Framework *for* Tutoring Services

A Technical Report
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Authors

Ryan D. Butt, J.D., M.S.A.
Dean, College of Business and Leadership, Lourdes University
Chairperson, Department of Business and Leadership
Associate Professor, College of Business and Leadership
Regular Graduate Faculty
B.A., M.S.A. University of Notre Dame
J.D. Valparaiso University

Joyce Litten, Ed.D., L.I.S.W.-S.
Associate Professor, Social Work
B.A., University of Akron
M.S.S.A., Mandel School of Applied Social Science,
 Case Western Reserve University
E.d.D., Bowling Green State University

Patrice McClellan, Ed.D.
Director, Masters of Organizational Leadership
Associate Professor, College of Business and Leadership
B.S., The University of Toledo
M.O.D., Ed.D., Bowling Green State University

Walter Ryley, MAEcon
Instructor, College of Business and Leadership
B.Sc., MAEcon., Bowling Green State University

Kara Thomas
Graduate Assistant, College of Business and Leadership
M.B.A. Candidate, Lourdes University
B.S., Lourdes University

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Acknowledgments

Scope of the Project

An examination of tutoring was completed by the authors of this report through a comprehensive review of best practices, a qualitative exploration of community perception, and a detailed analysis of financial resources and capacity. The work on this project began in May 2016 and was completed in December 2016. The project was informed by the ideas and expertise of the work group who meet throughout the process.

The work group included the authors and the following:

Keith Burwell	Michelle Klinger
President	Executive Director
Toledo Community Foundation	Partners in Education Toledo
Michael Gibbons	Gayle Lake
President	Director, Programs and Enrichment
Main Street Ventures	Activities
	Toledo Public Schools
Anneliese Grytafey	Paul Smith
VP, Strategic Initiatives & Grantmaking	Advisor
Toledo Community Foundation	Nonprofit Sector

Introduction

This project focuses on three areas related to the tutoring of children. First, it examines the concept and delivery of best practices in tutoring services, as supported by research evidence. Second, it investigates the community's perception of the need for the supplemental instruction services that improve student achievement outcomes. Lastly, it examines funding, with implications for implementing sound financial decision-making toward best practices through sustainable programming.

After-school programming has long been available in many settings and in many formats. Traditionally, these after-school programs have focused on keeping children supervised and off the streets. More recently, the focus has become broader, with the emergence of programs providing recreational and enrichment programs, including sports clubs, mentoring programs and homework help. Although these are effective mediums for children to increase self-efficacy with transferrable skills to the classroom and the community, few track student academic progress or work within an evaluation of education outcomes.[1] In order to provide the most viable and efficacious alternatives for the greater Toledo region, this report intends to investigate existing models that have demonstrated valid, reliable education outcomes.

This report presents overarching actions that emerged as essential components in building strong academic tutoring into the education process in a mid-sized urban area. The purpose of this project was not to evaluate current tutoring services or program content, but to explore process and extract relevant information that can be applied to the greater Toledo region.

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[1] R.F. Kronick (2000), M. Munoz (2002), M. Trammel, (2003)

Executive Summary
The Toledo Model: Transforming Our Future with Our Youth

The need for high-quality academic resources in our community is very real. 84.8% of K-3 TPS students — over 3,200 children — are struggling to improve their literary proficiency, and no more than 12% of students are currently receiving tutoring assistance.[2]

The metropolitan Toledo region has an opportunity — and an obligation — to address this gap. By pursuing an approach based on collective impact, we can develop, offer and sustain high-performing tutoring programs, expanding possibilities while maximizing potential funding streams.

The Importance of High-Quality Tutoring

In developing the approach outlined in this report, it was first essential to define high-quality tutoring, which is the intentional instruction that empowers students to fulfill their academic potential.

While there are nearly 170 metro Toledo programs that have self-identified tutoring as part of their mission, the clear majority of those organizations define tutoring broadly, and few have tutoring as their primary objective. The implementation of tutoring best practices can only complement these organization's important missions of mentoring, recreation, childcare and child safety.

The Need to Expand Capacities

Optimizing access to funding is critical. While high-performing national tutoring programs secure over $900 per student on average, Toledo programs obtain less than $300 per student. Due to a less centralized approach, programs in this region generally struggle to attract funding from national sources. By closing this funding gap, consolidating and maximizing existing resources, and expanding the influence of current tutoring programs, we have an opportunity to advance efficiencies across the community and deliver an exceptional tutoring experience for our youth.

It is also imperative that we leverage these programs to increase our outreach. While national programs on average serve an average of 173 students, most Lucas County organizations serve fewer than 75 students, and most only reach 10 to 30 students. In addition, sustainability issues threaten the livelihood of even highly successful organizations. Ideally, a staff-to-student ratio of 1:8.3 is recommended.

A Unified Approach

By implementing a centralized, consistent system, a community can provide oversight, as well as manage program funding and resource allocation. The Toledo community is exploring a system to optimize the success of tutoring programs throughout the region.

Our investigation, grounded in research of best tutoring practices and based on exemplary national programs, includes the following approaches and solutions:
1. A model that combines funders, programs, and outcomes into a centralized system driven by academic performance

2. Information for funders about program outcomes and the program's effectiveness in meeting shared community expectations
3. Support for tutoring programs, enabling them to build capacity toward outcomes and sustainability

Research from national and local studies concludes that a collective impact approach engages key stakeholders while aligning and strengthening existing coalitions and networks. Through this approach, high-performing, sustainable, coordinated after-school tutoring programs can be established.

The set of standards we recommend emphasizes real-time communication and partnership between schools, tutors and coordinators, as well as cultural competency, continuous staff improvement and effective data-driven funding.

Benefits for Students, Organizations and the Community

The successful development of a comprehensive, centralized, community-wide tutoring system features characteristics based on best practices, including the following:
1. Shared understanding and expectations of quality
2. Reduction in duplication, inefficiencies, and competition
3. Maximization of resources
4. Sharing of data between programs and schools
5. Effectiveness in reaching more children

Coordinated, centralized program models create access to funding sources that many programs are unable to secure individually. By sharing data and presenting as a unified entity, programs are able to demonstrate a greater collective impact and increase access that is unavailable to stand-alone programs.

Data collected in situations where similar programs have been implemented demonstrate striking outcomes for students, including improved literacy, greater academic achievement, better attendance, and increased engagement.

Conclusion: A Better Process for Better Outcomes

In summation, adopting and following the framework demonstrated in this report will facilitate greater success by developing, implementing and sustaining a community-wide high-quality tutoring program. Our recommended approach is as follows:

- Establish and communicate the common vision
- Engage key stakeholders to strengthen, link and align coalitions and networks
- Move forward with one coordinating body
- Adopt best practices and recommendations for high-performing tutoring programs
  - Develop enhanced tutoring skill sets
  - Create uniform tracking metrics
  - Establish student performance goals
  - Adopt data-driven decision-making process
  - Align policies and prioritize the use of resources
- Leverage and expand both existing and potential funding sources
  - Create dedicated local funding streams

- o Optimize existing funding streams
- o Maximize federal and state funding
- Clearly share and convey benefits of membership to community and organizations
    - o Organizations gain access to expanded resources and services
    - o Parents can identify high-quality programs that achieve their metrics
    - o Funders can determine high-performing, sustainable programs

By developing the following approach:
- Initiate a community-wide tutoring structure with a centralized coordinating organization
- Leverage high performing tutoring program best practices
- Enact a funding strategy that attracts new state and national funding while maximizing existing streams
- Create data system for continuous improvement

The following goals can be accomplished:
- Improve 3rd grade literacy by 35% over the next 3 to 5 years
- Increase participation from 12% to 30% over the next 3 to 5 years
- Increase funding from $300 to $900 per student over the next 3 to 5 years

By creating greater programmatic and administrative alignment over time, this approach can be implemented on a graduated timeline that optimizes resources most effectively.

- Build a centralized, city-wide model, relying on a tiered participation structure
    - o Tier 1
        - ▪ Organizations meet basic quality standards
        - ▪ Partners receive professional training and data
    - o Tier 2
        - ▪ Organizations meet intermediate to high quality standards
        - ▪ Partners receive funding access, professional training & data
    - o Tier 3
        - ▪ Organizations meet high quality standards
        - ▪ Partners serve as a site of the centralized tutoring program
- Set a timeline for implementation of timeline
    - o Phase 1 (Years 1-3): Establish K-6 Reading
    - o Phase 2 (Years 3-5): Add 7-12 Math
    - o Phase 3 (Years 4-5): Incorporate Summer Learning

Tutoring Best Practices

Research on Tutoring

A review of 23 existing tutoring systems throughout the United States was conducted for this project. The initial appraisal was far-reaching and included those programs and systems noted in recent (post 2010) evaluative studies. Each program was identified through research-based findings as demonstrating positive outcomes of tutoring in students in grades 1-2. These 23 programs were further analyzed to extract those that were most like the greater Toledo region in demographics, resources, and student academic needs.

Within the smaller sample size, there is a great deal of evidence substantiating the value of individualized and personalized instructional help for struggling learners in reading and math. A 2006 meta-analysis of tutoring found a variety of positive academic, attitudinal, and social-emotional outcomes for students (K-12) who received tutoring in these academic areas.[2] With young children, peer learning and supportive techniques from volunteers have been used extensively to enhance literacy skills. However, this supported or assisted attention is not an effective strategy to increase academic skill. The search for information on best practices provided substantial documentation of the long-term failure of programs that provide homework assistance or support for out of classroom assignments.[3] Although these programs may have important and positive impact on social behavioral skill development, reading and math deficits were not significantly impacted. These wide-ranged and well-grounded meta-analysis found that approximately only 9-10% of the change or improvement in academic performance was accounted for by the homework assistance based programs.[4] More recently, a study of first-grade students scoring in the lowest quartile for reading skills who received intense, focused tutoring instruction significantly outperformed their non-tutored peers on measures of reading accuracy, reading comprehension, reading efficiency, passage reading fluency, and spelling.[5] To the extent that students gain better learning and study techniques from the tutoring experience, it has been shown that tutoring positively affects their performance in content areas other than the one tutored.

Definition of Tutoring

As in the 2007 study,[6] one of the first goals of the study was to determine whether there is a standard definition of the term *tutoring*. In 2007, the review of the literature did not locate a clear definition of the word tutoring. Terms such as *supplemental educational services, academic assistance* and *educational intervention* were commonly used as interchangeable concepts for educational programming or support that was provided as out of classroom experiences.[7]

Current analysis of tutoring programming does support that tutoring is **not** limited to supplemental educational services — that is, programming that is focused on compensatory or remedial learning. Contemporary literature and currently regarded experts are much more focused on the effective strategies to increased reading and math literacy skills for all children as incorporated into a definition of tutoring. Educational research and the analysis of social policy

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[2] P.A. Lauer et al. (2006)
[3] B. Elbaum et al. (2000), Good et al. (2014)
[4] P.F. Vandasy, E.A. Sanders & J.A. Peyton (2005), Bixby et al. (2011)
[5] J.K. Gilbert et al. (2013)
[6] M. French & J. Litten (2007)
[7] The 2007 report recommended that the community adopt a single, shared definition of tutoring with attention to the best practice checklist. It is evident that local programs self-identified as tutoring sites while incorporating some, but not all, of the best practices.

support the idea that tutoring is a specific function based in focused academic support, as opposed to mentoring or behavioral-based programming that includes incentives for academic achievement. Given this, the work group considered the conceptual foundation and formalized a definition of *tutoring* that is grounded in evidence-based best practice: ***Tutoring is intentional, instructional reinforcement that moves a student towards fulfillment of his/her academic potential***. This definition provides context for services that are aligned with classroom instruction and practices that are culturally and linguistically responsive, with attention to individual student learning styles and needs.

Throughout the recent national movement towards tutoring as directed instructional assistance, there is agreement that a definition of tutoring is adopted by through a community wide action plan.[8] ***The alignment of an instructional model of tutoring with accepted and formalized community standards is key to the foundation of a successful system of programs***. A shared vision and expectations that are widely accepted and incorporated by service providers ensure that children, teachers, families/guardians, and tutors are working towards individual and collective goals.[9]

Exemplary Programs

Exemplary programs — those grounded in best practices — provide tutoring in one-on-one and small group environments, tailored to the needs of the students; several children may be able to work together with the assistance of one tutor, while another child may need individualized assistance. Tutoring in these settings followed the Hock, Pulvers, Deshler, and Shumaker *assignment-assistance* model.[10] Through this mode of tutoring, students receive help with teacher-assigned work. Other programs have similar explicit and implicit assumptions: The tutoring curriculum is explicitly intended as a supplement to the regular curricula in reading and mathematics, emphasizing state content standards. There is an implicit assumption that the embedded skills would be aligned with and complement those typically covered by the teachers in classrooms during the regular school day.

