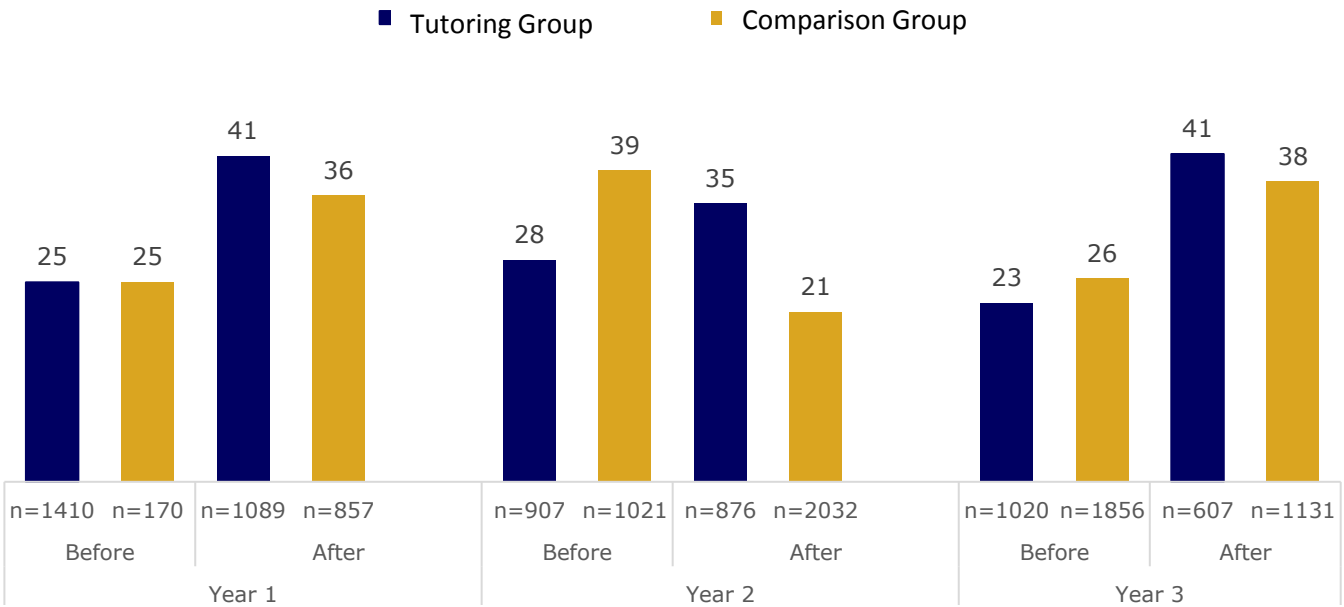
Note: Values are predicted means after adjusting for covariates. (*) indicates differences are statistically significant to at least p < .05, (**) p<.01, and (***) p<.0001. Data Source: District Research, Evaluation and Assessment Department.

Figure 18. Strategy A Before and After Tutoring Comparison of Mondo Letter Recognition Fall to Spring Gains by year (Scale 0-52)



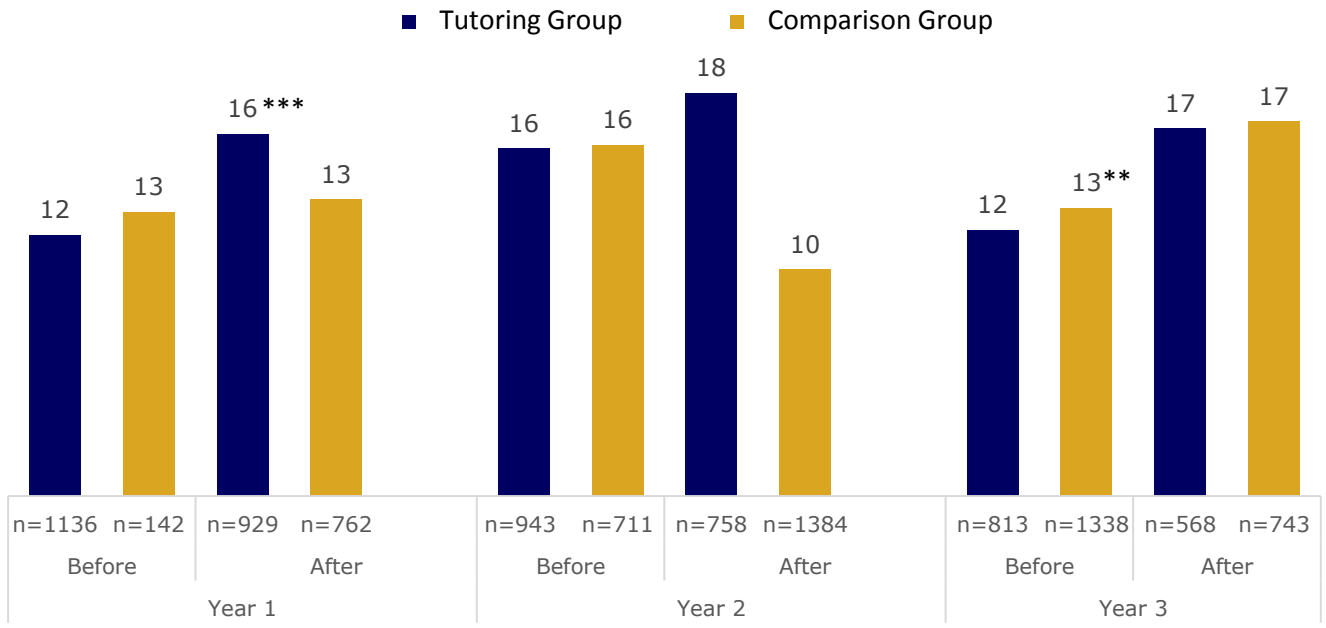
Note: Values are predicted means after adjusting for covariates. (*) indicates differences are statistically significant to at least p < .05, (**) p<.01, and (***) p<.0001. Data Source: District Research, Evaluation and Assessment Department.

Figure 19. Strategy A Before and After Tutoring Comparison of Mondo Letter-Sound Correspondence Fall to Spring Gains by year (Scale 0-55)



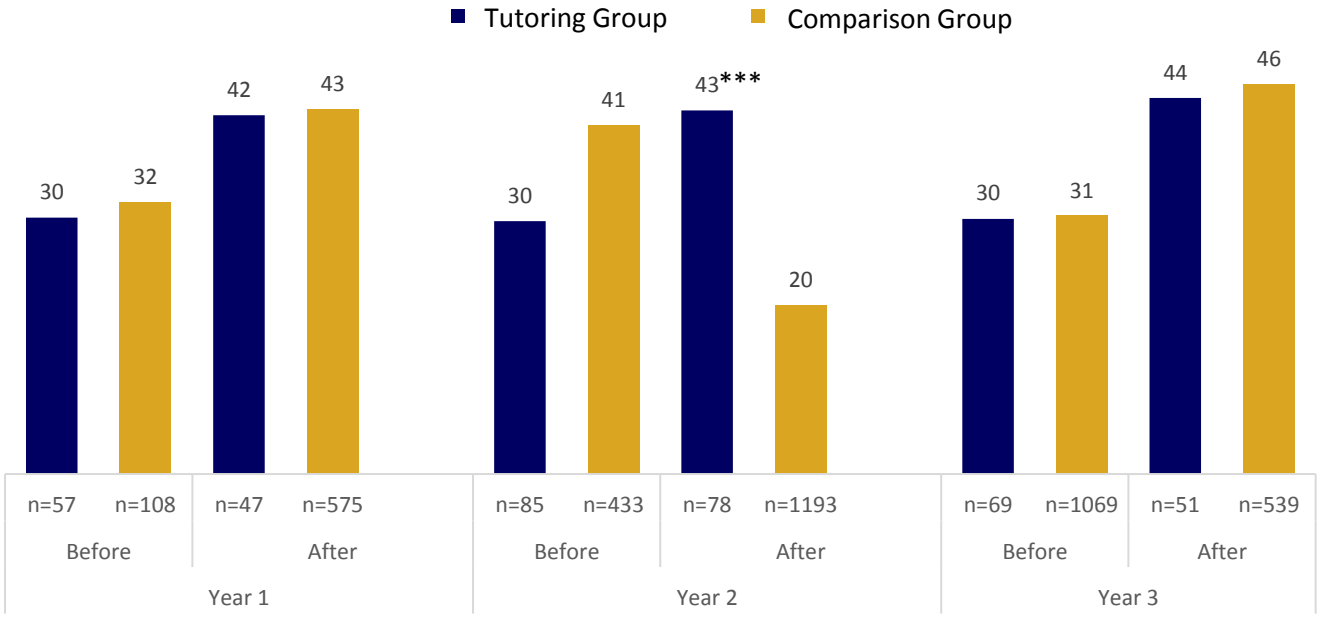
Note: Values are predicted means after adjusting for covariates. (*) indicates differences are statistically significant to at least p < .05, (**) p<.01, and (***) p<.0001. Data Source: District Research, Evaluation and Assessment Department.

Figure 20. Strategy A Before and After Tutoring Comparison of Mondo Print Concepts Fall to Spring Gains by year (Scale 0-18)



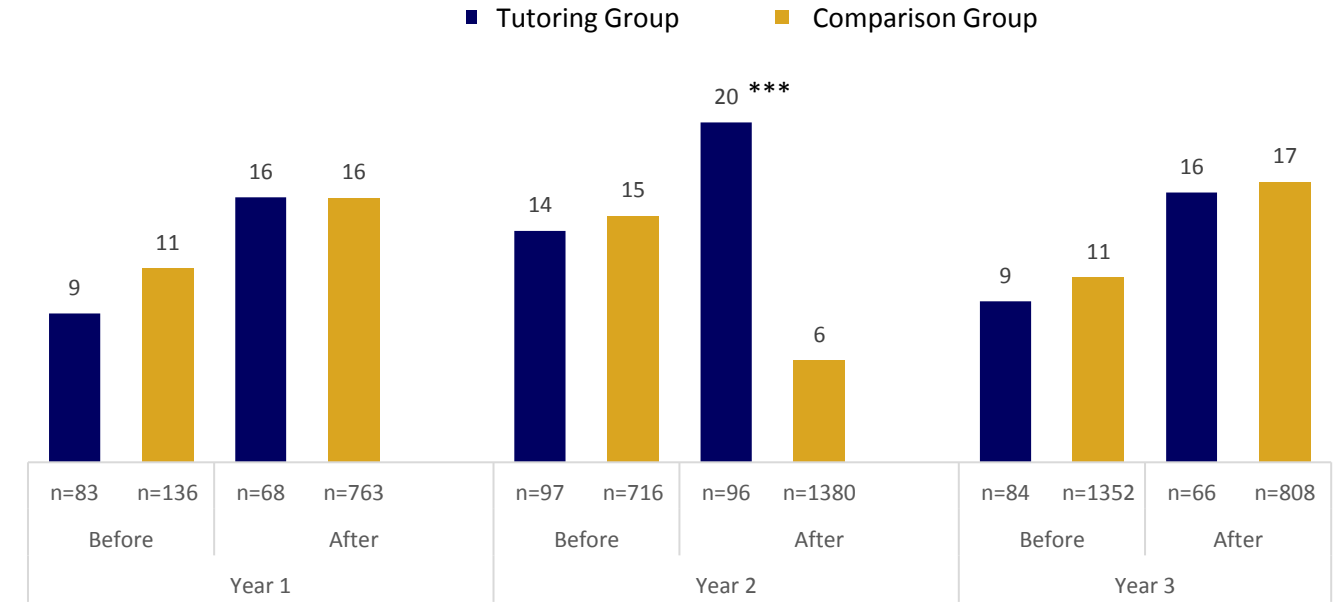
Note: Values are predicted means after adjusting for covariates. (*) indicates differences are statistically significant to at least p < .05, (**) p<.01, and (***) p<.0001. Data Source: District Research, Evaluation and Assessment Department.