An examination of 23 programs that provide tutoring as out-of-classroom instruction indicated that these programs produce positive effect sizes on children's outcomes at the end of 1st and 3rd grades in comparison to children who did not receive same assistance. Only those programs that used trained tutors in one-on-one reading intervention were considered. Most programs begin tracking first-grade students at risk for reading failure. The tutoring model included repeated reading of familiar text, explicit coaching in decoding and word-solving strategies, and reading new books during each 15-minute session. Pretest and posttest data collected on measures of phonological awareness, sight word knowledge, and decoding revealed significant group differences in each reading area.

A 2004 longitudinal examination of a tutoring program assessed the reading skills of 100 elementary students.[11] In this out-of-school program setting, teachers provided guidance to tutors who were trained pre-service education students. Results found that students who participated in these tutoring programs significantly outperformed students in a control group in both reading fluency and comprehension. In addition, a hierarchical linear modeling of reading quotients between December 2001 and May 2004 found that students demonstrated significantly greater growth than the control students.

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[8] The structure and oversight of this plan for the greater Toledo region will be considered later in this report.
[9] Bixby et al. (2011), J.R. Yoder & A. Lopez (2013), L.J. Kotloff & D. Korom-Djakovic (2010)
[10] M.F. Hock et al. (2001)
[11] Burns, Senesac & Symington (2004)

Although limited, data does support that a tutoring model is a promising intervention for struggling beginning readers and is particularly appropriate for implementation in out-of-classroom tutoring settings.

Given this, increased alignment of a tutoring program with the regular-day curriculum will likely improve outcomes as well as teacher and parent buy-in over time. Developers of tutoring programs are advised to plan pilot programs with a long-term view, incorporating an understanding of the types of resources and conditions necessary for maximum success on particular outcomes measures.[12] This staged implementation has been successfully piloted in many communities that are similar to greater Toledo. Each piloted program initiated tutoring in an initial phase of K-6 reading reinforcement, followed by Grades 7-12 math instructional reinforcement, and, ultimately summer learning with reading and math instruction. Data from these focused, instructional reinforcement programs that are highly linked to community academic standards have shown high levels of positive gains in reading and math knowledge and skill with solid gains in successful high school completion (Appendix, Figure 1.1). In these tutoring programs and systems, the measurement of tutoring is through clear outcomes in academic growth.

Based in the work group's definition of tutoring, the instruction may be individual or small group services that serves specific needs as defined by school, family and student. This tutoring is best provided to students to work on short-term, targeted academic skills that support long-term academic goals.[13]

Summary of Tutoring Best Practices

Best practices of tutoring,[14] identified by this inquiry to have demonstrated positive outcomes in building success, include:

- A shared definition of tutoring that is specific, developed with input from constituent groups, and widely distributed to the service community and funding sources.
- An accepted description of "tutor" with specific qualifications, training and supervision. Teacher education, prior professional experience, and specialized training make significant positive differences. Professionally prepared tutors consistently produce significantly highest levels of student achievement.
- The strategic oversight of an action plan and community defined goals that inform efforts to assess and track progress of tutoring programs. Explicit and implicit assessment should be used throughout process and program and may include outcome data sources (literacy assessment, aggregate benchmark data, tutoring session logs that reflect work at increased levels, stakeholder and beneficiary surveys, etc.)
- A clear communication with existing after-school programs regarding tutoring expectations as instructional support is vital to student achievement. This communication and sharing of data includes tracking session-to-session to support achievement and overcome weakness with data shared with student, parent/guardian, and classroom teacher(s).
- Support and training to programs that choose to align with tutoring expectations as identified in community defined action plan.

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[12] M. Chatterji et al. (2006), A. Doyle & J. Zhang (2011)
[13] S. Herppich et al. (2013)
[14] A checklist for programs to use as self-audit for preparedness for tutoring services is provided in Appendix.

Community Analysis

Participation and Recruitment

Focus group participants were recruited through professional networks and TPS liaisons to the After School Tutoring Program research team. Due to competing factors and multiple focus groups running simultaneously discussing similar concerns with after school tutoring programs, participation was low. However, a focus group of 17 participants (3 TPS teachers, 12 parents, and 2 TPS professional staff) was conducted at Pickett Elementary School.

Research was used to formulate the questions asked to participants in the focus group. Best practices from the literature state that tutoring programs are most effective when taking a holistic approach, thus enlisting the support of parents, teachers, and the community in which the program is housed. The focus group at Pickett Elementary mirrored this practice and approach.

Methodology and Focus Group Format

The focus group used a qualitative appreciative inquiry (Cooperrider, Whitney, & Stavros, 2003) method. Appreciative inquiry is a method that focuses on affirmative responses and processes affect positive results, coupled with a critical dialogue, to understand how to positively affect the situation being discussed.

There were 5 questions developed via the literature on after-school tutoring programs. The questions were asked to all participants and are listed below:

1. Are you aware of after school tutoring programs in the Toledo area?
    a. Any specific programs?
2. How would you define a tutor?
3. What are your thoughts and/or perceptions with the quality of programming?
    a. Thoughts and/or perceptions about expectations of performance
4. What are your thoughts and/or perceptions with the student academic improvement with those who take advantage of after school tutoring?
    a. Thoughts and/or perceptions of feedback on student performance
5. If you could create a stellar after school tutoring program, what key components would you use to create this program?

Focus Group Results

Question 1: Are you aware of after school tutoring programs in the Toledo Area? Any specific programs?

The responses to this question cited Frederick Douglass Community Center, East Toledo Family Center, Soul City Boxing, Mott Library, Kids Unlimited, Inc., Success Mentors, and teacher-to-student tutoring that is building specific. It is wise to note that a majority of these programs are housed in schools or facilities in the central city. This is mainly because of the location of the Pickett Elementary School and the community in which the participants most likely reside.

Question 2: How would you define tutor?

Tutor was defined in terms of qualifications in specific areas such as Math, Science, Reading, and English. The participants in the focus group desired tutors who were knowledgeable about education curriculum in an effort to help students improve academic performance. This notion relied heavily on the qualifications of tutors to actually provide tutoring in specific content areas. The qualifications desired ranged from education backgrounds such as those with teacher qualifications to tutors who held college degrees with specific knowledge in math, science, reading, and English. The use of college students who are well versed in the content areas or are matriculating in a teacher education program was also mentioned in this conversation.

Question 3: What are your thoughts and/or perceptions with the quality of programming? Thoughts and/or perceptions about expectations of performance

This question raised concern for many of the participants, specifically in terms of the qualifications of the tutors. The participants seemed unsure and questioned the quality and improvement of student performance based on such. Another issue of concern was the communication between the tutor or tutoring programs with the teacher and parents. This notion of communication, or the lack thereof, was problematic because many of the participants were unsure if the content covered in the tutoring session is aligned by the elementary school curriculum or teaching techniques and strategies of the homeroom teacher. Many participants felt that some tutoring programs might be teaching content misaligned with the curriculum sanctioned by the district.

Question 4: What are your thoughts and/or perceptions with the student academic improvement with those who take advantage of after school tutoring? Thoughts and/or perceptions of feedback on student performance

Many participants are unsure of the improvement of student academic performance by those who take advantage of tutoring. From the focus group conversation, two themes arose during this portion. They were communication and qualifications of tutors. The participants are unsure because of the lack of communication between the tutor, tutoring programs and with the homeroom teacher. Many of the parents in this session stressed the importance of the tutoring to align with content covered in the classroom with the homeroom teacher. They wanted to be assured that students would not be ill-informed on techniques and teaching strategies that may conflict with what is taught in schools. The other connector to student academic performance was the quality and qualifications of the tutors. Participants seemed confident in tutors who had an education background or college training, but was skeptical about tutors who did not have similar qualifications.

Question 5: If you could create a stellar after school tutoring program, what key components would you use to create this program?

Participants desired a holistic approach to tutoring. This included qualified tutors as discussed in Questions 1-4. They wanted intergenerational leadership and instruction, including, potentially, college students who would work with teachers and students. In essence, similar to the Kouzes and Posner model (2002), tutoring creates a loop of community, which would ideally inspire participants to return once they have matriculated in college. Communication would be a key component to a stellar program, as it would close the loop and boost student academic performance by aligning tutoring expectations and outcomes with those of the home school. Social and emotional development would be included in a tutoring program. Extracurricular activities would support learning in the classroom and help students develop connections between school and the outside world.

Summary of Community Analysis

In sum, the focus group sessions suggest that a stellar tutoring program should include a professionalization of tutors that complements the efforts of the elementary school and homeroom teacher. Communication pathways need to be created to ensure curriculum and tutoring sessions are aligned while also reporting efforts to homeroom teacher. This ensures tracking of academic performance as well as calming concerns of parents who may be skeptical of tutors, qualifications, and tutoring techniques.

Financial Impact and Sustainability

In establishing best practices for tutoring programs, it is equally important to develop and implement a model-tutoring program from an operational standpoint to ensure long-term sustainability while optimizing financial resources. Drawing from existing research, the practices of similarly situated tutoring programs across the nation, and from a sampling of the existing after-school tutoring programs within greater Toledo, this section of the project seeks to evaluate gaps that may exist in the establishment of a high-performing tutoring model that delivers outcomes for the community and success for our children. The financial impact and operational sustainability model include the following five areas of focus:

1. *Identification of existing tutoring programs*
   a. *# of tutoring programs*
   b. *Variety of programming available*
   c. *Estimated # of youth served*
   d. *Estimated average cost per youth served*
   e. *Est. average of public funding received*
2. *Identification of model tutoring programs of excellence*
3. *Identification of existing funding and programmatic gaps*
4. *Mapping of potential sources of new public funding*
5. *Framework for a sustainable and scalable community model that provides staffing, technical assistance, resources and expertise to member after-school tutoring programs*

After-School Tutoring Programs in Lucas County

The Toledo Community Foundation (TCF) and Partners in Education (PIE) provided the identification of nearly 170 different after-school tutoring programs (ASTP) within our community. Their list of identified programs included those that provided tutoring specific services, though tutoring was not the primary or only focus of these organizations; instead it was often an additional and/or minor component of overall operations. In addition to the programs identified by TCF and PIE, further research was conducted by utilizing the Internal Revenue Service's Extracted Files on Exempt Organizations. One anticipated outcome of reviewing these files were to ensure that all "known" tutoring programs within Lucas County had been identified, and that there were no additional programs, that were included in these IRS files.

Benchmark Data

Staff/Youth Ratio
1:8.3 (during the school year);
1:8.8 (during the summer)

Staffing
- ✓ # of full-time employees: 4
- ✓ # of part-time employees: 13
- ✓ # of volunteers: 5
- ✓ Staff with 2- or 4-yr. deg.: 67%
- ✓ Credentialed (teacher/specialist): 24%

One-Year Staff Retention Rate
- ✓ Full-time staff: 75%
- ✓ Part-time staff: 56%
- ✓ Volunteers: 28%

Orientation/Training
- ✓ Formal staff orientation: 86%
- ✓ Required training: 84%
- ✓ Hours of training per year: 28.4
- ✓ Annual staff assessment: 84%
- ✓ Regular observation of staff: 91%

Attendance & Communication
- ✓ Monitor Youth Attendance: 99%
- ✓ Monitor Staff Attendance: 89%
- ✓ Obtain informal parent feedback: 86%
- ✓ Obtain formal parent feedback: 81%
- ✓ Obtain informal youth feedback: 89%
- ✓ Obtain formal youth feedback: 84%
- ✓ Parent communication at least once a month: 96%

Programs' Size & Operations
- ✓ 90% provided by CBOs
- ✓ 52% served less than 100 youth
- ✓ 33% served more than 200 youth
- ✓ 64% operated year round
- ✓ *Offered Services 3.7 hours per day*
- ✓ *Operated 181 days per school year*
- ✓ *Summer extended to 8.7 hours per day & 44 days*

(Grossman et.al, 2009, p.11)