Figure 21. Strategy B Before and After Tutoring Comparison of Mondo Phonemic Awareness Scores per year (Scale 0-52)



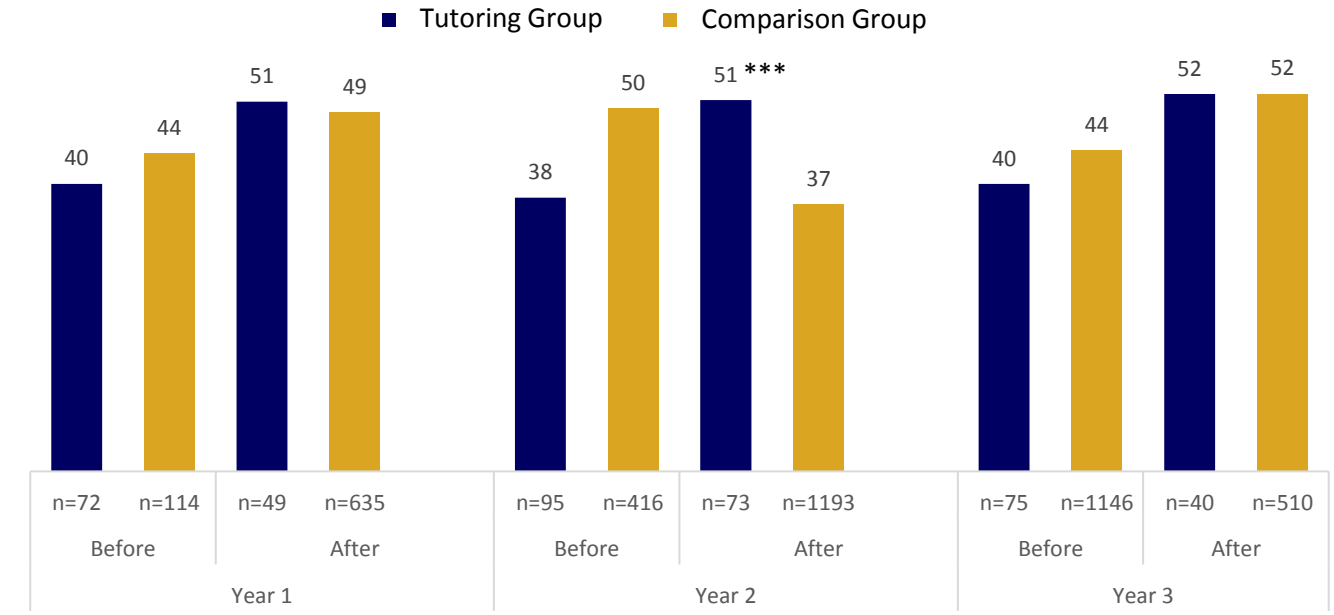
Note: Values are predicted means after adjusting for covariates. (*) indicates differences are statistically significant to at least p < .05, (**) p<.01, and (***) p<.0001. Data Source: District Research, Evaluation and Assessment Department.

Figure 22. Strategy B Before and After Tutoring Comparison of Mondo Word Knowledge Scores per year (Scale 0-20)



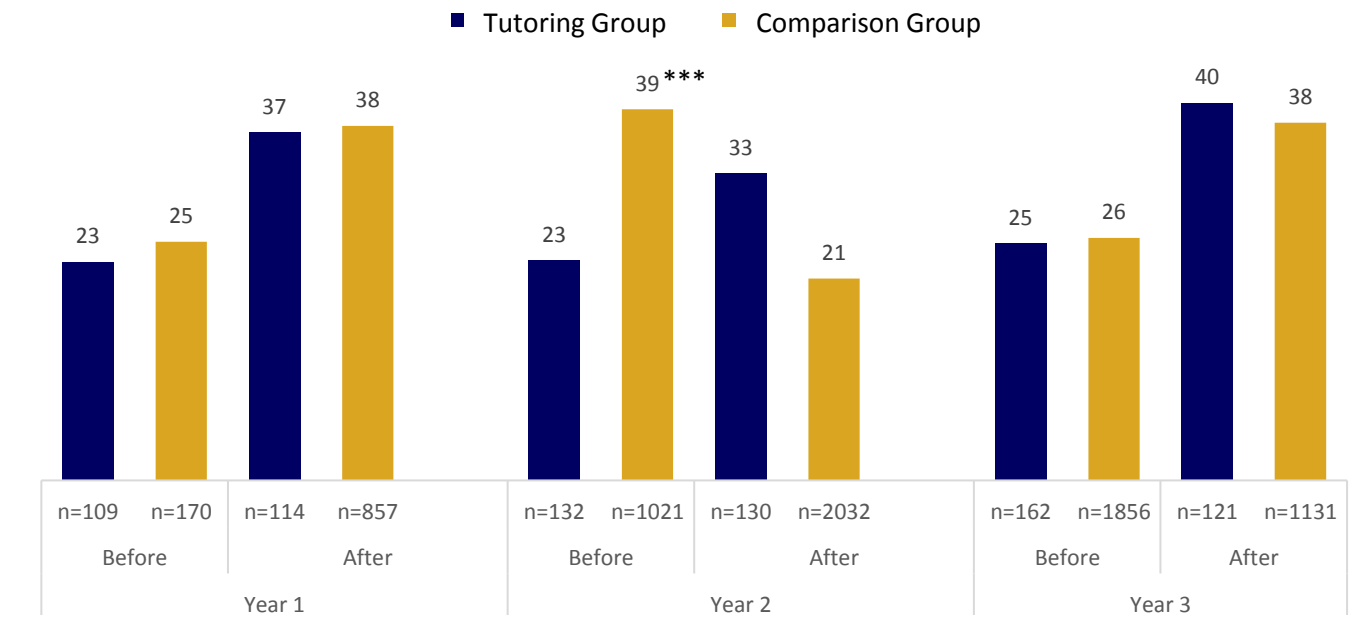
Note: Values are predicted means after adjusting for covariates. (*) indicates differences are statistically significant to at least p < .05, (**) p<.01, and (***) p<.0001. Data Source: District Research, Evaluation and Assessment Department.

Figure 23. Strategy B Before and After Tutoring Comparison of Mondo Letter Recognition Fall to Spring Gains by year (Scale 0-52)



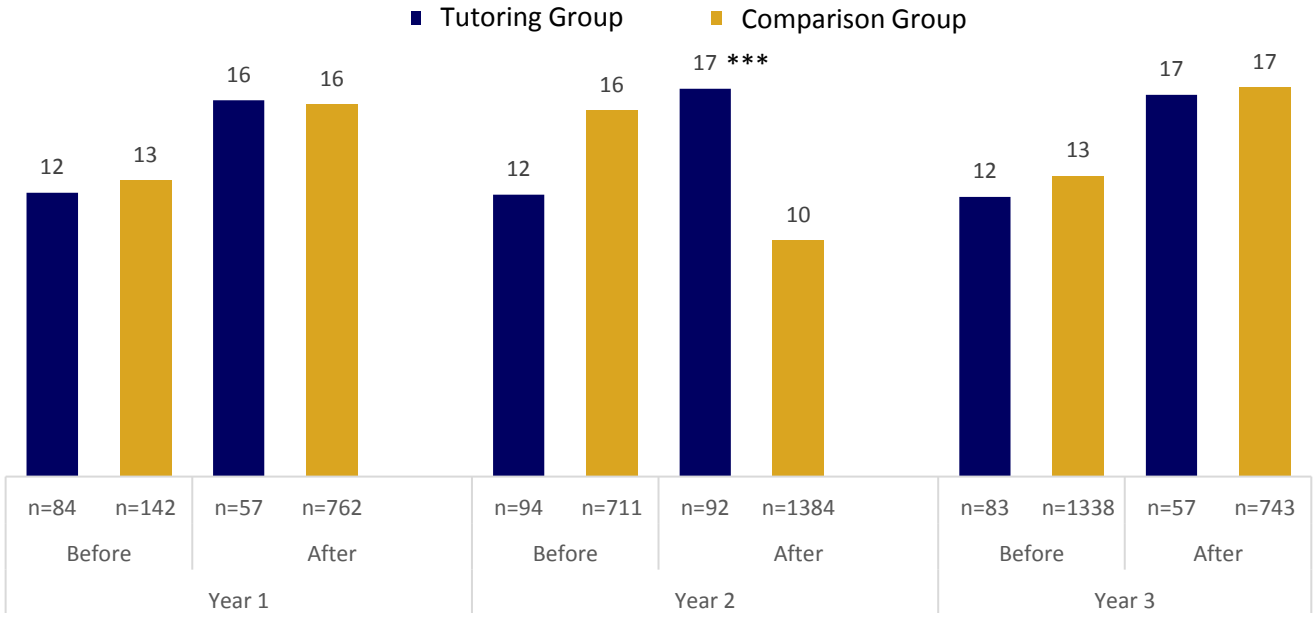
Note: Values are predicted means after adjusting for covariates. (*) indicates differences are statistically significant to at least p < .05, (**) p<.01, and (***) p<.0001. Data Source: District Research, Evaluation and Assessment Department.

Figure 24. Strategy B Before and After Tutoring Comparison of Mondo Letter-Sound Correspondence Fall to Spring Gains by year (Scale 0-55)



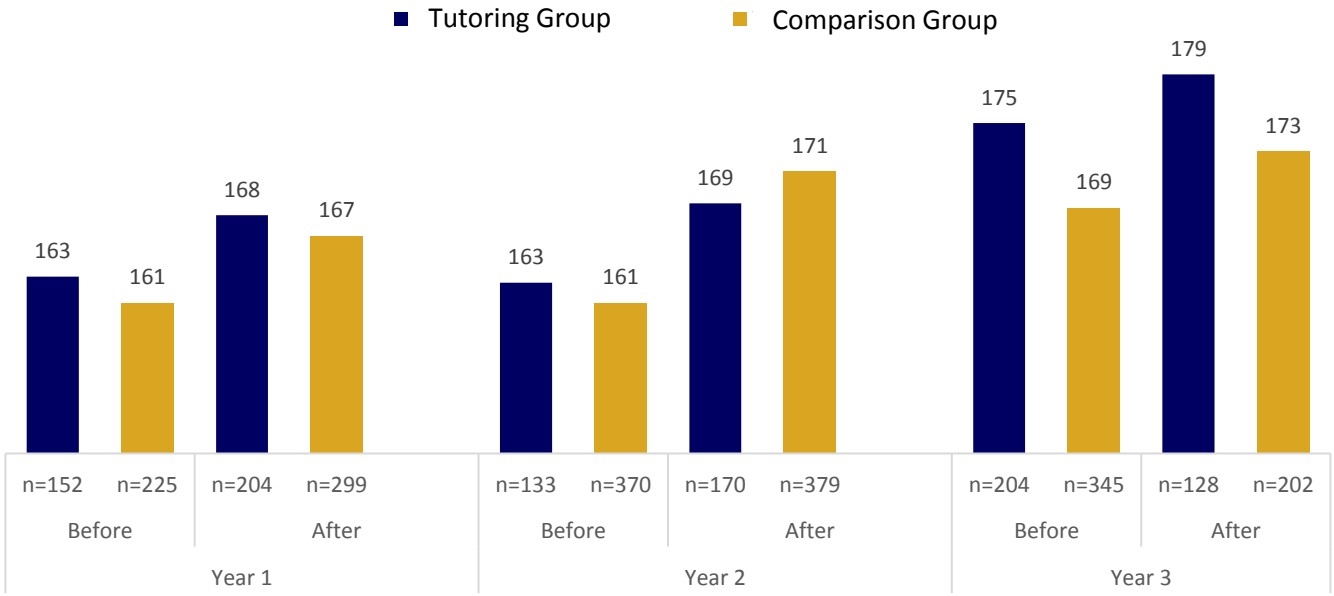
Note: Values are predicted means after adjusting for covariates. (*) indicates differences are statistically significant to at least p < .05, (**) p<.01, and (***) p<.0001. Data Source: District Research, Evaluation and Assessment Department.

Figure 25. Strategy B Before and After Tutoring Comparison of Mondo Print Concepts Fall to Spring Gains by year (Scale 0-18)



Note: Values are predicted means after adjusting for covariates. (*) indicates differences are statistically significant to at least p < .05, (**) p<.01, and (***) p<.0001. Data Source: District Research, Evaluation and Assessment Department.

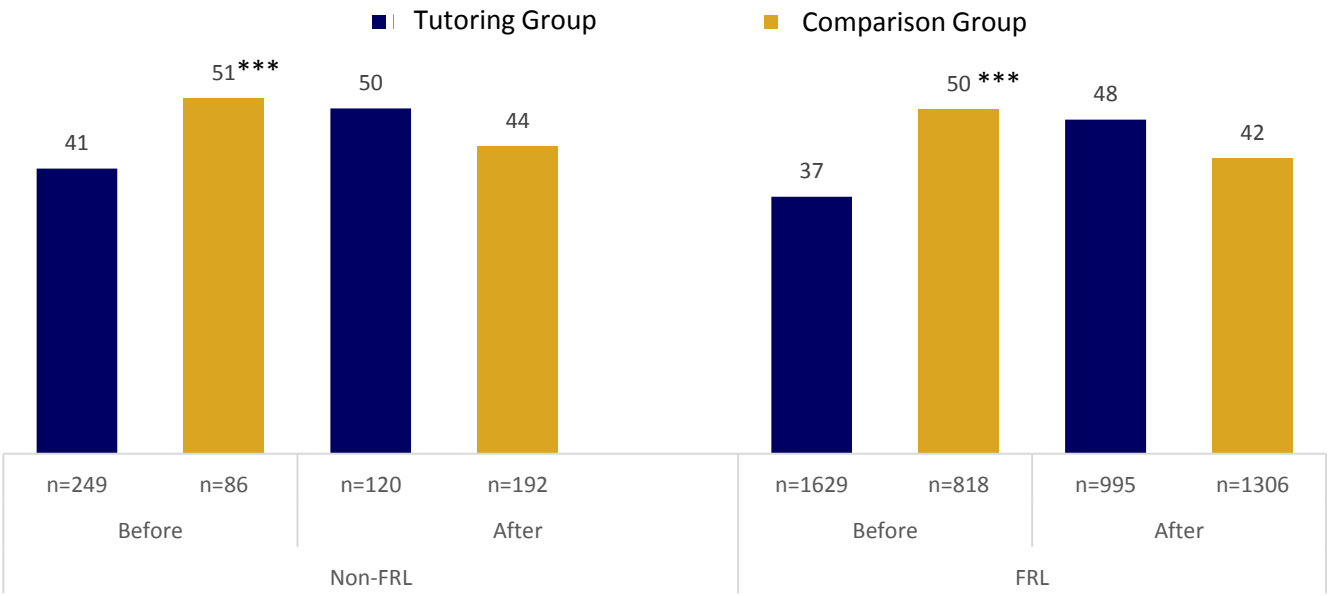
Figure 26. Strategy B3 Before and After Tutoring Comparison of MAP Reading Assessment Fall to Spring Gains by year



Note: Values are predicted means after adjusting for covariates. (*) indicates differences are statistically significant to at least p < .05, (**) p<.01, and (***) p<.0001. Data Source: District Research, Evaluation and Assessment Department.

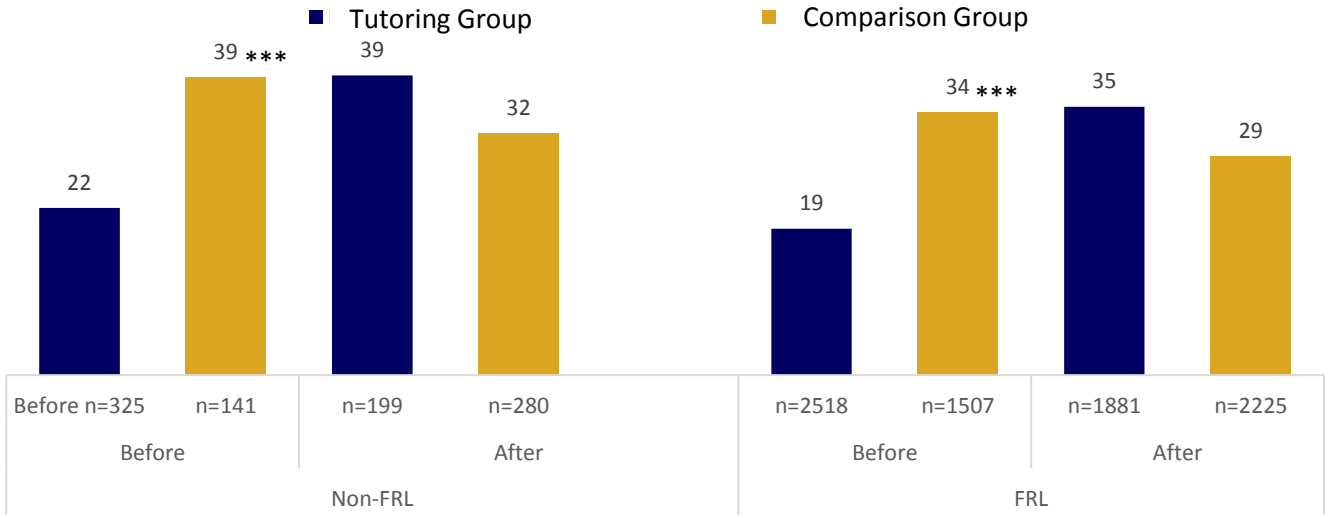
Appendix L. Assessment Data Figures, Subgroup Analyses

Figure 27. Strategy A Before and After Tutoring Comparison of Mondo Letter Recognition Fall to Spring Gains by Free/Reduced-price Lunch Status, Year 1-3 combined, (Scale 0-52)



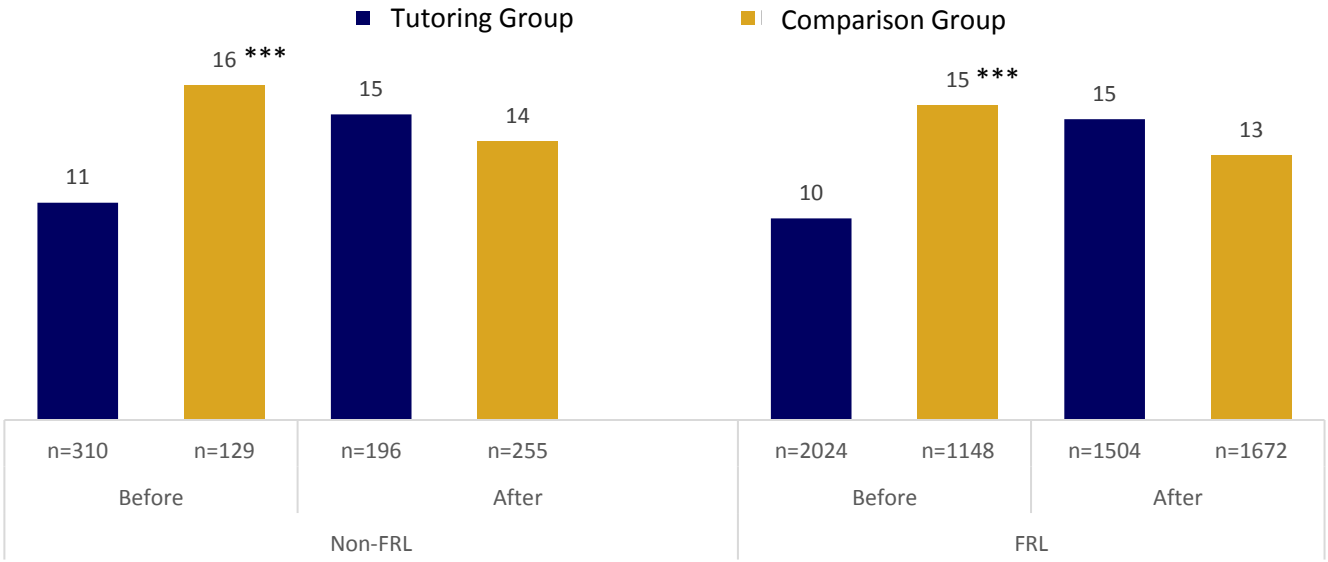
Note: Values are predicted means after adjusting for covariates. (*) indicates differences are statistically significant to at least p < .05, (**) p<.01, and (***) p<.0001. Data Source: District Research, Evaluation and Assessment Department.

Figure 28. Strategy A Before and After Comparison of Mondo Letter-Sound Correspondence Fall to Spring Gains by Free/Reduced-price Lunch Status, Year 1-3 combined, (Scale 0-55)



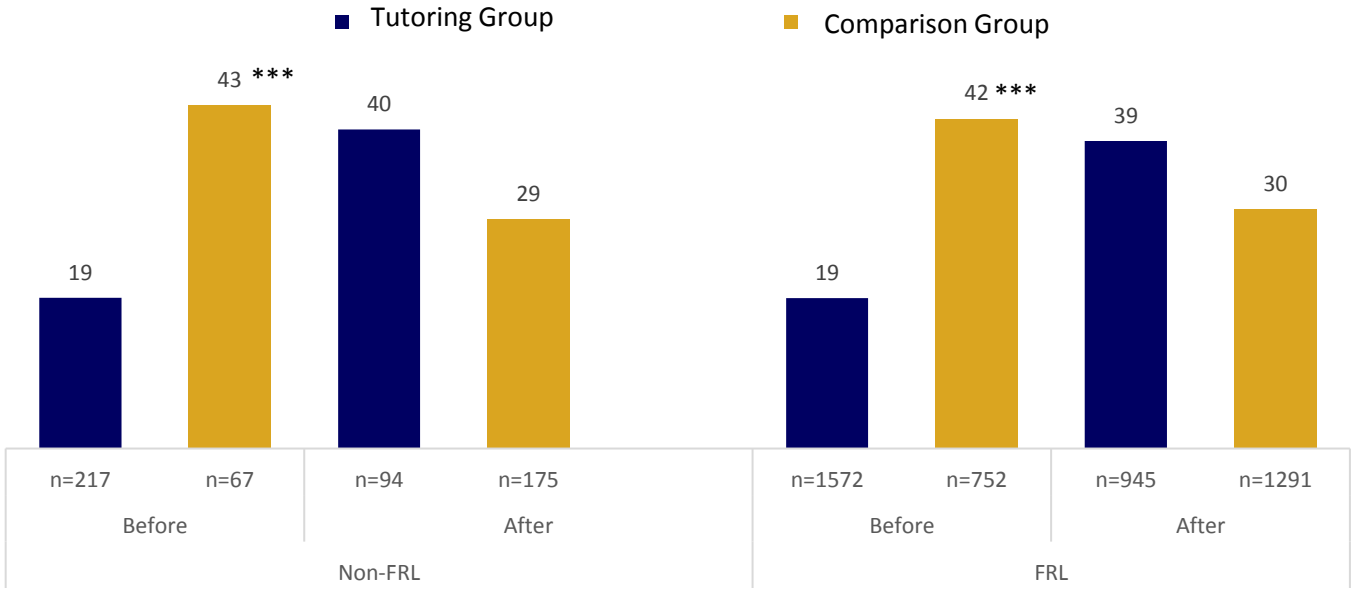
Note: Values are predicted means after adjusting for covariates. (*) indicates differences are statistically significant to at least p < .05, (**) p<.01, and (***) p<.0001. Data Source: District Research, Evaluation and Assessment Department.