Identified Tutoring Programs and Toledo Public School Buildings
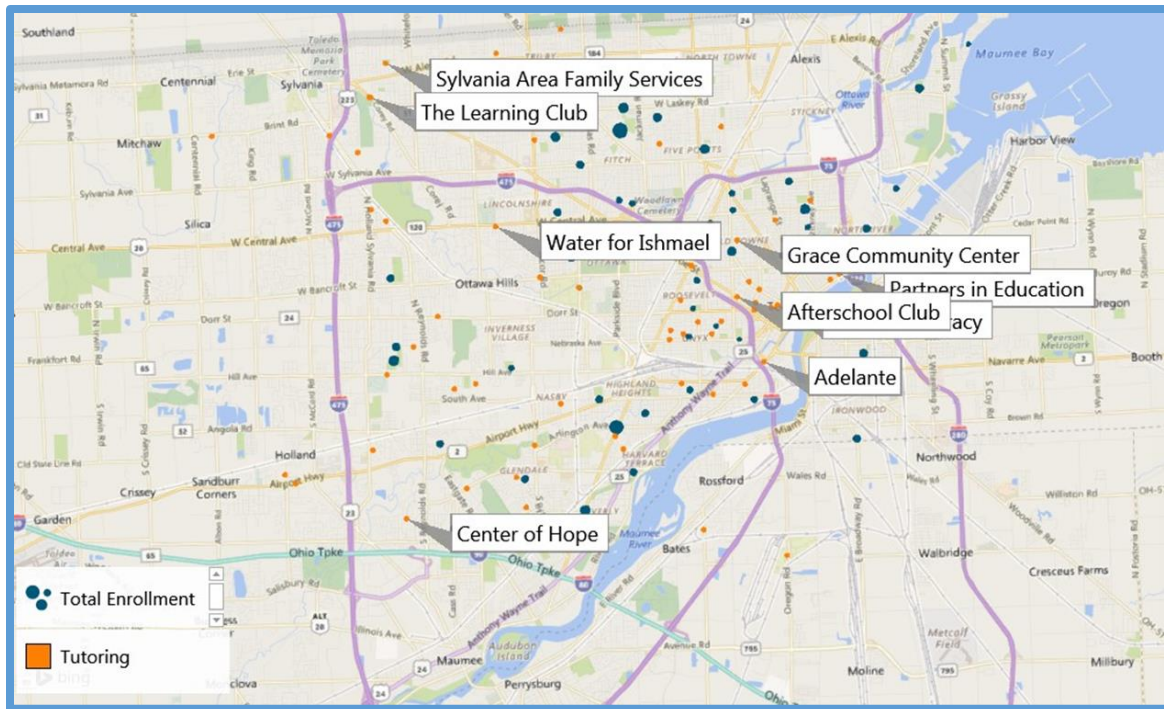
Identified Tutoring Programs Represented: Toledo – 94 programs; Sylvania – 11 programs; Springfield – 10 programs; Washington – 5 programs; Rossford – 2 programs; Perrysburg – 1 program; Ottawa Hills – 1 program

Drawing assumptions from this type of analysis is inconclusive, and a sampling of existing programs with directed questions was necessary to provide some rationale and data for the financial impact of ASTP within Lucas County. First, of these 81 identified ASTP within the IRS Extracted Files, six programs identified as offering tutoring only programs, while the remaining 75 programs self-identified as tutoring & mentoring, mentoring, or unknown. Further, nearly 80 additional tutoring/mentoring programs were identified within Lucas County that either have not sought IRS Exempt Status or are identified as a faith-based operation, which makes it nearly impossible to gauge an accurate assessment of the program's impact and the financial resources that support these various initiatives. Finally, since a community-wide definition of tutoring does not currently exist, some organizations that self-identified as a tutoring only program may direct less than 25% of their revenues to such program, despite being listed as a tutoring-only program. This had a direct result on skewing any potential modeling or predictions that were desired from this study and therefore prompted the necessity to create, disseminate and analyze the results of a community wide survey to assess existing tutoring programs.

After-School Programmatic & Financial Impact Survey

This survey, designed to engage key leaders of tutoring/mentoring programs within the community, represented a range of both community-based and faith-based organizations. These programs have many diverse methods of service delivery and programming, which can include mentoring, academic support, intervention, etc. There is a general lack of knowledge among these programs' funders about the viability and sustainability of these programs. The survey was designed in part to begin to understand how current funding supports programs, in hopes that this study will identify gaps in services and funding needs.

One anticipated outcome of developing and implementing this survey was to discern the cost of our community's tutoring services relative to best practices and national data of cost per

child. Research supports that long-term sustainability of tutoring programs occurs when programs are funded through systematic oversight based on community needs (Deich 2001; Langford 2000; Walker, Caplan and McElvain 2000). The constant quest for funding can lead tutoring programs to adjust their design and goals in ways that do not reflect priorities of the community and stakeholders. It is our belief that this study will help establish a link between program features and funders to ensure consistent continued services aligned with community and funding goals.

The *After-School Programmatic & Financial Impact* survey, modeled after similar Wallace Foundation Out-of-School Program Cost Surveys, asked 29 specific questions and was estimated to take 49 minutes to complete. A copy of the survey is provided in the appendix. The survey requested a wide breadth of information, from the days and hours of operations to the number of youth and respective grades and genders. Further, the survey asks for the organization's staff and leadership credentials, staff and volunteer representation, and continuing education, as well as the depth and variety of specific subject-matter content provided at these program sites. Finally, in an attempt to gain a better understanding of the percentage of overall revenue and expenses within these organizations as to their overall budget operations, the survey sought specific tutoring-only fiscal data with a focus on identifying public sources of funding as well as their program expenses.

The survey was initially distributed via email on October 3, 2016, to a screened list of 129 community organizations that were identified as major providers of tutoring only or Tutoring and Mentoring programs within Lucas County. The survey was open from October 3, 2016, to November 15, 2016. Of the 129 surveys distributed via email, 18 recipients requested to be removed from the study with 14 surveys either returned fully or partially completed. A response rate of 11% was lower than expected, as a desire of 25% return rate was optimal for maximum analysis for this report. Since participation in the survey was too low, in our professional opinion, we were unable to collect sufficient observations to declare that our sample was representative. This renders most statistical analysis based on the survey impractical.

It should be noted that, while we may not have reliable data through the survey, there still exists some useful bits of information in the collected responses. While not rigorous, this does allow some meaningful observations to be made at first glance. Some examples:

- ✓ Average/mean weekly hours of (tutoring) operation are 15.83.
- ✓ Total public funding was $575,000 (mean of ~$144,00).
- ✓ Total private funding $43,300 (mean of ~$14,000).
- ✓ 3 respondents report adequate computer access.
- ✓ 5 respondents report adequate staff supplies.

Beyond those descriptive statistics, a few interesting calculations/observations were observed:
- ✓ Between respondents, it appears that a total of 882 students are tutored (calculated by summation of head count by grade). Barely any of these seem to be 9th – 12th graders.
- ✓ Between respondents, there are 68.25 (some responses were in decimal form) paid employees and 195.5 volunteers.
- ✓ Between respondents, salaries of over $20 an hour were not uncommon for leadership/execs.

Nota Bene: *All averages are over the number of respondents to each question rather than the sample of respondents overall.*
Tutoring Programs Located Within Central Toledo
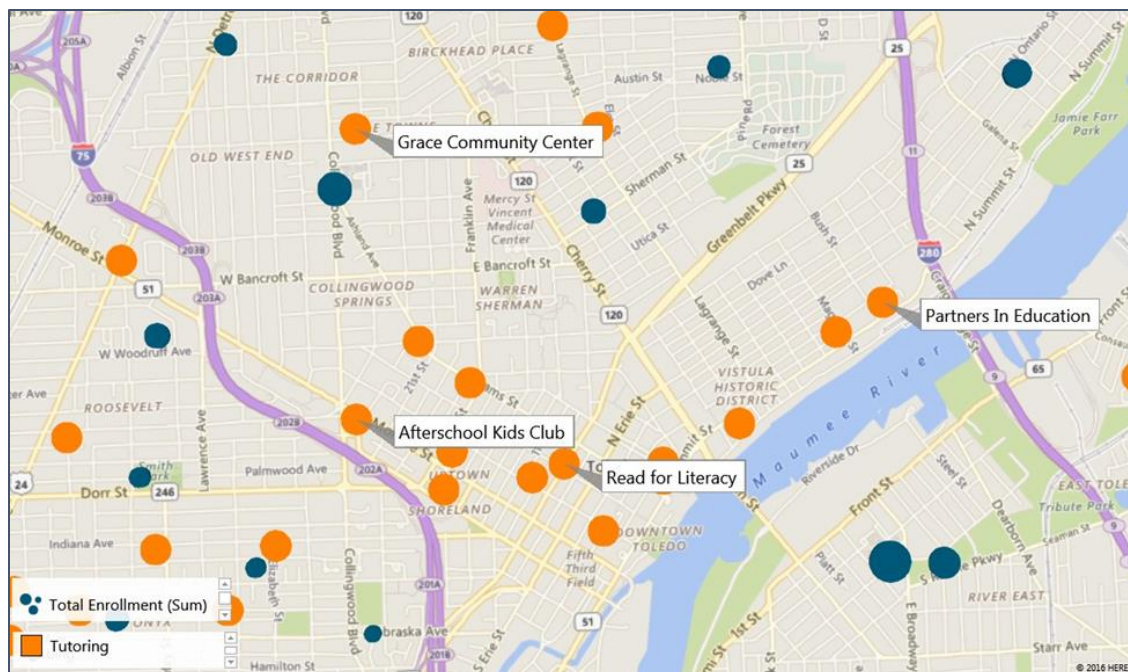
Nota Bene: The tutoring desert is located where there is a high concentration of schools, but an absence in tutoring programs. In addition, there is a high concentration of tutoring programs with an absence of schools.

School Building GPAs for Toledo Public Schools
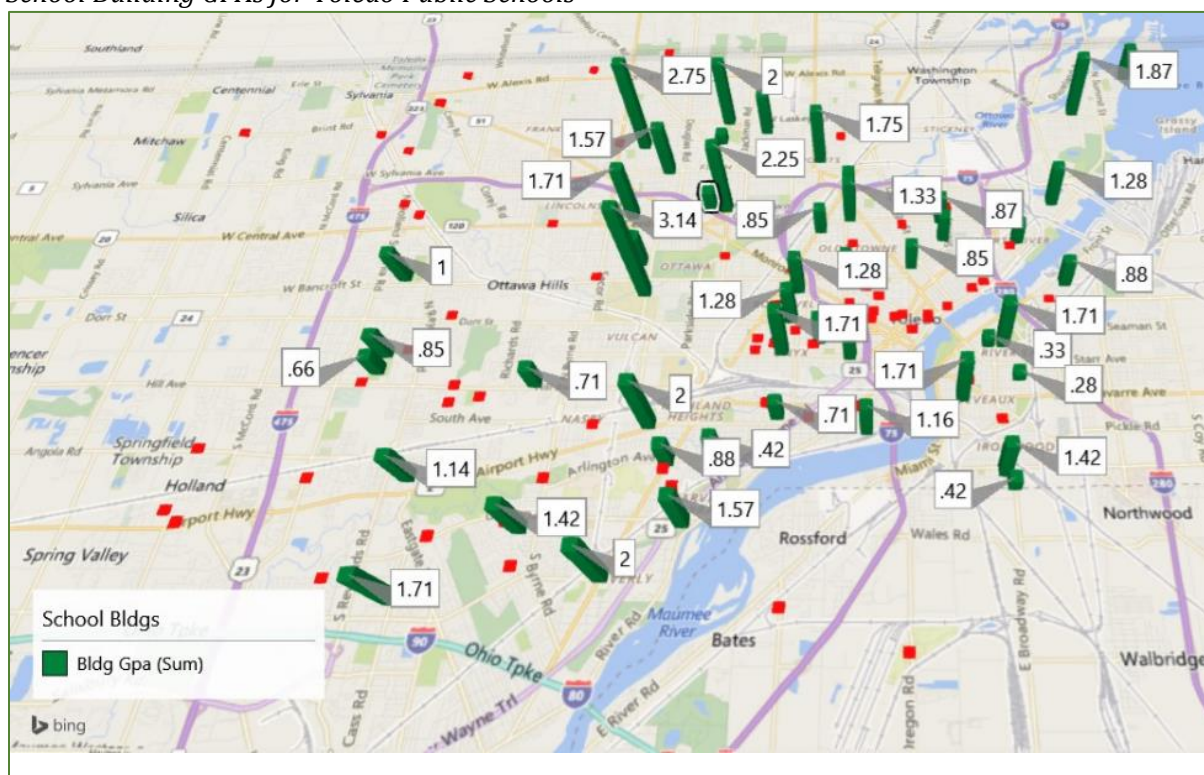
Nota Bene: School Building GPAs are on a 4.0 scale and come from the Toledo Public Schools 2015-2016 Report Card.

Emerging Trends of High Performing After-School Tutoring Programs

Substantial information and research exists on other after-school tutoring programs across the nation over the past twenty years, largely sponsored by the Wallace Foundation. This extensive database of research and publications on community-wide tutoring programs enabled our team to draw the best elements from the diverse programs across the nation and develop a framework for a Toledo model. In reviewing the various reports, consistent trends reoccurred, including the establishment of a unified parent organization, success in leveraging sources of public funding, and/or optimizing current fiscal resources to provide even more services and serve more youth. The following are a few examples of the financial benefits from program consolidation and centralization.

1. *St. Louis After-School for All Partnerships* – $800,000 secured for 2,700 slots by leveraging the State of Missouri Dept. of Social Services contribution of $400k with required matching funds via City of St. Louis; network of private funders; and the United Way.
2. *Florence, SC & Boise, ID* – By utilizing GIS mapping and targeting crime/poverty/societal issues, their communities were able to increase/enhance learning centers which subsequently dropped those rates (Additionally, Boise, when building/renovating schools, had a policy that required the inclusion of on-site learning centers operated during non-school hours)
3. *Tacoma, WA* – Utilized Metro Parks funding to secure $400,000
4. *Omaha, NE* – Leveraged a Department of Justice grant of $1.9M to create the Greater Omaha After-School Alliance

National Benchmark After-School Tutoring Programs

Since the local information obtained lacked sufficient data to provide any realistic assumptions or metrics, the focus shifted to identifying four separate programs in cities that shared demographic details with Toledo. Further, we sought organizations with a broad span of longevity — Baltimore's Family League has operated for 25 years, while New Orleans' YouthShift has only operated for a little over one year. Family League provides evidence that long-term success happens when the public school system and community-based organizations collaborate to support a city-wide tutoring program. YouthShift is an example of a community that recognized the critical need for a collective vision and partnerships.