Figure 29. Strategy A Before and After Tutoring Comparison of Mondo Print Concepts Fall to Spring Gains by Free/Reduced-price Lunch Status, Years 1-3 combined, (Scale 0-18)



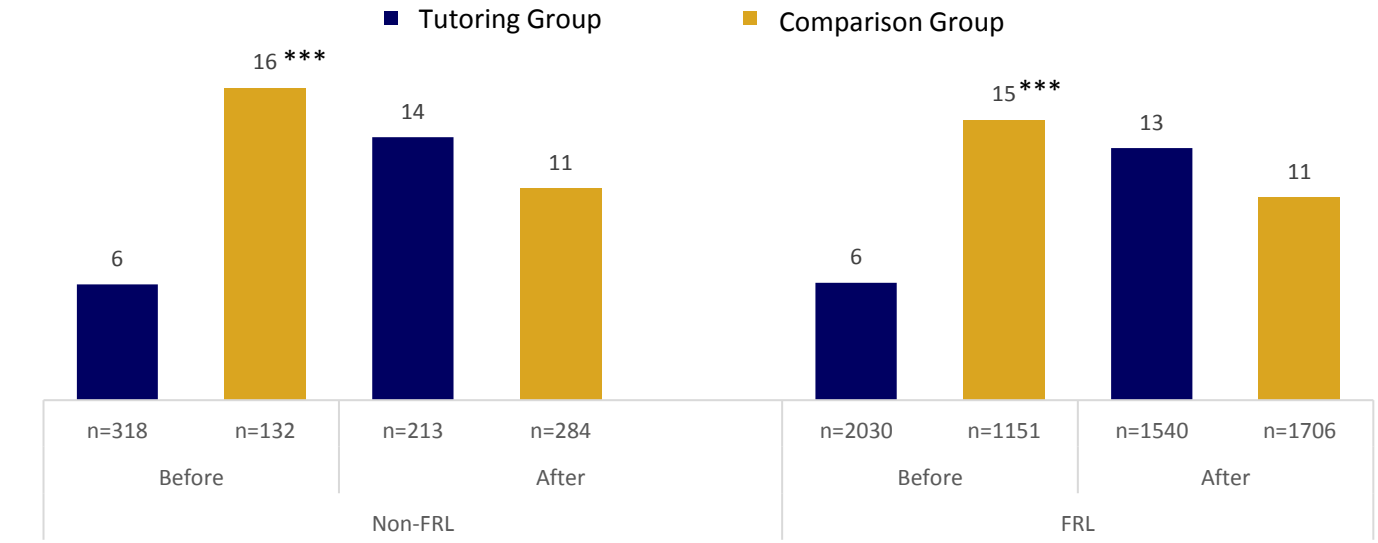
Note: Values are predicted means after adjusting for covariates. (*) indicates differences are statistically significant to at least p < .05, (**) p<.01, and (***) p<.0001. Data Source: District Research, Evaluation and Assessment Department.

Figure 30. Strategy A Before and After Tutoring Comparison of Mondo Phonemic Awareness Scores by Free/Reduced-price Lunch Status, Year 1-3 combined, (Scale 0-52)



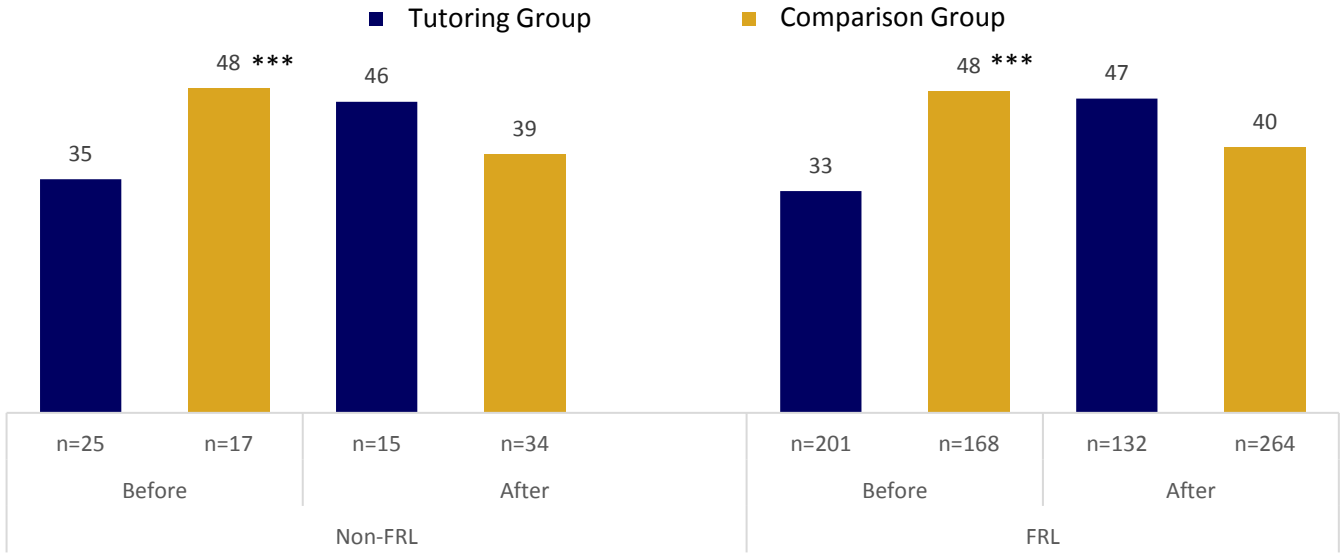
Note: Values are predicted means after adjusting for covariates. (*) indicates differences are statistically significant to at least p < .05, (**) p<.01, and (***) p<.0001. Data Source: District Research, Evaluation and Assessment Department.

Figure 31. Strategy A Before and After Tutoring Comparison of Mondo Word Knowledge Scores by Free/Reduced-price Lunch Status, Year 1-3 combined, (Scale 0-20)



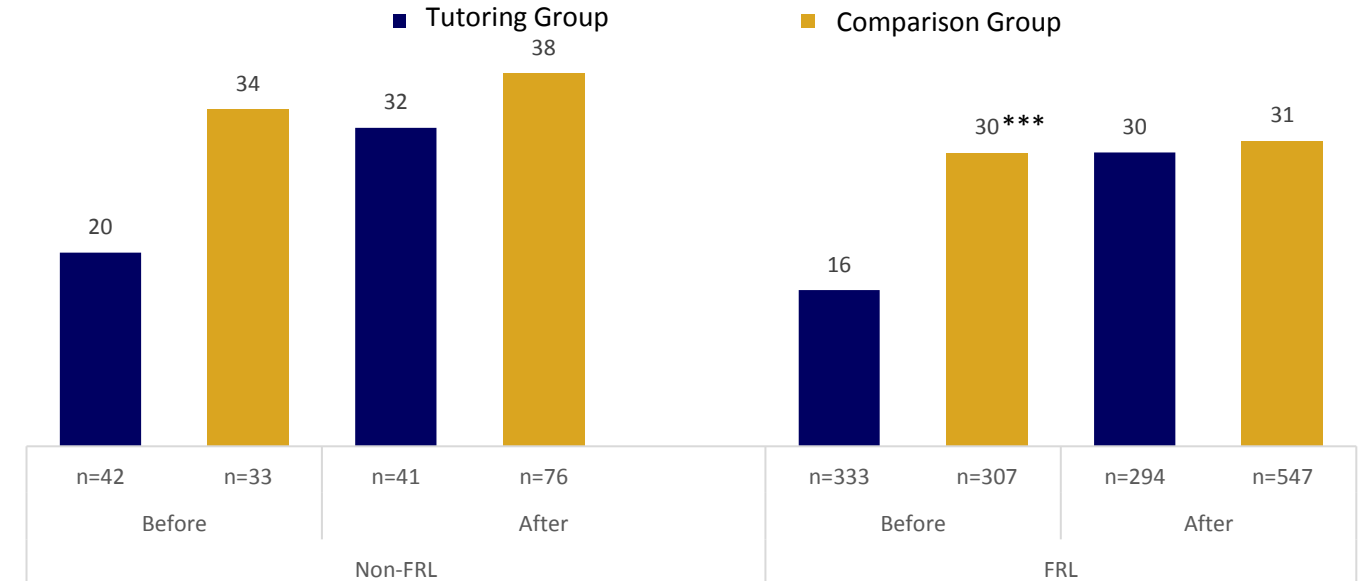
Note: Values are predicted means after adjusting for covariates. (*) indicates differences are statistically significant to at least p < .05, (**) p<.01, and (***) p<.0001. Data Source: District Research, Evaluation and Assessment Department.

Figure 32. Strategy B Before and After Tutoring Comparison of Mondo Letter Recognition Fall to Spring Gains by Free/Reduced-price Lunch Status, Year 1-3 combined, (Scale 0-52)



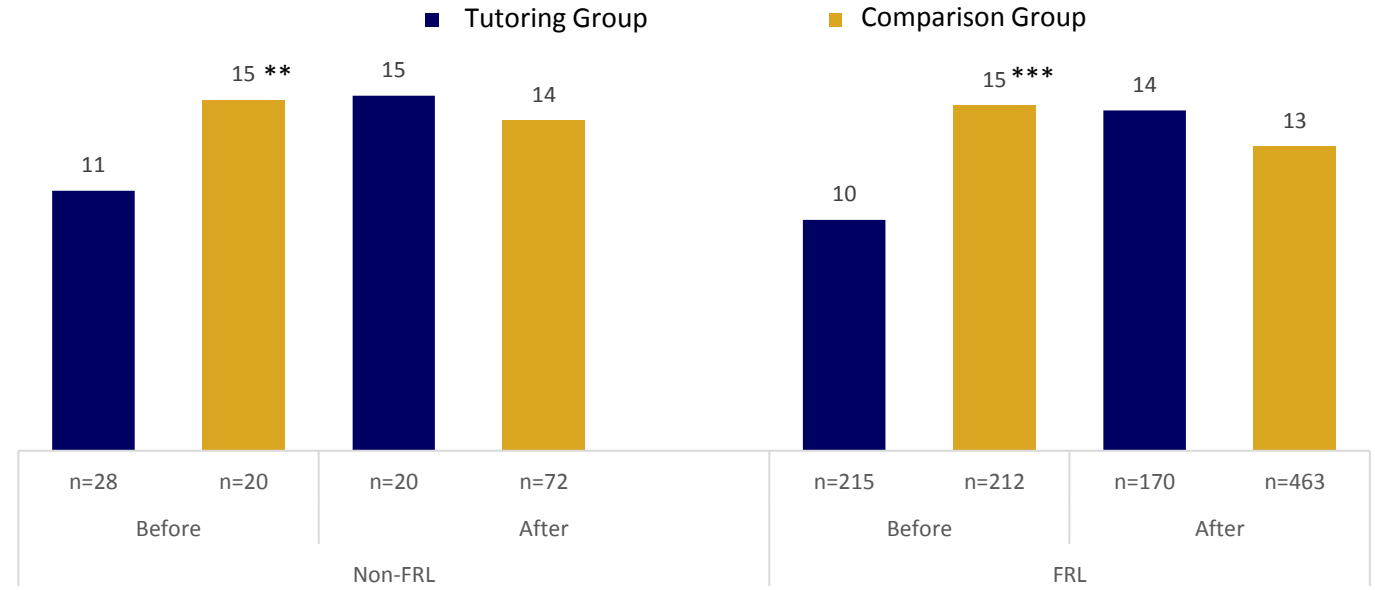
Note: Values are predicted means after adjusting for covariates. (*) indicates differences are statistically significant to at least p < .05, (**) p<.01, and (***) p<.0001. Data Source: District Research, Evaluation and Assessment Department.

Figure 33. Strategy B Before and After Comparison of Mondo Letter-Sound Correspondence Fall to Spring Gains by Free/Reduced-price Lunch Status, Year 1-3 combined, (Scale 0-55)



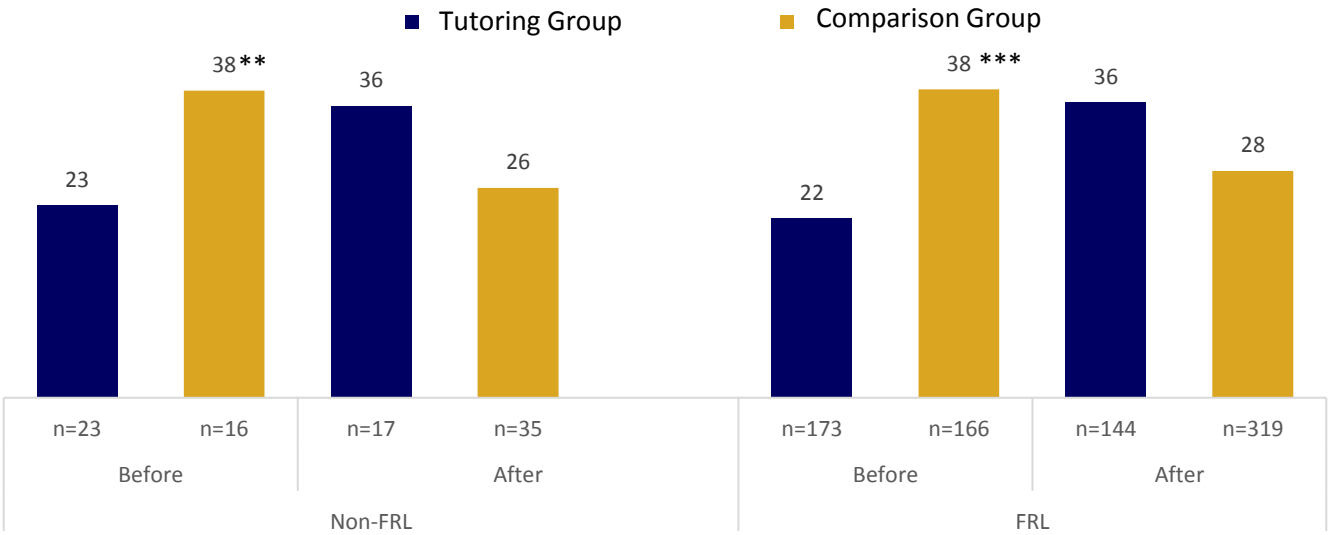
Note: Values are predicted means after adjusting for covariates. (*) indicates differences are statistically significant to at least p < .05, (**) p<.01, and (***) p<.0001. Data Source: District Research, Evaluation and Assessment Department.

Figure 34. Strategy B Before and After Tutoring Comparison of Mondo Print Concepts Fall to Spring Gains by Free/Reduced-price Lunch Status, Years 1-3 combined, (Scale 0-18)



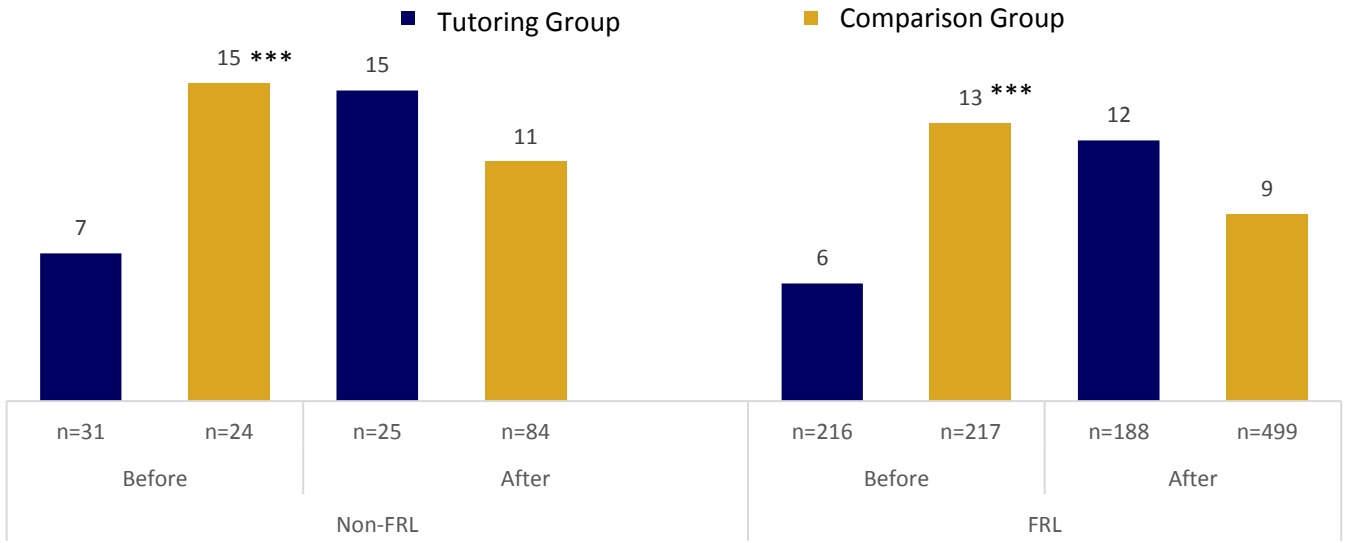
Note: Values are predicted means after adjusting for covariates. (*) indicates differences are statistically significant to at least p < .05, (**) p<.01, and (***) p<.0001. Data Source: District Research, Evaluation and Assessment Department.

Figure 35. Strategy B Before and After Tutoring Comparison of Mondo Phonemic Awareness Scores by Free/Reduced-price Lunch Status, Year 1-3 combined, (Scale 0-52)



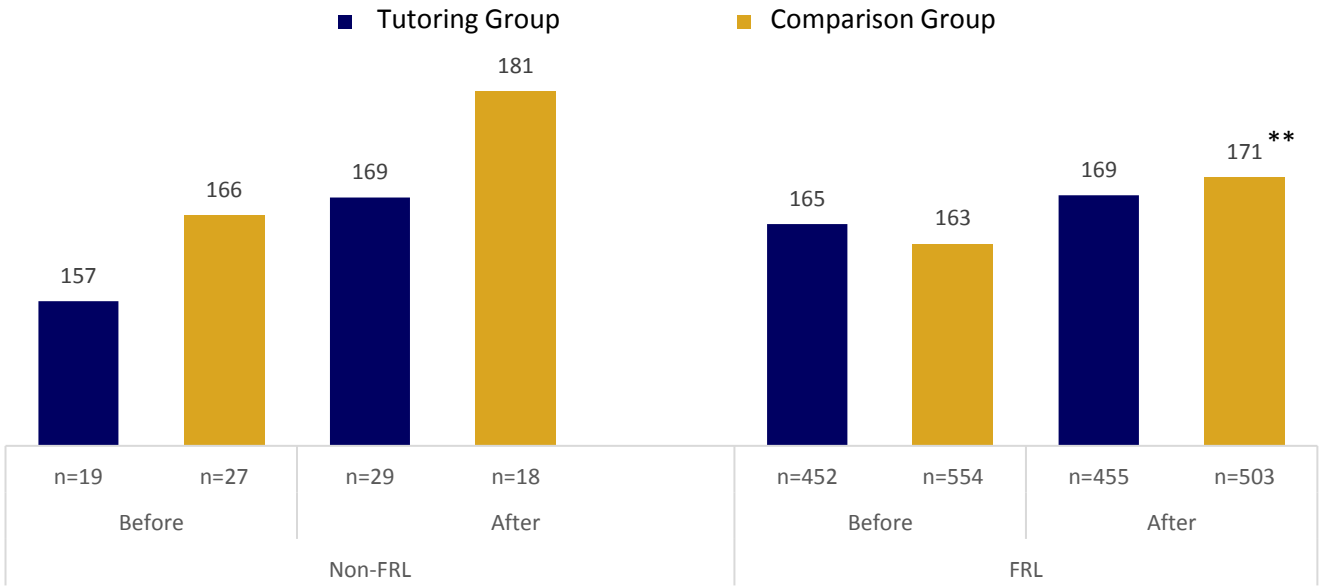
Note: Values are predicted means after adjusting for covariates. (*) indicates differences are statistically significant to at least p < .05, (**) p<.01, and (***) p<.0001. Data Source: District Research, Evaluation and Assessment Department.

Figure 36. Strategy B Before and After Tutoring Comparison of Mondo Word Knowledge Scores by Free/Reduced-price Lunch Status, Year 1-3 combined, (Scale 0-20)



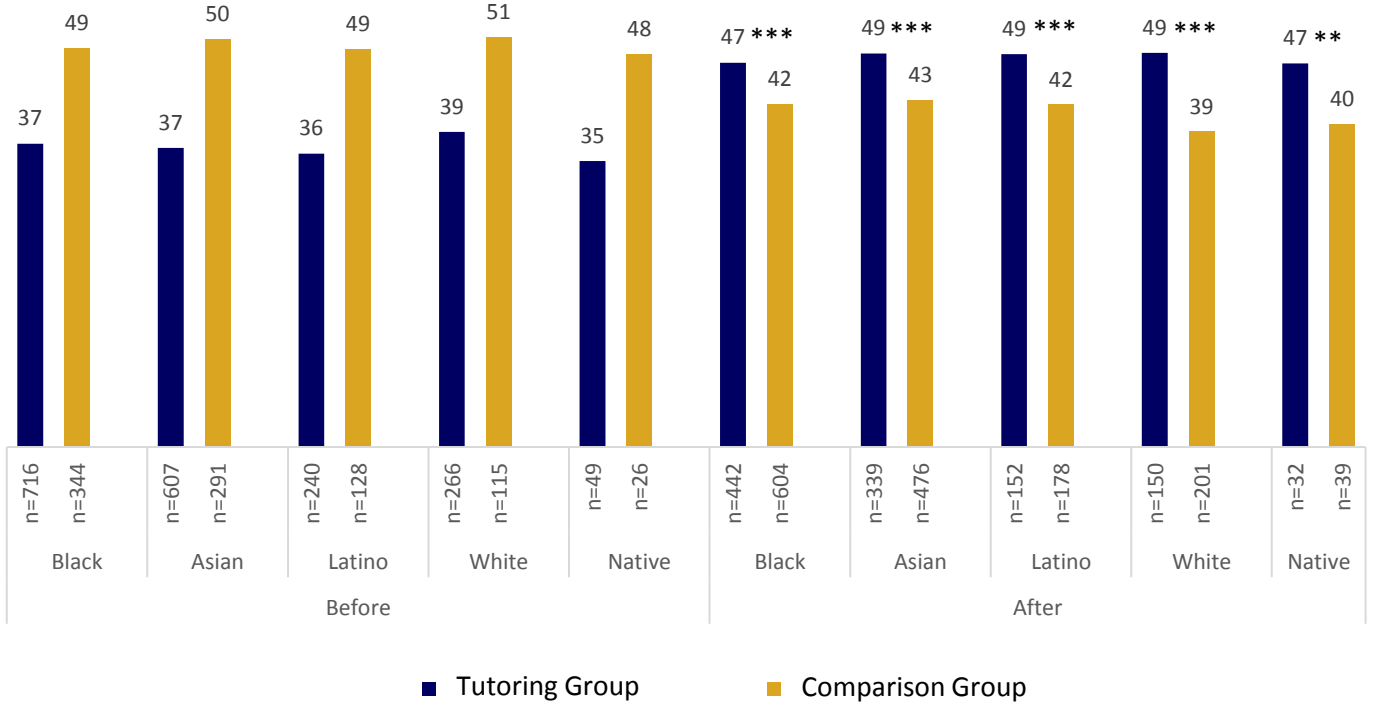
Note: Values are predicted means after adjusting for covariates. (*) indicates differences are statistically significant to at least p < .05, (**) p<.01, and (***) p<.0001. Data Source: District Research, Evaluation and Assessment Department.