Beyond their operational and programmatic models, each of these communities substantiated our findings from other models that a collective, unified approach to after-school tutoring resulted in a substantial increase to new sources of funding, especially in the governmental streams. Further, for the established programs, their reliance on public funding sources ranged from 68% to nearly 95% of overall gross revenues — which in part was due to their broad and inclusive board of directors. An inclusive approach that includes the chief educational officer (superintendent) of the city school district, community stakeholders, public officials, and private community members enabled these programs to take root within their cities.

Benchmark Tutoring Programs	# of Supported Programs/Sites	Est. # of youth served	Gross Rev. Public Funding	Public Funding as % of Gross Rev.
Baltimore, MD, Family League[15]; Est. 1991	49 School Sites & 34 Community Based Organizations	5,000 supported by Family League funding	$2.9 Million	94.5%
Providence, RI, After-School Alliance; Est. 2003	70 Associated Programs	1,500 (middle school)	$1.65 Million	68%
St. Louis, MO, After-School Partnership for All; Est. 2006	30 Programs	4,000	$5.1 Million	89%
New Orleans, LA, YouthShift; Est. 2015	60 Associated Programs	n/a	$120,000	5%

Beyond reviewing the initial information of these benchmark programs, an analysis using the After-School Program Cost Calculator (provided by the Wallace Foundation) showed that the individual hourly expenses per student slot varied from a low of $3.01 in St. Louis to a high of $4.04 in Providence. In part, the higher expense with Providence was a result of their decision to include busing with their program; even so, the average monthly expense per student slot across the five programs was $223.82, or $2,685.85 annually. Additional tutoring expenses were calculated with information based upon Cleveland and Detroit, with the intent to assess what the average per-slot expense might look like within Toledo. Based on those two cities, the annual cost was estimated at $2,505.77 per slot, or $180.07 less than the benchmark cities.

Since efforts to collect sufficient responses from the distributed survey were unsuccessful, the steering committee selected local tutoring programs that were recognized as representative of tutoring programs currently available within the Greater Toledo region. Below is a snapshot of the collected information on six of these organizations:

Sampling of Toledo Programs	Est. # of Students in K-3 Tutoring Programs	Gross Revenue – Public Funding	Public Funding as % of Gross Revenue[16]
Sylvania Area Family Services	4	$20,500	3.9%
Partners in Education	257	$149,256	47.9%
Center of Hope Family Services	42	$85,000[17]	50.8%
Adelante	43	$37,067	8.3%
Water for Ishmael	5	$-0-	n/a
The Learning Club	171	$94,376[18]	50.6%
Totals:	**522**	**$131,443**	

When considering the sources of funding from a sample of nearly a dozen after-school tutoring programs within Toledo, governmental sources reflected an average of 25% of overall gross revenue. This stands in contrast to the benchmark programs' percentage of public funding, which

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[15] There are an additional 277 identified tutoring programs not supported by the Family League, serving 14,000 youth within the public schools (17% of student enrollment)
[16] Average over the 2014/2015 tax returns
[17] 21st Century Community Center Grant
[18] Per IRS 990s – 247 youth served (# listed per survey response); $20,000 in federal funds

accounted for approximately three times the Toledo average, leading us to believe that the local community is not strategically or successfully identifying and/or securing funding from potential sources. In the initial estimate, based on the benchmark programs' financial data, public sources of revenue averaged $919 per youth in a tutoring program, whereas similar funding sources in Toledo ranged from $200 to $300 per youth. Further, in reviewing the expenses from the collected sampling of local tutoring programs, the overall expense as a percentage, mirrored the cost elements of national programs, with the largest expense being staffing. Areas of expense that could result in cost savings to Toledo, under a collective approach, include administrative expenses and space/utilities, as well as staffing.

Based on a compilation of data from the national tutoring programs to the small sampling of Toledo's similar programs, the following chart provides a comparison that may support some initial benchmarks for Toledo to establish in the coming months. It should be noted that, even with utilizing the modeling of the Wallace Foundation calculator and relying on our small sampling of programs, an accurate analysis of local financial data can only occur when a unified community-wide program has been implemented.

Characteristics of School-Year Programs	National[19]	Toledo	Initial Toledo Benchmarks
Average hours per day	3.7	3.2	**3.5**
Average annual cost per slot	$2,640	Unknown	**$2,500**
% of revenue as public sources	70% to 95%	20% to 30%	**50%**
Avg. Amount of public funding per slot	$919	$200 to $300	**$450**
Average daily attendance (# of slots)	107	Est. less than 50	**75**
Average # of youth enrolled (per program)	193	Est. less than 75	**150**
Average # of CBO programs (exclude schools)	30 to 40	More than 170	**15**

Identification of Potential Funding & Community Resources

As discussed above, the success of the identified benchmark programs in respect to expansion and operations requires identifying and securing new sources of funding through some of the more than 100 federal funding opportunities available. The existing federal funding is appropriated into three program categories: *discretionary, entitlement*, and *formula* or *block grants*. Discretionary programs are competitive and steered towards specific programs.[20] Examples of discretionary programs that have funded tutoring programs (sometimes indirectly as noted in earlier examples) are Literacy through School Libraries, Safe Schools/ Happy Students, and Juvenile Mentoring Program. Entitlement programs award funding based on eligibility of recipients — essentially anyone who meets the program qualifications[21] — formula or block grant programs award money based on a formula of descriptive statistics such as poverty, crime rates, and census data.[22] Although there are hundreds of federal funding opportunities, funding specifically for after-school and tutoring programs is limited. In order to maximize the funding opportunities offered, it is critical for after-school and tutoring programs to collaborate with other departments. Referring back to the Emerging Trends section of the report, the organizations listed were able to increase their funding capabilities through partnerships with social service agencies, city governments, police departments, and parks and recreation departments, and colleges programs are able to take

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[19] Grossman et al, 2009, p. iv
[20] National Center for Community Education, n.d., p.1
[21] National Center for Community Education, n.d., p.1
[22] National Center for Community Education, n.d., p.1

advantage of more than after-school tutoring funding sources. Collaborations benefit the after-school program by providing extra incentives to youth participants and can expand learning opportunities beyond the core focus of the tutoring or after-school program its self, something that would not be possible without a collaboration. Collaborations with local colleges can tap into federal funding and provided youth with intergenerational leadership. The examples listed are only a few of the endless possibilities that can occur from partnerships with tutoring and after-school programs and their communities.

Identified Gaps in Program Services & Funding within Toledo

There are significant existing resources and opportunities within Toledo that have not been tapped, optimized or fully engaged to establish a high-performing tutoring program. This includes leveraging existing professional resources such as Read for Literacy, which has developed an excellent volunteer training program that could lead and direct a model tutor-training program to harnessing the interest of community volunteers. In addition, many of these existing organizations do not have the necessary internal mechanisms or sufficient funding to continually offer a high-performing and sustainable tutoring program. Many of the models reviewed shared their administrative expenses by establishing their central office within a public school district's headquarters, the local community foundation, or within the mayor's office.

Challenges to Establishing a High-Performing After-School Tutoring Model

The Toledo community is not unique in experiencing the existing organizational barriers that prevent it from addressing societal issues through collective impact. Often, these stakeholders are active community participants, but they are fragmented in their approach and represent a diverse group of leaders from youth, community based organizations, faith-based organizations, public school system, governmental entities (e.g. Mayor, Council, Departments, Police), mental health, health care and child welfare (including judicial). Further additional challenges include:

The 2015-2016 Ohio Report Card for Toledo Public Schools

a.   Only 15.1% of students in K thru 3, demonstrated literacy improvement[1] (Grade of F)
b.   **3,218** students in K thru 3 are struggling in literacy improvement to proficiency (84.9%)
c.   **2,043** of these students are economically disadvantaged (63.5%)
d.   **1,706** of these students would participate in a tutoring program if available (53%)
e.   **740** of these students are alone after school is out (23%)
f.   **487** of these students demonstrated literacy improvement (15.1%)
g.   **483** of these students participate in an after-school program (15%)[2]

[1] The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade & beyond.
[2] Only 1 out of every 7 students currently participate in an after-school program (www.afterschoolalliance.org)

1.   Proliferation of community groups dissipating existing synergy to build collaborative efforts
2.   Reliable & qualified staffing
3.   Non-sustainable fiscal resources
4.   Limited community awareness of available services
5.   Expansion of services is limited due to staffing and/or physical space/resources
6.   Appearance of programs competing for the same youth as participants[23]

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[23] YouthShift, 2015, p. 14.

The research of the various organizations supports the need for an intermediary organization to meet the needs noted above, as well as providing the tools and resources to capture essential programmatic information to coordinating all the operational components necessary for achieving intended outcomes.[24]

1. *Establish Board of Directors composed of the following members:*
    a. Executive Director of Toledo Model
    b. Superintendent of Toledo Public Schools (Spokesperson for Initiative)
    c. Executive Committee of Stakeholder Advisory Council (consisting of 4 Members)
    d. 6 to 7 additional members drawn from community

Recommended Board Composition
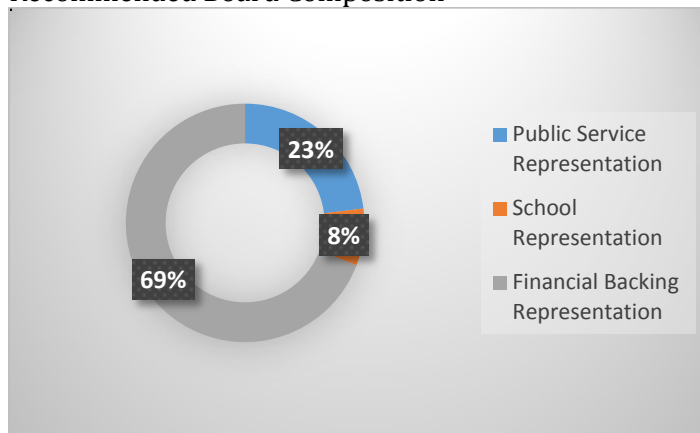
2. *Establish Stakeholder Advisory Council*
    a. Executive Director
    b. School System Curriculum Directors
    c. School-based organizations
    d. Community-based organization
    e. Faith-based organization
    f. Identified members from Parent's Advisory Committee
        i.   Parents identified by CBOs/School Sites/Faith-Based
        ii. Affiliation with a non-represented tutoring organization

Benefits of Centralized Programmatic Operations

Throughout the existing tutoring programs, there were several common threads — shared administrative expenses, collaboration with diverse community organizations, and locations to offer their services. Often, the core administrative functions were housed within spaces provided by the public school district, local community foundation, or through a governmental entity. In providing high-performing tutoring services throughout the community, the locations were a blend

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[24] YouthShift, 2015, p.18

of both schools and community-based organizations, such as the parks and recreation district, libraries, and higher education institutions, often as a result of strategic alliances to secure new and additional sources of funding. Also, it ensures consistency across the community in staffing levels with the staff-to-youth ratios remaining close to the national average (based upon leading programs) of 1:8.3 during the school year.

Further, by centralizing these programs' operations, the parent organization had the ability to provide human resources functions to the CBOs, which often are under-sourced and not well situated to handle these types of functions efficiently and effectively. By partnering with a larger organization, the program sites, whether at schools or CBOs, will have standard hiring credentials, formal orientation and continuous staff development opportunities to ensure consistency across the community. On average, nearly 30 hours of professional training/continuing education was offered to employees of these national programs that were reviewed, with nearly all of them providing annual staff assessments as well as in the field observations. Additionally, an integrated human resource and parent organization can identify, select and hire culturally competent staff and tutors, which places a priority on cultural proficiencies. These elements are critical if a community-wide definition of tutoring is to be disseminated and accepted by all potential stakeholders.

Tutoring software should also be identified and implemented. The software can continuously monitor the successes of tutoring programs, as well as ensure a stronger unified approach to running the day-to-day operations, with control of the employees resting within the parent organization. It is critical that the data collected utilizes a single identifier for each student to reduce duplicate counts if one youth utilizes different program sites. Its metrics should also provide crucial information for the on-site program, intermediary organization, and the larger community, thus creating accountability. In reviewing the best practices of attendance, assessment and communication of leading examples of tutoring programs, the mechanisms for monitoring attendance to providing feedback between parents, teachers and tutors.

In reviewing 17 different software programs that provide the tools and resources necessary to collect the desired data, it was determined that TutorTrac, by RedRock, is software that should be further reviewed. TutorTrac, which is fully web-based, collects data in real time, enables students to make appointments, and allows teachers and others within the program to communicate directly to the student or parents. It supports a unique identifier system with an ID card reader, so participants can easily log in and their visits can be tracked. Further, this system allows for each program to set their own specific preferences as to data collection, outside of the data sets that are locked and required by the parent organization. TutorTrac provides the ability for teachers to communicate directly with program sites (and vice versa) and develop a collective approach in supporting student success by including others. In the appendix, all seventeen software programs are evaluated in a comparison chart.

In pursuing funding, whether public sources or private foundations, it is essential to have accurate data, but more importantly to provide collective data across an entire community. The smaller organizations providing after-school programming often do not have the expertise to identify or submit a formal funding request, let alone the critical and necessary data sets. All the programs, including PASA in Providence[25] have filled the role of grant writer/coordinator to pursue new and larger revenue services, which are essential to ensuring long-term sustainability of a community-wide effort. As was evident in the survey results, people in Toledo who direct students to further assistance currently lack accessible, reliable, and valid information about after-school

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[25] Little & Deich, 2011 p.18

tutoring programs. A first step in establishing the framework to allow the ability to share data with the Toledo Model and the public school system is to sign a memorandum of understanding to allow data sharing, similar to PASA in Providence,[26] which results better school/after-school alignment.
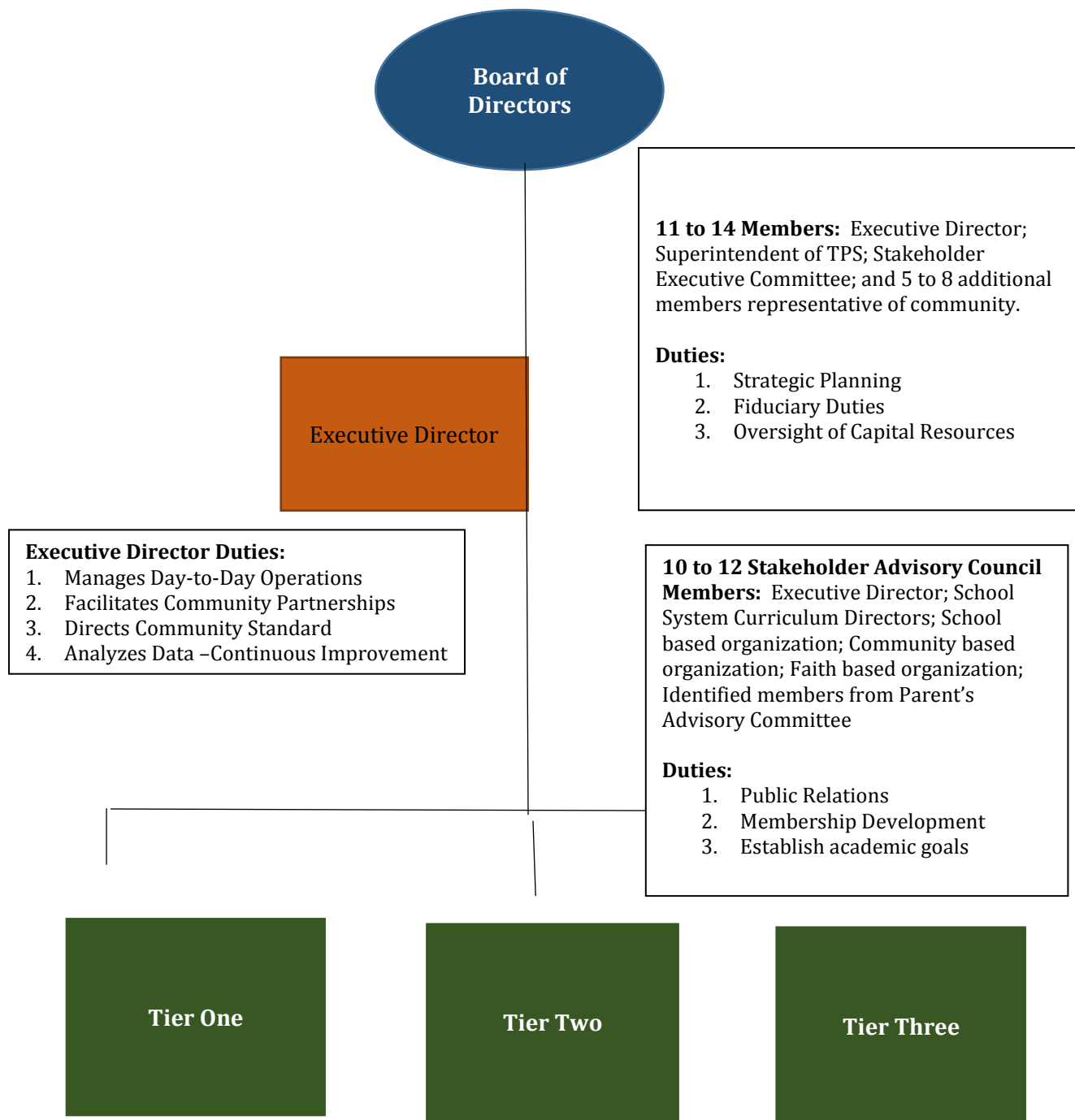
The Toledo Model: Framework for a High Performing After-School Tutoring Program

To establish a similarly high-performing and sustainable tutoring program in Toledo, the following organizational and operational framework is recommended:

1. Establish and communicate the common vision
2. Engage key stakeholders to strengthen, link, and align coalitions and networks
3. Move forward with one coordinating body
4. Adopt best practices and recommendations for high-performing tutoring programs
    a. Develop enhanced tutoring skill sets
    b. Create uniform tracking metrics
    c. Establish student performance goals
    d. Adopt data-driven decision-making process
    e. Align policies and prioritize the use of resources
5. Leverage and expand both existing and potential funding sources
    a. Create dedicated local funding streams
    b. Optimize existing funding streams
    c. Maximize federal and state funding
6. Clearly share and convey benefits of membership to community and organizations
    a. Organizations gain access to expanded resources and services
    b. Parents can identify high-quality programs that achieve their metrics
    c. Funders can determine high-performing, sustainable programs

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[26] Little & Deich, 2011, pp. 20-21.

Recommended Governance Model Organizational Chart

Board of Directors

11 to 14 Members: Executive Director; Superintendent of TPS; Stakeholder Executive Committee; and 5 to 8 additional members representative of community.

Duties:
1. Strategic Planning
2. Fiduciary Duties
3. Oversight of Capital Resources

Executive Director

Executive Director Duties:
1. Manages Day-to-Day Operations
2. Facilitates Community Partnerships
3. Directs Community Standard
4. Analyzes Data –Continuous Improvement

10 to 12 Stakeholder Advisory Council Members: Executive Director; School System Curriculum Directors; School based organization; Community based organization; Faith based organization; Identified members from Parent's Advisory Committee

Duties:
1. Public Relations
2. Membership Development
3. Establish academic goals

Tier One

Tier Two

Tier Three

Duties & Processes of Collective Approach

Partners are building a centralized, city-wide model. This model relies on a tiered participation structure that provides supports to programs in creating greater programmatic and administrative alignment over time. As member organizations meet increasing levels of quality over time, the benefits will increase accordingly:

Tier 1 Partners
- Meet basic quality standards
- Receive professional training and data

Tier 2 Partners
- Meet intermediate to high quality standards
- Receive funding access, professional training, and data

Tier 3 – Third Year and Ongoing Membership Requirements
- Meet high quality standards
- Serve as a site of the centralized tutoring program

Although it is vital to first identify and understand the various types of public funding sources, it is equally if not more important to ascertain the sustainability of those funding sources for long-term operations. Knowing the available funding sources, especially with respect to projecting the potential for new and/or expanded funding streams for ASTPs, will assist the committee when articulating the benefits of joining the Toledo Model. This impact may become even more important/significant when identifying and including funding opportunities such as private funders/foundations that will be receptive to financially supporting the Toledo Model based on a collective alliance of the various out-of-school tutoring programs that are working collaboratively to address these larger challenges.

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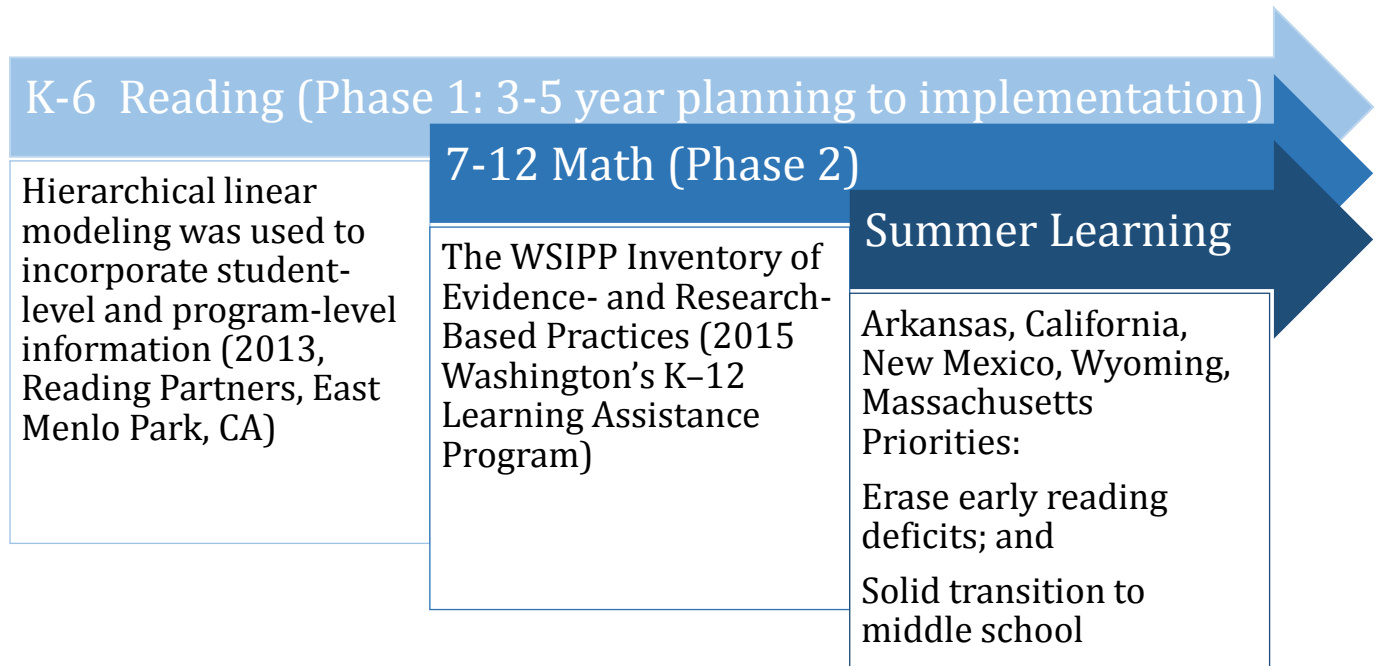
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Yoder, J. R., & Lopez, A. (2013). Parent's perceptions of involvement in children's education: Findings from a qualitative study of public housing residents. *Child Adolescent Social Work Journal* 30:415–433 DOI 10.1007/s10560-013-0298-0

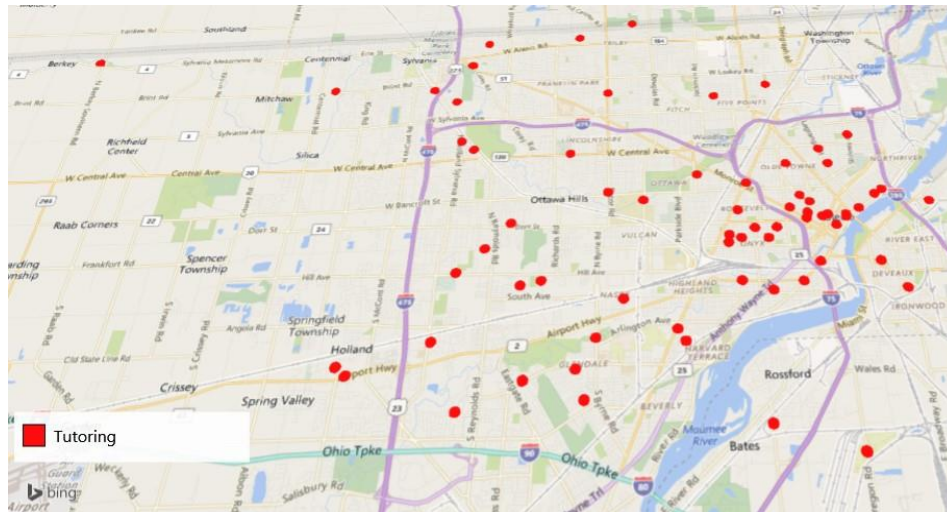## Appendix A: Best Practices
A1 Outline of Best Practices Program Implementation

Depicts how several exemplary after-school and tutoring programs implemented their program rollout in terms of curriculum implementation and a guided period.