Figure 37. Strategy B3 Before and After Tutoring Comparison of MAP Reading Assessment by Free/Reduced-price Lunch Status, Year 1-3 combined



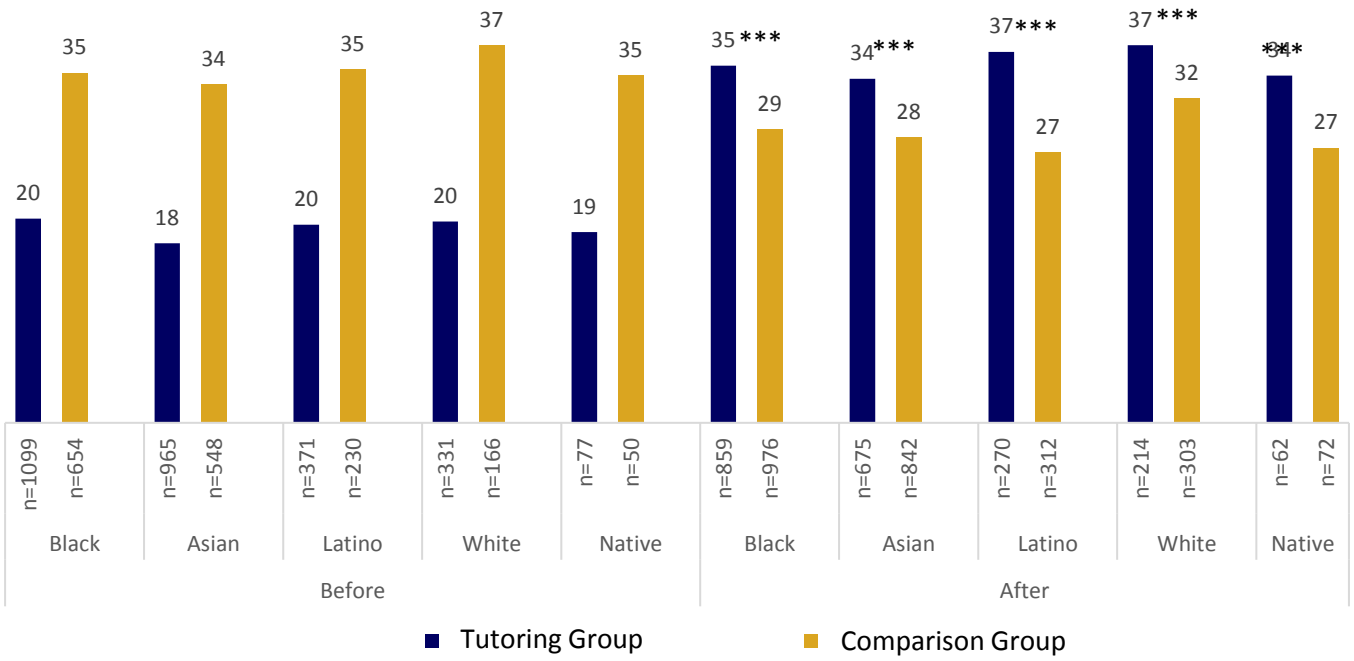
Note: Values are predicted means after adjusting for covariates. (*) indicates differences are statistically significant to at least p < .05, (**) p<.01, and (***) p<.0001. Data Source: District Research, Evaluation and Assessment Department.

Figure 38. Strategy A Before and After Tutoring Comparison of Mondo Letter Recognition Scores by Race/Ethnicity, Years 1-3 Combined, Scale 0-52



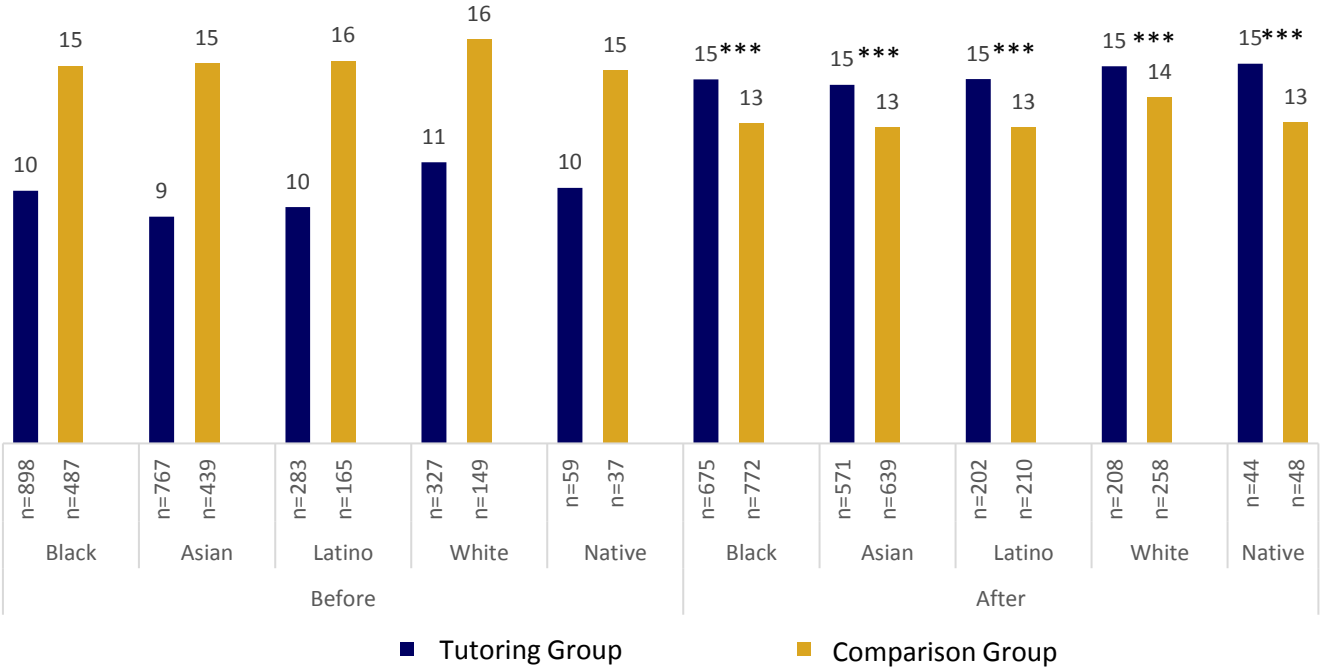
Note: Values are predicted means after adjusting for covariates. (*) indicates differences are statistically significant to at least p < .05, (**) p<.01, and (***) p<.0001. Data Source: District Research, Evaluation and Assessment Department.

Figure 39. Strategy A Before and After Tutoring Comparison of Mondo Letter-Sound Correspondence Scores by Race/Ethnicity, Years 1-3 Combined, (Scale 0-55)



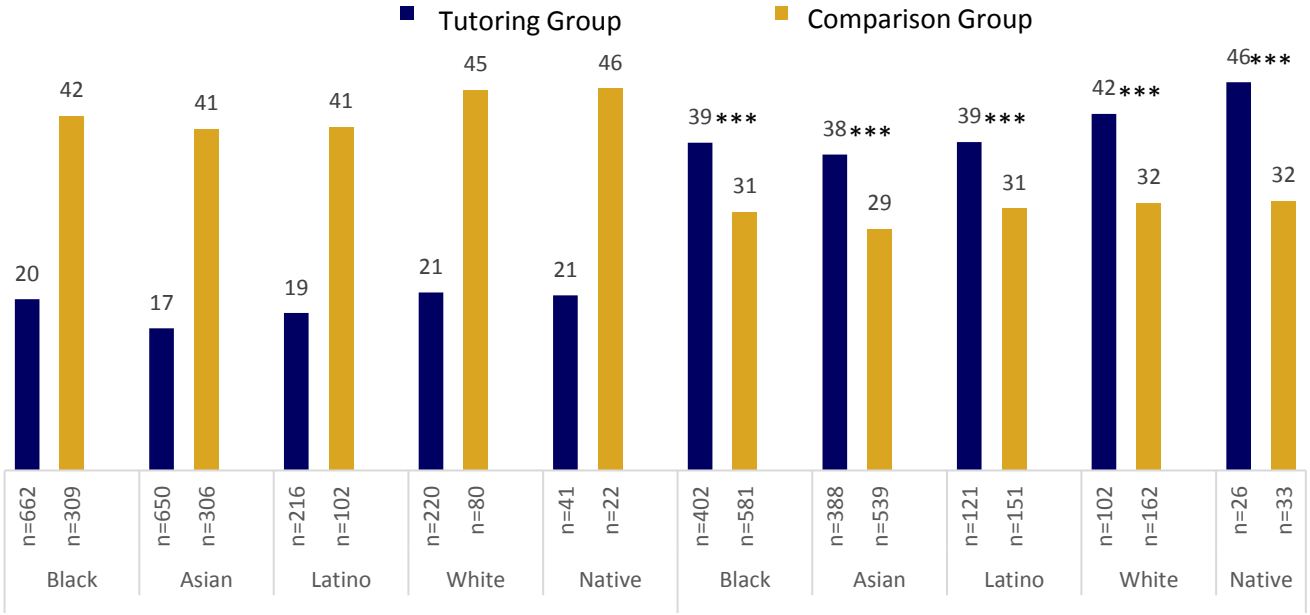
Note: Values are predicted means after adjusting for covariates. (*) indicates differences are statistically significant to at least p < .05, (**) p<.01, and (***) p<.0001. Data Source: District Research, Evaluation and Assessment Department.

Figure 40. Strategy A Before and After Comparison of Mondo Print Concepts Scores by Race/Ethnicity, Years 1-3 Combined, (Scale 0-18)



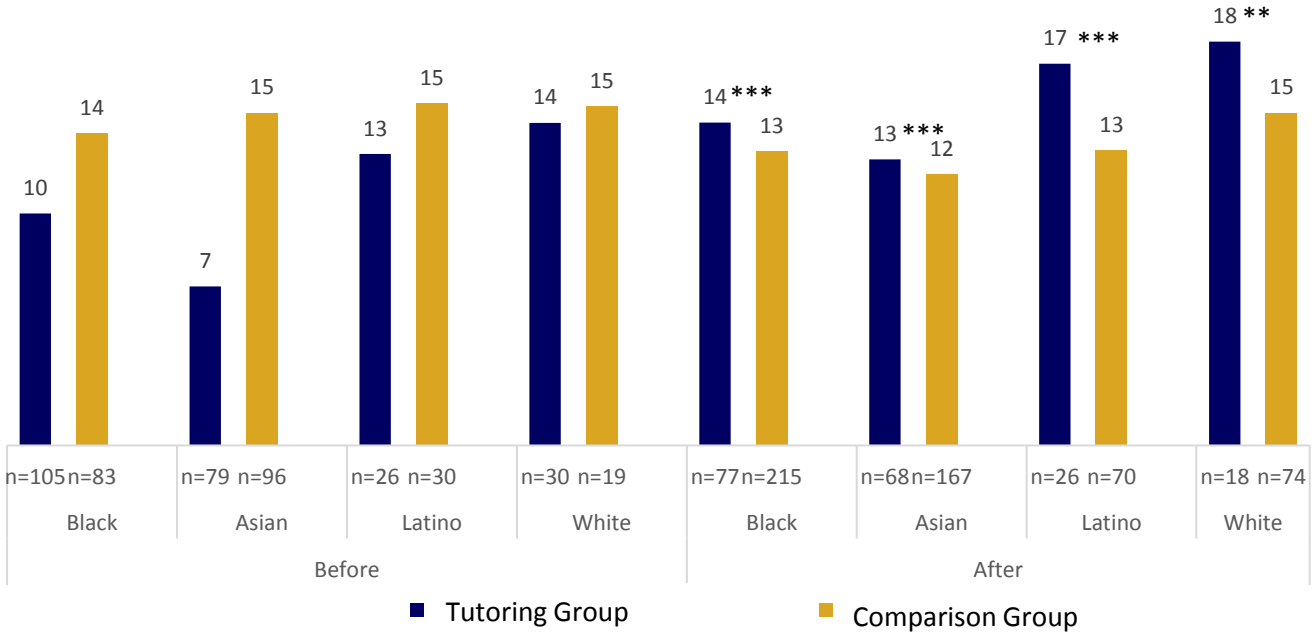
Note: Values are predicted means after adjusting for covariates. (*) indicates differences are statistically significant to at least p < .05, (**) p<.01, and (***) p<.0001. Data Source: District Research, Evaluation and Assessment Department.