K-6 Reading (Phase 1: 3-5 year planning to implementation)

Hierarchical linear modeling was used to incorporate student-level and program-level information (2013, Reading Partners, East Menlo Park, CA)

7-12 Math (Phase 2)

The WSIPP Inventory of Evidence- and Research-Based Practices (2015 Washington's K–12 Learning Assistance Program)

Summer Learning

Arkansas, California, New Mexico, Wyoming, Massachusetts Priorities:

Erase early reading deficits; and

Solid transition to middle school

Appendix B: Maps of Local Tutoring Programs[27]

B1 Overview of Tutoring Programs in Toledo, Ohio

The number of Identified Tutoring Programs within the Northwest Ohio Region.

- ✓ Toledo: 94 programs
- ✓ Sylvania: 11 programs
- ✓ Springfield: 10 programs
- ✓ Washington: 5 programs
- ✓ Rossford: 2 programs
- ✓ Perrysburg: 1 program
- ✓ Ottawa Hills: 1 program

B2 Map of Tutoring Programs and Toledo Public School Buildings in Toledo, Ohio

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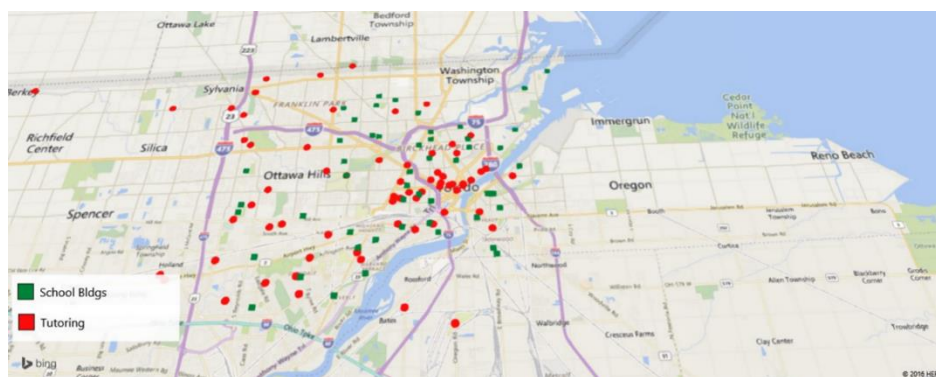
[27] Information used to create maps can be found in Appendix G

B3 A Map Summarizing Tutoring Program Locations in Relation to School Building GPA Averages
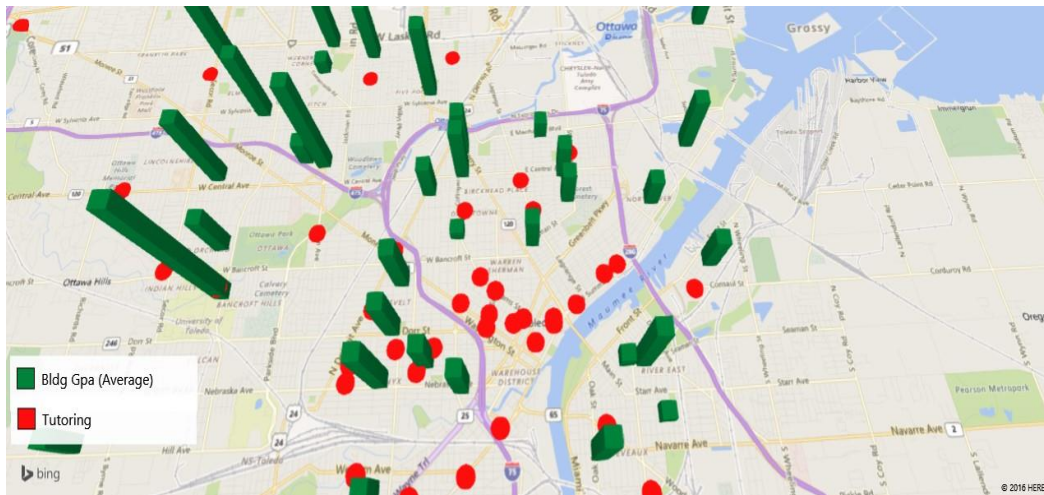
In the map *of Appendix B 2.3* there are:
1. 38 tutoring programs
2. 33 school buildings

In the cluster presented to the right of the Maumee River and Interstate 280, and to the right of Interstate 75, consist of:
1. 17 tutoring programs
2. 8 school buildings

## B4 Map of Tutoring Programs and School Buildings in Central and East Toledo, Ohio
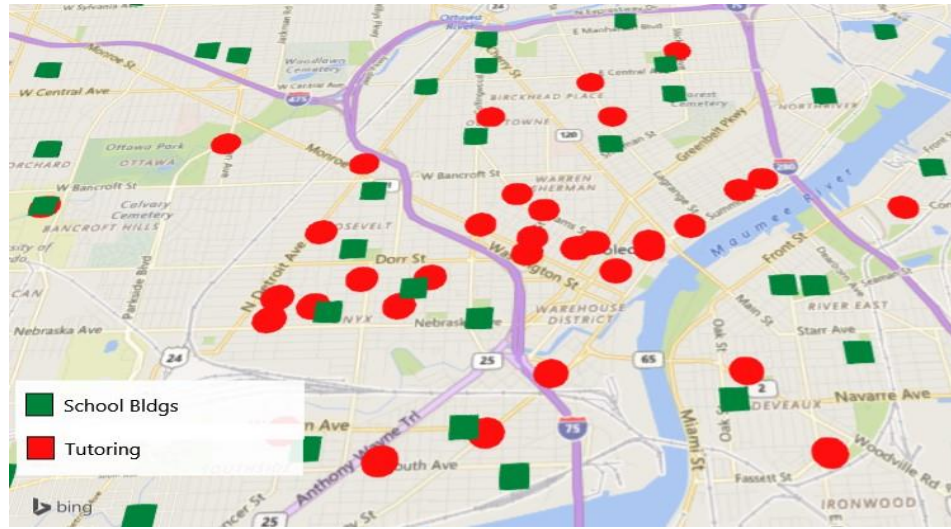
In the cluster of tutoring programs in Central Toledo between W. Bancroft and Summit to the right of Interstate 280, there are 0 Toledo Public School buildings and 13 tutoring programs. In comparison to East Toledo which only has two tutoring programs, and four Toledo Public Elementary Schools:
1. Navarre Elementary
2. Raymer Elementary
3. Garfield Elementary
4. East Broadway Elementary

Total enrollment of students 1,856 students

B5 Overview of Only Tutoring Programs in Central and East Toledo, Ohio.
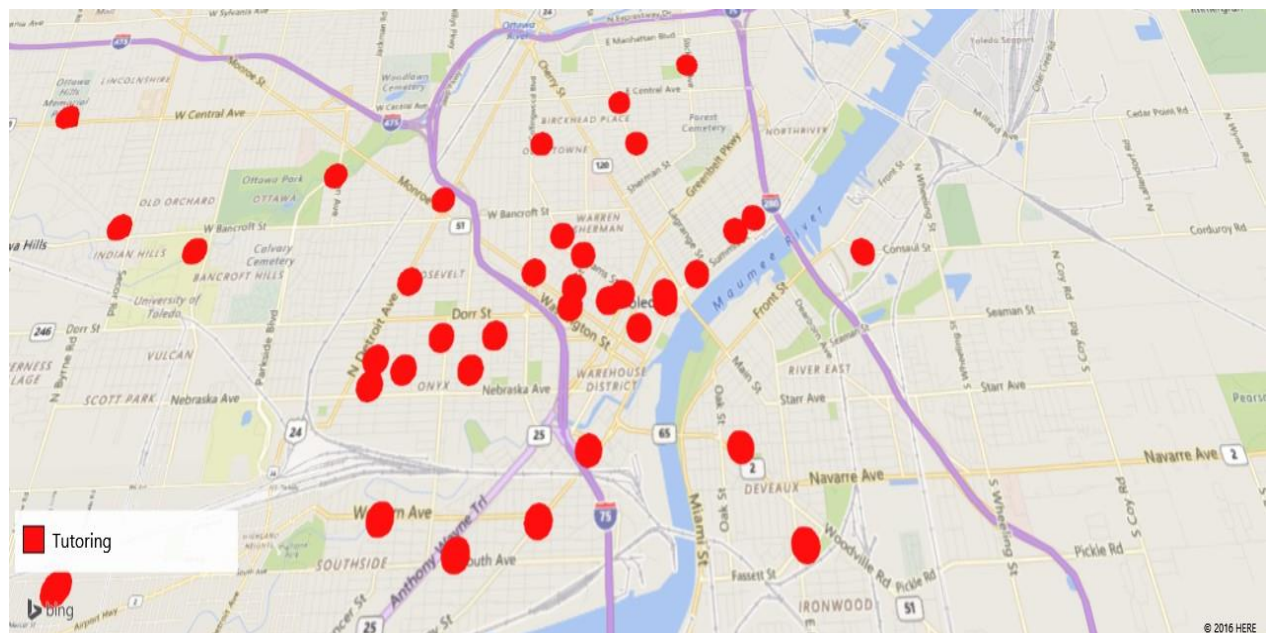
In Appendix B5, the number of tutoring programs to the right of the Maumee River totals 34 tutoring programs in Toledo, OH. In comparison to East Toledo which is the section of the map to the left of the Maumee River and to the right of Interstate 280. In East Toledo, there are two tutoring programs.

B6 List of Toledo Public School Buildings (51 Buildings total) [28]

School	Grade level	Total Enrollment
Arlington Elementary School	K-8	391
Beverly Elementary School	K-8	662
Birmingham Elementary School	9-12	414
Bowsher	9-12	1200
Burroughs Elementary School	K-8	406
Byrnedale Elementary School	K-8	357
Chase Stemm Academy	K-8	265
DeVeaux Elementary School	K-8	439
East Broadway Elementary School	K-8	412
Edgewater Elementary School	K-8	176
Ella P. Stewart Academy for Girls	P,K-8	197
Elmhurst Elementary School	K-8	559
Garfield Elementary School	K-8	474
Glendale-Feilbach Elementary School	K-8	362
Glennwood Elementary School	K-8	239
Grove Patterson Academy	K-8	405
Harvard Elementary School	P,K-8	377
Hawkins Elementary School	K-8	381
Jones Leadership Academy	7-10	145
Keyser Elementary School	K-8	244
Larchmont Elementary School	K-8	501
Leverette Elementary School	P,K-8	347
Longfellow Elementary School	K-8	619
Marshall Elementary School	k-8	316
Martin Luther King Jr. Academy for Boys	P,K-8	210
McKinley Elementary School	K-8	280
McTigue Elementary School	K-8	436
Navarre Elementary School	P,K-8	485
Oakdale Elementary School	K-8	
Old Orchard Elementary School	K-8	335
Old West End Academy	K-8	281
Ottawa River Elementary School	K-8	477
Pickett Academy	K-8	256
Raymer Elementary School	K-8	485
Reynolds Elementary School	K-8	353
Riverside Elementary School	K-8	387
Robinson Elementary School	K-8	309
Rosa Parks Elementary School	K-8	258
Sherman Elementary School	K-8	314
Spring Elementary School	K-8	253
Start High School	9-12	1362
Toledo Early College High School	9-12	218
Toledo Technology Academy	7-12	263
Waite High School	9-12	823
Walbridge Elementary School	K-8	327
Westfield Achievement	7-12	
Whittier Elementary School	K-8	562
Woodward High School	9-12	618

[28] Toledo Public Schools. (2017).

Appendix C: Community Demographics

C1 Demographics for Toledo, Ohio[29]

Toledo, OH		
Total Population	238,932	
	%	Pop. Est.
White	64.6	183,522
Black	26.6	75,561
American Indian	0.3	885
Asian	1.2	3,395
Native Hawaiian and Other Pacific Islander	0	136
Two or more races	4.7	13,369
Hispanic or Latino	7.6	21,630

C2 Age Demographics for Toledo, Ohio[30]

Toledo, OH		
Total Population	238,932	
	%	Pop. Est.
Under 5 years old	7	19,982
5 to 9 years old	7.1	20,046
10 to 14 years old	5.8	16,384
15-19 years old	7.2	20,364

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[29] US Census Bureau (2014) Demographic Data.
[30] US Census Bureau (2014) Demographic Data.

C3 Overall Demographics for Toledo and Four Benchmark Cities[31]

	New Orleans, LA,		Baltimore, MD		St. Louis, MO		St. Paul. MN		Toledo, OH	
Total Population	368,471		622,271		318,727		291,728		238,932	
	%	Pop. Est	%	Pop. Est	%	Pop Est.	%	Pop. Est.	%	Pop. Est.
White	34	125,296	30.3	188,380	45.5	144,883	60.2	183,522	64.6	183,522
Black	59.6	219,645	63	392,312	48	153,355	15.5	45,275	26.6	75,561
American Indian	0.3	1,030	0.3	2,094	0.2	705	0.9	2,589	0.3	885
Asian	3	10,885	2.5	15,530	2.8	8,887	16	46,607	1.2	3,395
Native Hawaiian and Other Pacific Islander	0	105	0	230	0	112	0	63	0	136
Two or more races	1.7	6,092	2.3	14,185	2.6	8,392	4.7	13,686	4.7	13,369
Hispanic or Latino	5.4	19,911	4.5	27,751	3.7	11,659	9.5	27,816	7.6	21,630

C4 Overall Age Distribution for Toledo and Four Benchmark Cities[32]

	New Orleans, LA		Baltimore, MD		St. Louis, MO		St. Paul, MN		Toledo, OH	
Total Population	368,471		622,271		318,727		291,728		238,932	
	%	Pop. Est	%	Pop. Est.	%	Pop. Est	%	Pop. Est	%	Pop. Est.
Under 5 years old	6.3	23,191	6.7	41,685	6.7	21,311	7.7	22,392	7	19,982
5 to 9 years old	5.7	21,045	5.8	36,044	5.4	17,335	7	20,429	7.1	20,046
10 to 14 years old	5.5	20,422	5.5	34,133	5.2	16,665	6.6	19,375	5.8	16,384
15 to 19 years old	6.1	22,499	6.4	39,670	6.1	19,599	7.5	21867	7.2	20364

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[31] US Census Bureau (2014) Demographic Data
[32] US Census Bureau. (2014).Demographic Data

C5 City Economic, Housing, and Social Data Comparisons Table[33]

	New Orleans, LA	Baltimore, MD	St. Louis, Mo	Providence, RI	Toledo, OH
Median household income	$36,964.00	$41,819.00	$34,800.00	$49,139	$33,485.00
Persons in poverty percentage	27.70%	24.20%	27.80%	18.3%	27.70%
Median value of owner-occupied housing units	$184,100.00	$155,000.00	$118,600.00	$215,800	$80,600.00
Median gross rent	$927.00	$944.00	$742.00	$884.00	$638.00
Percent of population HS graduate (25 years +)	84.80%	80.90%	83.20%	81.2%	85.50%
Percent of population Bachelors or higher (25 years +)	34.40%	27.70%	30.40%	26.4%	17.70%

C6 Public School System Enrollment Data for Toledo, Ohio and Four Benchmark Cities[34]

Public School District	Number of Students	Number of Teachers	National Rank
New Orleans Parish	12,447	804	500
Baltimore	84,730	5,271	38
St. Louis	27,017	2,006	257
Providence	23,827	1,393	310
Toledo	21,669	1,409	354

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[33] US Census Bureau. (2014). Economic, Housing, and Social Data
[34] National Council of Teacher Quality 2013-2014 School year National Center for Education Statistics

Appendix D: Financial and Sustainability Data

D1 Forms of Public Program Funding[35]

<u>Discretionary</u>
Funding offer federal funds for a targeted type of program on a competitive basis and can be administered by a variety of state agencies or directly from the federal government (National Center for Community Education, n.d., and p.1)

1. Carol M. White Physical Education Program
2. Community Technology Centers Program
3. Corporation for National and Community Service
4. Cultural Partnership for At-Risk Children and Youth
5. Drug-Free Communities Support Program
6. Early Reading First
7. GEAR UP
8. Juvenile Mentoring Program
9. Learn and Serve America
10. Literacy through School Libraries
11. Mentoring Grant
12. Parent Information and Resource Centers
13. Partnership in Character Education
14. Reducing Community Gun Violence
15. Safe Schools/ Healthy Students
16. School Dropout Prevention Program
17. TRIO- Educational Opportunity Centers
18. TRIO-Talent Search Program
19. TRIO-Dissemination Partnership Program
20. TRIO-Upward Bound
21. TRIO- Upward Bound: Math\Science
22. Weed and Seed
23. Youthbuild

<u>Entitlement Programs</u>
These programs serve every individual that meets the eligibility criteria, meaning there is no competition for the funds. Entitlement programs can be administered directly by the federal agency or through the state agencies (National Center for Community Education, n.d., p.1).

1. Food and Nutrition Programs
   o After-school Snacks

<u>Block or Formula grants</u>
These programs provide a fixed amount of federal funds to states based on a formula that may be based on census data, poverty rates, or other demographic information (National Center for Community Education, n.d., p.1).

1. Child Care and Development Fund
2. Community Development Block Grant
3. Learn and Serve America
4. Safe and Drug Free Schools
5. Small Rural School Achievement Program
6. Temporary Assistance for Needy Families
7. Title I
8. Title I- Supplemental Educational Services
9. Workforce Investment Act- State and Local Formula Youth Programs
10. 21st Century Community Learning Center

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[35] National Center for Community Education (2011).

D2 the 8 Elements that are Consistent with Program Sustainability

1. Executive Leadership (i.e., spokesperson w/board/committees etc.)
2. Program Leadership
3. Operations
4. Team-Decision Making
5. Partnering with the School District(s)
6. Frequent & Real-Time – communications between tutors/coordinators/educators
7. Prioritizing Cultural Proficiency
8. Continuous Staff Development
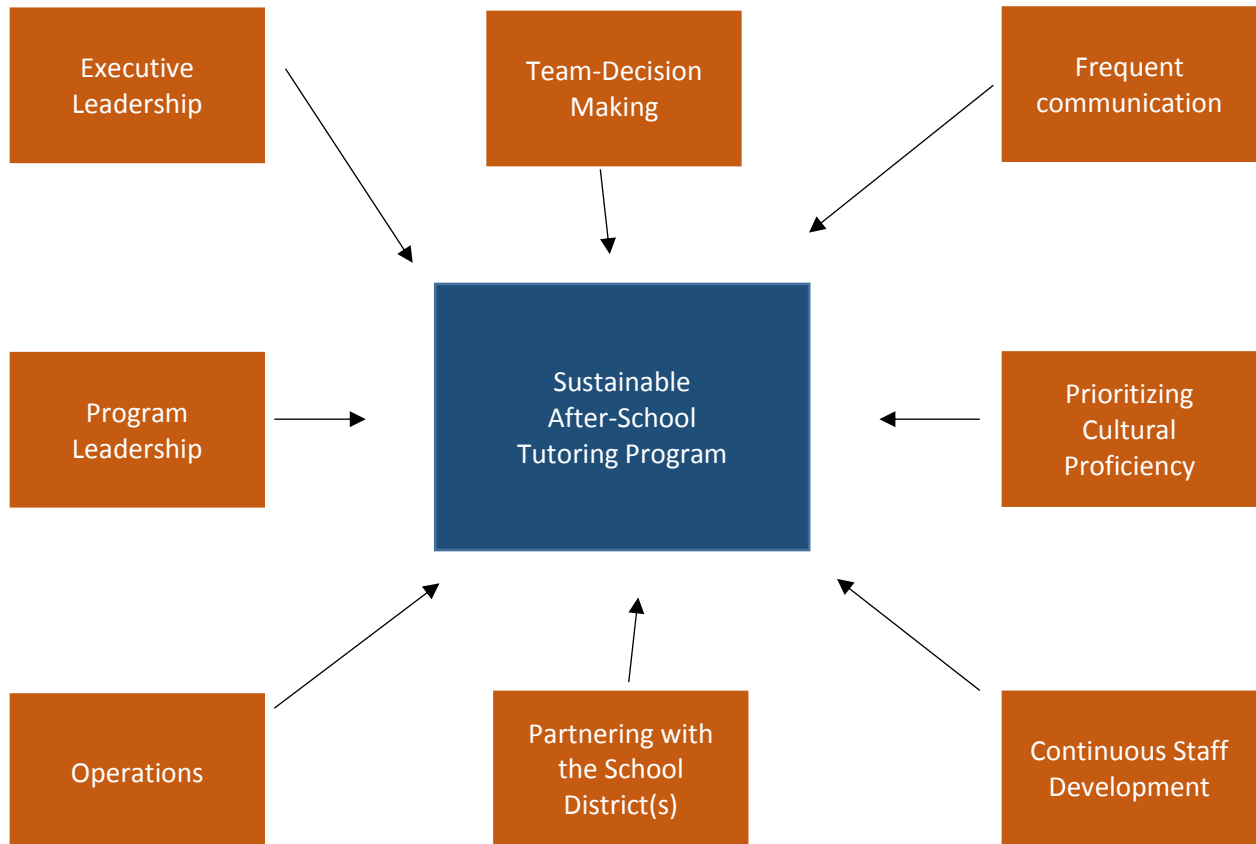
Appendix E: Benchmark Programs

E1 Overview of YouthShift

New Orleans, Louisiana
https://www.guidestar.org/profile/26-1272143
http://nolayouthshift.org/

Mission

The Partnership for Youth Development is the intermediary organization leveraging resources to programs that serve children and youth during out of school hours in New Orleans. We maintain strong connections between community groups, schools, government agencies, and families. Serving as this critical link, we strive to fill any gaps between existing local youth systems and to create a strong infrastructure that effectively supports the children and youth of New Orleans.

Steering Committee (23 Members)

Name	Organization
Amy Barad	Cowen Institute
Lynette Bates	Upward Bound
Paulette Carter	Children's Bureau
Marti Dumas	Unaffiliated (previously United Way SELA
Teresa Falgoust	Agenda for Children
Chris Gunther	City Health Department
Michael Januzzi	Partnership for Youth Development
Nicole Jolly	Partnership for Youth Development
Vicki Mack	The Data Center
Sara Massey	Communities in Schools of New Orleans
Echo Olander	KIDsmART
Josh Perry	Louisiana Center for Children's Rights
Ting-Ting Rivers	Unaffiliated (previously RSD)
Jennifer Roberts	Baptist Community Ministries
Vincent Rossmeier	Cowen Institute
Hamilton Simons	Independent Consultant
Michael Smith	Metropolitan Human Services District
Whitney Soenksen	The Data Center
Pam Stevens	Independent Consultant
Kim Tran	New Orleans Public Library
Taslim Van Hattum	Louisiana Public Health Institute
Kathleen Whalen	Independent Consultant
Emily Wolff	Broadmoor Improvement Association

Board of Directors (8 Members)

Name	Organization
Kelly Barbier	Staff Attorney, Louisiana Supreme Court
Richard Bouchner	Capital One
John Denenea	Attorney at Law
Melonie Hall	Entergy New Orleans
Anna Labadie	Junior League of New Orleans
Valarie McGinley Marshall	Tulane University
Jason Williams	Attorney at Law
Scott Norris	New York Life

Steering Committee: 23 Members
Consists of Representation from:
Public Service Representation: 6 (26%)
School Representation: 2 (9%)
Financial Backing Representation: 15 (65%)
Board of Directors: 8 Members
Consists of Representation from:
Public Service Representation: 1 (13%)
School Representation: 2 (25%)
Financial Backing Representation: 5 (62%)

Public Service Representation
- Mayor, Police Officer, Commissioners, Health and Other Public Departments

School Representation
- Teachers, Superintendents, University Representation, and Educational Programing
-
Financial Backing Representation
- Foundations, Corporations, Private Programs, and Religious Organizations

E2 Overview of Family League

Baltimore, Maryland
http://familyleague.org/wp-content/uploads/2016/02/Audited-Financial-Statement-for-2015.pdf
http://familyleague.org/

Mission

Family League of Baltimore serves as an architect of change in Baltimore by promoting data-driven, collaborative initiatives and aligning resources to create lasting outcomes for children, families and communities.

Board of Directors (10 Members)

Name	Organization
Ginger Mihalik, Chair	Executive Director, Outward Bound Baltimore
Rev. Dr. Terris A. King	Pastor, Liberty Grace Church of God Baltimore, MD
Michael Huber, Secretary	Business and Economic Development Specialist, Baltimore City Council President's Office
Carl DeLorenzo	Director of Policy, Howard County Government
Rev. Dr. Alvin Hathaway	Pastor, Union Baptist Church
Thomasina (Tomi) Heirs	Executive Director, Baltimore's Promise
Kelsey Johnson	Grant Services Specialist II, Mayor's Office of Human Services
Dr. Barry Solomon	Associate Professor of Pediatrics, Johns Hopkins University School of Medicine
Philip Symonds	Principal, Phillip Symonds, CPA
Charles Werhane, Treasurer	President & CEO, Enterprise Community Investment

Board of Directors 10 Members
Consists of Representation from:
Public Service Representation*: 3 (30%)*
School Representation*: 1 (10%)*
Financial Backing Representation*: 6 (60%)*

E3 Overview of ARCHS Program After School for All Partnership of St. Louis

Member of
A.S.A.P.
After School for All Partnership for St. Louis

St. Louis, Missouri
https://www.guidestar.org/profile/31-1611583
http://www.stlasap.org/

Mission

To improve the lives of greater St. Louis' residents.