Figure 41. Strategy A Before and After Tutoring Comparison of Mondo Phonemic Awareness Scores by Race/Ethnicity, Years 1-3 Combined, (Scale 0-52)



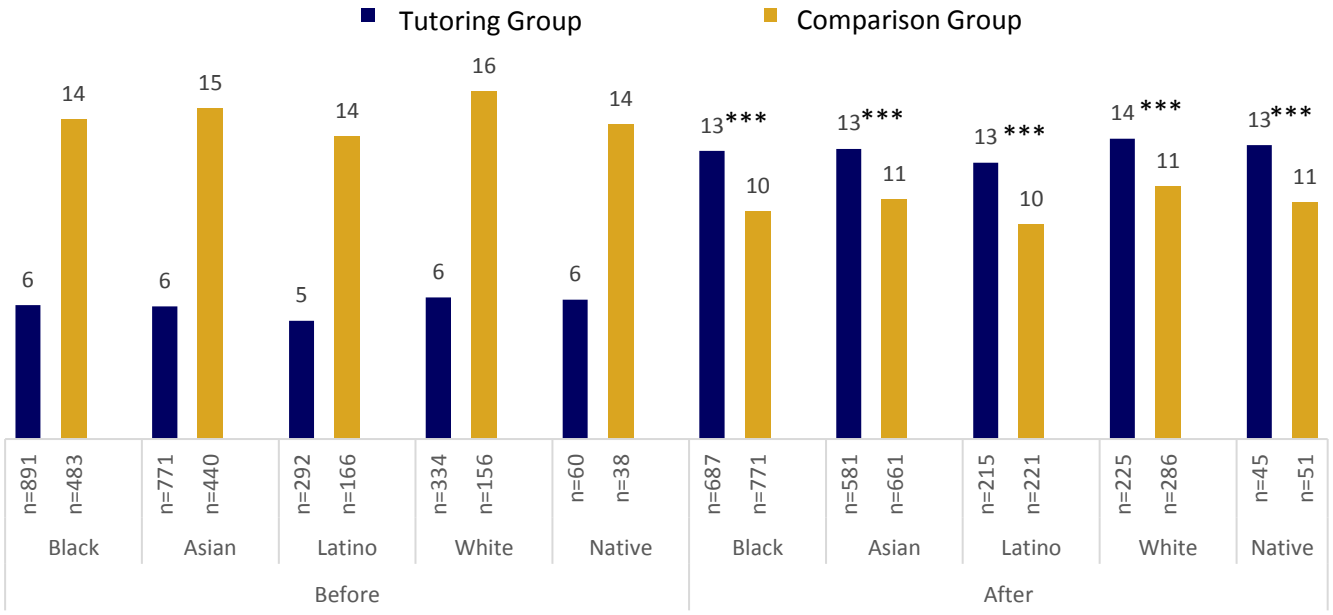
Note: Values are predicted means after adjusting for covariates. (*) indicates differences are statistically significant to at least p < .05, (**) p<.01, and (***) p<.0001. Data Source: District Research, Evaluation and Assessment Department.

Figure 42. Strategy A Before and After Comparison of Mondo Print Concepts Scores by Race/Ethnicity, Years 1-3 Combined, (Scale 0-18)



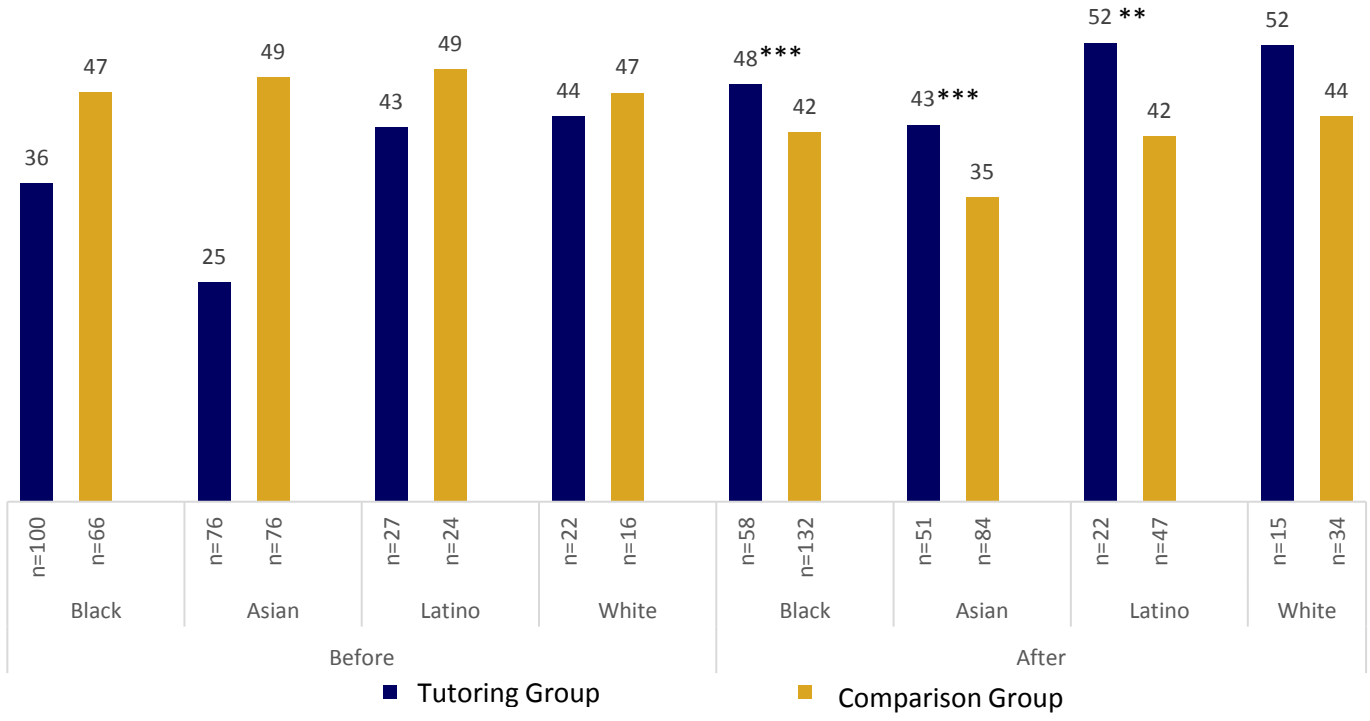
Note: Values are predicted means after adjusting for covariates. (*) indicates differences are statistically significant to at least p < .05, (**) p<.01, and (***) p<.0001. Native American sample was too small to analyze. Data Source: District Research, Evaluation and Assessment Department.

Figure 43. Strategy A Before and After Tutoring Comparison of Mondo Word Knowledge Scores by Race/Ethnicity, Year 1-3 combined, (Scale 0-20)



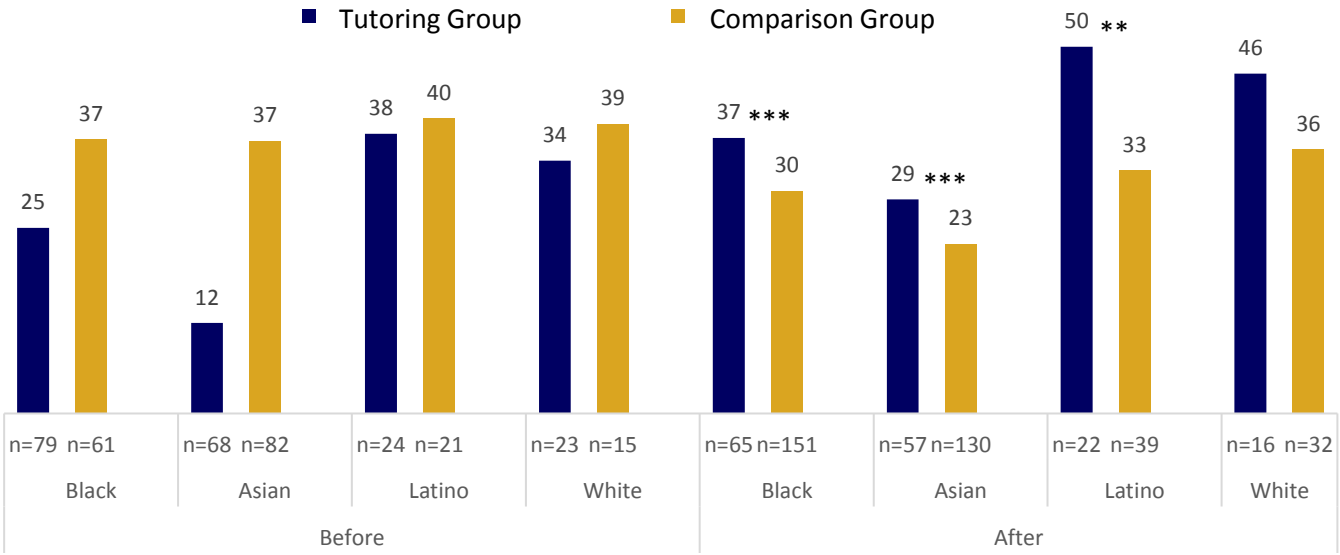
Note: Values are predicted means after adjusting for covariates. (*) indicates differences are statistically significant to at least p < .05, (**) p<.01, and (***) p<.0001. Data Source: District Research, Evaluation and Assessment Department.

Figure 44. Strategy B Before and After Tutoring Comparison of Mondo Letter Recognition Scores by Race/Ethnicity, Years 1-3 Combined, Scale 0-52



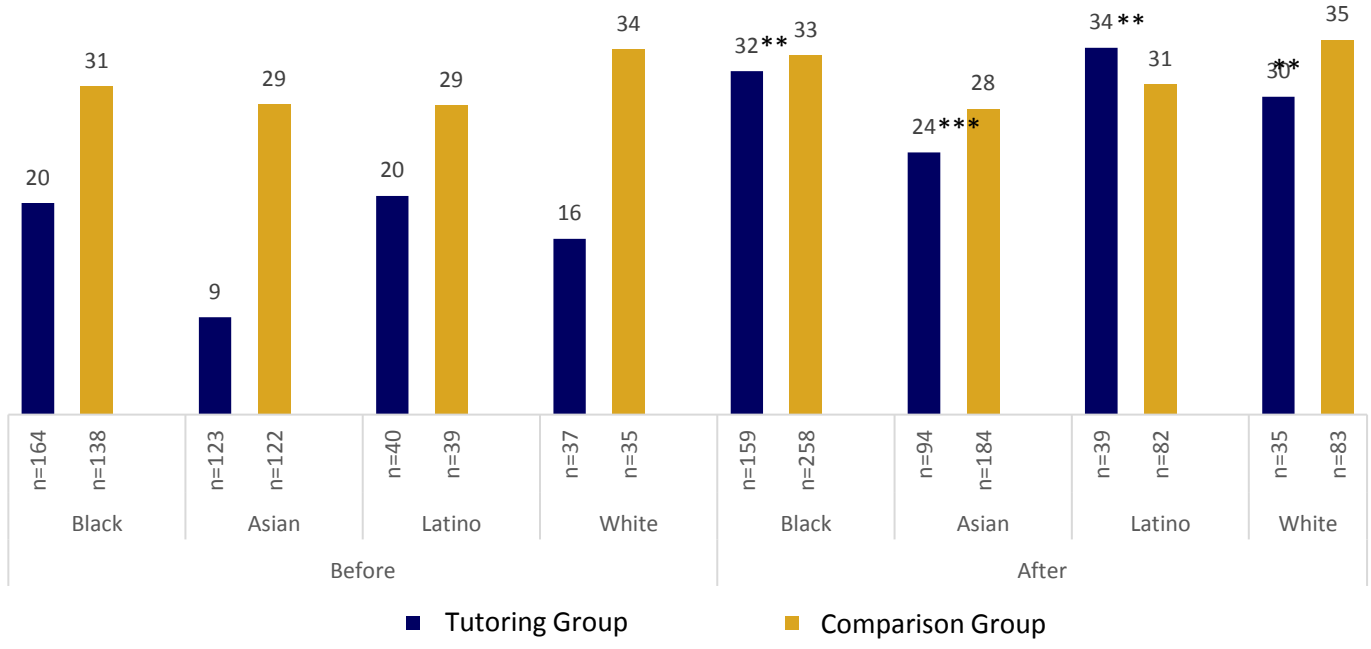
Note: Values are predicted means after adjusting for covariates. (*) indicates differences are statistically significant to at least p < .05, (**) p<.01, and (***) p<.0001. Native American sample was too small to analyze. Data Source: District Research, Evaluation and Assessment Department.

Figure 45. Strategy B Before and After Tutoring Comparison of Mondo Phonemic Awareness Scores by Race/Ethnicity, Year 1-3 combined, (Scale 0-52)



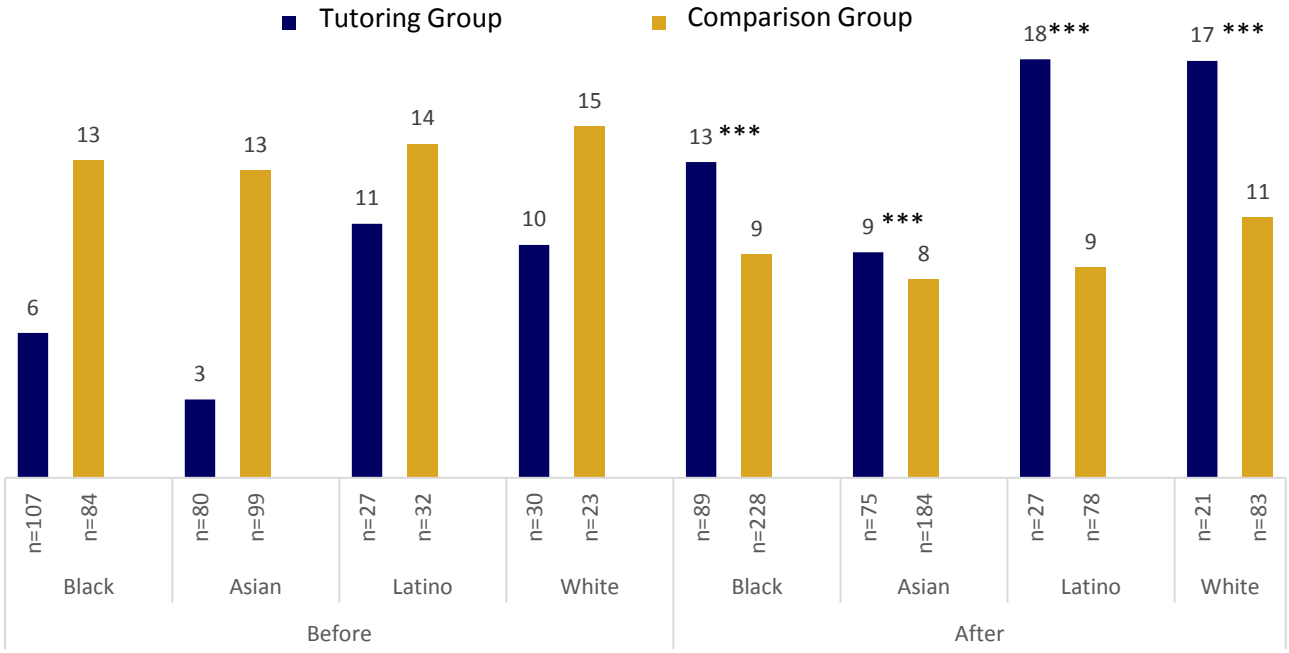
Note: Values are predicted means after adjusting for covariates. (*) indicates differences are statistically significant to at least p < .05, (**) p<.01, and (***) p<.0001. Native sample was too small to analyze. Data Source: District Research, Evaluation and Assessment Department.

Figure 46. Strategy B Before and After Tutoring Comparison of Mondo Letter-Sound Correspondence Scores by Race/Ethnicity, Years 1-3 Combined, (Scale 0-55)



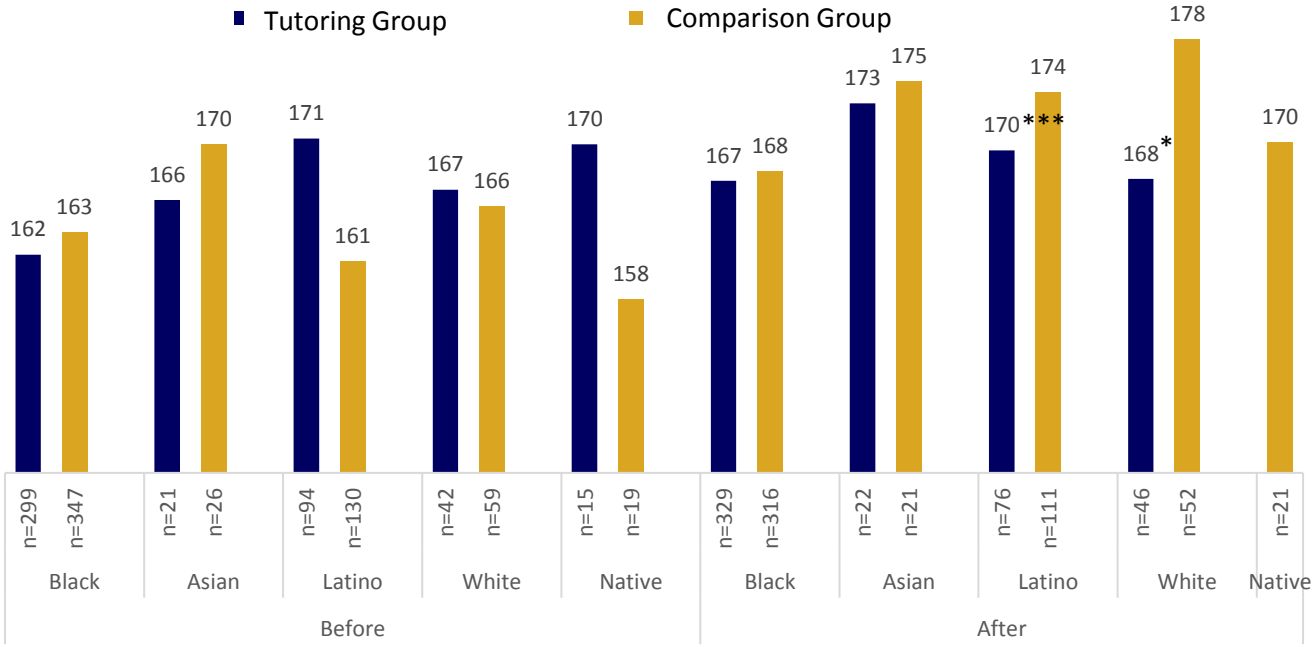
Note: Values are predicted means after adjusting for covariates. (*) indicates differences are statistically significant to at least p < .05, (**) p<.01, and (***) p<.0001. Native American sample was too small to analyze. Data Source: District Research, Evaluation and Assessment Department.

Figure 47. Strategy B Before and After Tutoring Comparison of Mondo Word Knowledge Scores by Race/Ethnicity, Year 1-3 combined, (Scale 0-20)



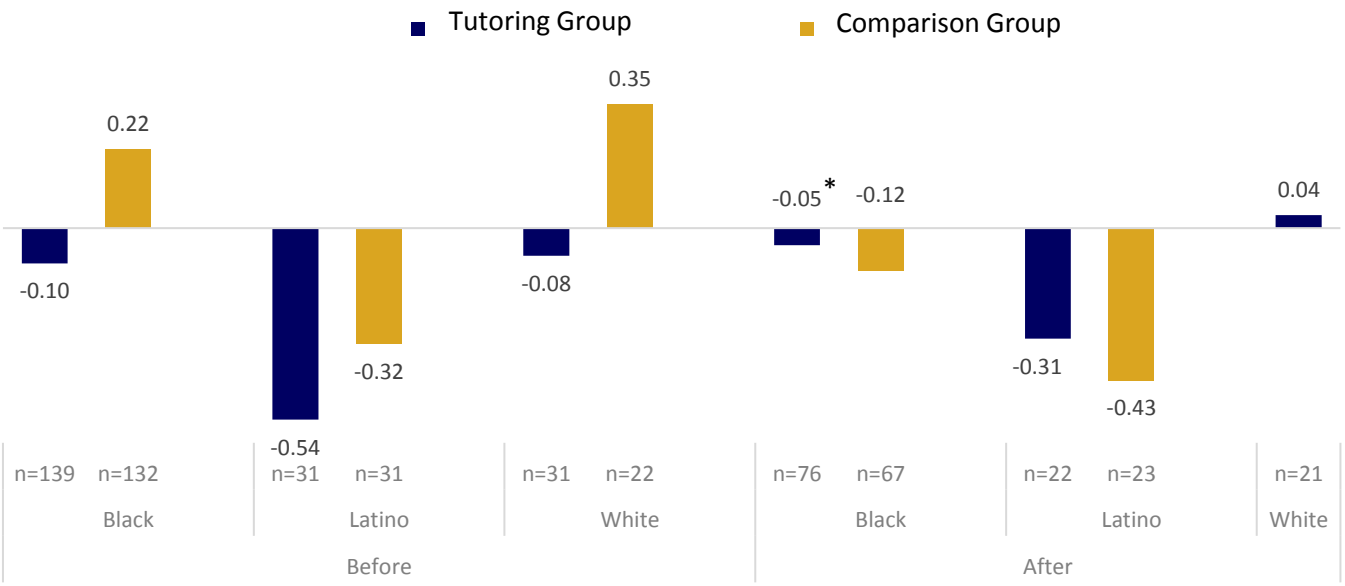
Note: Values are predicted means after adjusting for covariates. (*) indicates differences are statistically significant to at least p < .05, (**) p<.01, and (***) p<.0001. Native sample was too small to analyze. Data Source: District Research, Evaluation and Assessment Department.

Figure 48. Strategy B3 Before and After Tutoring Comparison of MAP Reading Scores by Race/Ethnicity, Year 1-3 combined



Note: Values are predicted means after adjusting for covariates. (*) indicates differences are statistically significant to at least p < .05, (**) p<.01, and (***) p<.0001. After tutoring Native American sample size was too small to analyze. Data Source: District Research, Evaluation and Assessment Department.

Figure 49. Strategy B3 Before and After Tutoring Comparison of Total Literacy by Race/Ethnicity, Year 1-3 combined



Note: Values are predicted means after adjusting for covariates. (*) indicates differences are statistically significant to at least p < .05, (**) p<.01, and (***) p<.0001. Asian, Native American, and after tutoring White samples were too small to analyze. Data Source: District Research, Evaluation and Assessment Department.