Area Community Human Services (ARCHS) Board of Directors (22 Members)

Name	Organization
Charles "Matt" Matthews (Board Chair)	President and CEO, Crown Vision Center
Karen Aroesty	Regional Director, Anti-Defamation League
Everet Ballard	Retired Executive Director, St. Louis County Fire Standards Commission
Herbert Bernsen	Director, Department of Justice Services, St. Louis County
Maggie Cole	Director of Environmental Safety and Health, Monsanto
Brian Dobbins	Chief Executive Officer, Aetna Better Health of Missouri
Clifford Franklin	President, FUSE Advertising
Lt. Col. Gregory Hawkins	Retired Commander, St. Louis Metropolitan Police Department
William H. Hobson	Attorney, Summers, Compton, & Wells Law Firm
Henry Johnson III	Financial Advisor, Morgan Stanley
Michael Jones,	Senior Pastor, Friendly Temple Missionary Baptist Church
Janet Levin	Consultant, Human ARC
Stephanie Lewis	Human Resources Consultant, FPM Communications
Dr. Melba Moore	Director of Health, City of St. Louis
Jennifer Moorehouse	Director, Healthcare Operations/ Performance and Mergers & Acquisitions Integration, Ascension Health
John Parker	Owner and Principal Consultant, Evolution Communications Group
Dr. Charles Pearson	Superintendent, Normandy Schools Collaborative
Dr. Joylynn Pruitt	Interim Superintendent, Oak Park and River Forest High School
Lt. Col. Ronnie Robinson,	St. Louis Metropolitan Police Department
William Siedhoff	Retired Director, Department of Human Services, City of St. Louis
Sherrie Wehner	Business and Marketing Consultant
Jacqueline Wellington	Co-Founder and Managing Partner, CED-Solutions, and President, J&D Consultants

Board of Directors 22 Members
Consists of Representation from:
Public Service Representation: 6 (27%)
School Representation: 2 (9%)
Financial Backing Representation: 14 (64%)

E4 Overview of Providence After School Alliance

Providence, Rhode Island
http://www.mypasa.org
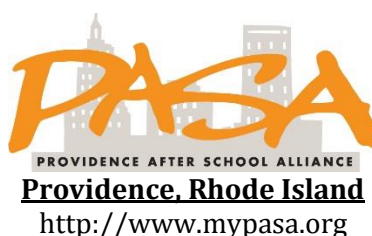
Mission

PASA's mission is to expand and improve quality after-school, summer, and other expanded learning opportunities for the youth of Providence by organizing a sustainable, public/private system that contributes to student success and serves as a national model.

Board of Directors (19 Members)

Name	Organization
Jorge Elorza (PASA Board Chair)	Mayor, City of Providence
Alison Eichler (PASA Board Vice Chair)	Co-President, Eichler Realty Company Inc.
Julie Andrews	Political Fundraising Consultant
Julia Bush (PASA Board Development Committee Chair)	Providence Parent & After-School Provider
Rachel Colaiace	Special Events and Communications Coordinator, Amos House
Hugh Clements	Chief of the Providence Police Department
Joe Devine (PASA Board Business Engagement Committee Chair)	Partner/Owner, Bridge Technical Talent, LLC
Margaret D. Farrell	Partner, Hinckley Allen & Snyder LLP
Edward P. Givens	Assistant Director, Talent Development Program, University of Rhode Island
Robert Goguen	CPA, Kahn, Litwin, Renza & Co.
Carol Grant	Commissioner of the Office of Energy Resources
Jennifer Kroll	Marketing Consultant
Christopher N. Maher	Superintendent of Providence Public Schools
Ben McGuire (PASA Board Finance Committee Chair)	Esq. Associate, Greenberg Traurig
Justin Reid	Director of Digital Program Strategy, CVS Health
Elana Rosenberg	Senior Project Manager, Expanded Learning, United Way of Rhode Island
Noel O. Sanchez	President, Casa Buena Builders, Inc.
Jillian Sullivan	Senior Vice President, Enterprise Engagement Programs, Bank of America
Toots Zynsky	Glass Artist & RISD Board Member

Board of Director 19 Members
Consists of Representation from:
Public Service Representation: 3 (16%)
School Representation:2 (10%)
Financial Backing Representation: 14 (74%)

Appendix F: Local and National Program Funding

Calculations utilizing the Wallace Foundation Cost Calculator for Out of School Programs assumes the following parameters for each analysis below:
Participants: Elementary Students – K-5
Number of Tutoring Slots: 250
Operational Period: 36 weeks (Academic School Year)
Program Focus: Tutoring Only
Youth to Staff Ratio: Less than 11:1

F1 Cleveland, OH: After-School Tutoring Analysis #1

Program Operator: Community Based Organization
Program Locations: Schools

Cost Ranges	Low	Median	High
WEEKLY Costs			
Hours per Week (projected)			15
Costs Per Slot	$36.60	$49.88	$112.86
Total Program Cost	$9,150.00	$12,470.34	$28,215.73
ANNUAL Costs			
Weeks per Year (projected)			36
Costs Per Slot	$1,317.60	$1,795.73	$4,063.07
Total Program Cost	$329,400.00	$448,932.20	$1,015,766.41
HOURLY Costs			
Costs Per Slot	$2.44	$3.33	$7.52
Total Program Cost	$610.00	$831.36	$1,881.05
DAILY Costs			
Days per Week (projected)			1
Costs Per Slot	$36.60	$49.88	$112.86
Total Program Cost	$9,150.00	$12,470.34	$28,215.73
MONTHLY Costs (assuming 4.33 weeks/month)			
Costs Per Slot	$158.48	$215.99	$488.70
Total Program Cost	$39,619.50	$53,996.57	$122,174.13

F2 Cleveland, OH: After-School Tutoring Analysis #2

Program Operator: Community-Based Organization
Program Locations: Community-Based Organizations

Cost Ranges	Low	Median	High
WEEKLY Costs			
Hours per Week (projected)			
Costs Per Slot	$43.76	$67.90	$163.39
Total Program Cost	$10,940.66	$16,974.66	$40,846.39
ANNUAL Costs			
Weeks per Year (projected)			
Costs Per Slot	$1,575.45	$2,444.35	$5,881.88
Total Program Cost	$393,863.73	$611,087.58	$1,470,470.17
HOURLY Costs			
Costs Per Slot	$2.92	$4.53	$10.89
Total Program Cost	$729.38	$1,131.64	$2,723.09
DAILY Costs			
Days per Week (projected)			
Costs Per Slot	$43.76	$67.90	$163.39
Total Program Cost	$10,940.66	$16,974.66	$40,846.39
MONTHLY Costs (assuming 4.33 weeks/month)			
Costs Per Slot	$189.49	$294.00	$707.46
Total Program Cost	$47,373.05	$73,500.26	$176,864.88

F3 Cleveland, OH: After-School Tutoring Analysis #3

Program Operator: School
Program Locations: Schools

Cost Ranges	Low	Median	High
WEEKLY Costs			
Hours per Week (projected)			
Costs Per Slot	$54.90	$66.98	$81.71
Total Program Cost	$13,725.00	$16,744.50	$20,428.29
ANNUAL Costs			
Weeks per Year (projected)			
Costs Per Slot	$1,976.40	$2,411.21	$2,941.67
Total Program Cost	$494,100.00	$602,802.00	$735,418.44
HOURLY Costs			
Costs Per Slot	$3.66	$4.47	$5.45
Total Program Cost	$915.00	$1,116.30	$1,361.89
DAILY Costs			
Days per Week (projected)			
Costs Per Slot	$54.90	$66.98	$81.71
Total Program Cost	$13,725.00	$16,744.50	$20,428.29
MONTHLY Costs (assuming 4.33 weeks/month)			
Costs Per Slot	$237.72	$290.01	$353.82
Total Program Cost	$59,429.25	$72,503.69	$88,454.50

F4 Cleveland, OH: After-School Tutoring Analysis #4

Program Operator: School
Program Locations: Community-Based Organizations

Cost Ranges	Low	Median	High
WEEKLY Costs			
Hours per Week (projected)			
Costs Per Slot	$54.90	$66.98	$127.35
Total Program Cost	$13,725.00	$16,744.50	$31,837.76
ANNUAL Costs			
Weeks per Year (projected)			
Costs Per Slot	$1,976.40	$2,411.21	$4,584.64
Total Program Cost	$494,100.00	$602,802.00	$1,146,159.40
HOURLY Costs			
Costs Per Slot	$3.66	$4.47	$8.49
Total Program Cost	$915.00	$1,116.30	$2,122.52
DAILY Costs			
Days per Week (projected)			
Costs Per Slot	$54.90	$66.98	$127.35
Total Program Cost	$13,725.00	$16,744.50	$31,837.76
MONTHLY Costs (assuming 4.33 weeks/month)			
Costs Per Slot	$237.72	$290.01	$551.43
Total Program Cost	$59,429.25	$72,503.69	$137,857.51

F5 Detroit, MI: After-School Tutoring Analysis #1

Program Operator: Community-Based Organization
Program Locations: Schools

Cost Ranges	Low	Median	High
WEEKLY Costs			
Hours per Week (projected)			
Costs Per Slot	$36.60	$46.54	$105.30
Total Program Cost	$9,150.00	$11,634.89	$26,325.42
ANNUAL Costs			
Weeks per Year (projected)			
Costs Per Slot	$1,317.60	$1,675.42	$3,790.86
Total Program Cost	$329,400.00	$418,855.95	$947,715.06
HOURLY Costs			
Costs Per Slot	$2.44	$3.10	$7.02
Total Program Cost	$610.00	$775.66	$1,755.03
DAILY Costs			
Days per Week (projected)			
Costs Per Slot	$36.60	$46.54	$105.30
Total Program Cost	$9,150.00	$11,634.89	$26,325.42
MONTHLY Costs (assuming 4.33 weeks/month)			
Costs Per Slot	$158.48	$201.52	$455.96
Total Program Cost	$39,619.50	$50,379.06	$113,989.06

F6 Detroit, MI: After-School Tutoring Analysis #2

Program Operator: Community-Based Organization
Program Locations: Community-Based Organizations

Cost Ranges	Low	Median	High
WEEKLY Costs			
Hours per Week (projected)			
Costs Per Slot	$40.83	$63.35	$152.44
Total Program Cost	$10,207.69	$15,837.44	$38,109.89
ANNUAL Costs			
Weeks per Year (projected)			
Costs Per Slot	$1,469.91	$2,280.59	$5,487.82
Total Program Cost	$367,476.80	$570,147.73	$1,371,955.91
HOURLY Costs			
Costs Per Slot	$2.72	$4.22	$10.16
Total Program Cost	$680.51	$1,055.83	$2,540.66
DAILY Costs			
Days per Week (projected)			
Costs Per Slot	$40.83	$63.35	$152.44
Total Program Cost	$10,207.69	$15,837.44	$38,109.89
MONTHLY Costs (assuming 4.33 weeks/month)			
Costs Per Slot	$176.80	$274.30	$660.06
Total Program Cost	$44,199.29	$68,576.10	$165,015.81

Program Operator: School
Program Locations: Schools

Cost Ranges	Low	Median	High
WEEKLY Costs			
Hours per Week (projected)			
Costs Per Slot	$54.90	$66.98	$81.71
Total Program Cost	$13,725.00	$16,744.50	$20,428.29
ANNUAL Costs			
Weeks per Year (projected)			
Costs Per Slot	$1,976.40	$2,411.21	$2,941.67
Total Program Cost	$494,100.00	$602,802.00	$735,418.44
HOURLY Costs			
Costs Per Slot	$3.66	$4.47	$5.45
Total Program Cost	$915.00	$1,116.30	$1,361.89
DAILY Costs			
Days per Week (projected)			
Costs Per Slot	$54.90	$66.98	$81.71
Total Program Cost	$13,725.00	$16,744.50	$20,428.29
MONTHLY Costs (assuming 4.33 weeks/month)			
Costs Per Slot	$237.72	$290.01	$353.82
Total Program Cost	$59,429.25	$72,503.69	$88,454.50

F8 Detroit, MI: After-School Tutoring Analysis #4

Program Operator: School
Program Locations: Community-Based Organizations

Cost Ranges	Low	Median	High
WEEKLY Costs			
Hours per Week (projected)			
Costs Per Slot	$54.90	$66.98	$118.82
Total Program Cost	$13,725.00	$16,744.50	$29,704.79
ANNUAL Costs			
Weeks per Year (projected)			
Costs Per Slot	$1,976.40	$2,411.21	$4,277.49
Total Program Cost	$494,100.00	$602,802.00	$1,069,372.36
HOURLY Costs			
Costs Per Slot	$3.66	$4.47	$7.92
Total Program Cost	$915.00	$1,116.30	$1,980.32
DAILY Costs			
Days per Week (projected)			
Costs Per Slot	$54.90	$66.98	$118.82
Total Program Cost	$13,725.00	$16,744.50	$29,704.79
MONTHLY Costs (assuming 4.33 weeks/month)			
Costs Per Slot	$237.72	$290.01	$514.49
Total Program Cost	$59,429.25	$72,503.69	$128,621.73

F9 Baltimore, MD: Family League of Baltimore

Program Operator: Community-Based Organization
Program Locations: Schools

Cost Ranges	Low	Median	High
WEEKLY Costs			
Hours per Week (projected)			
Costs Per Slot	$36.60	$54.75	$123.87
Total Program Cost	$9,150.00	$13,686.66	$30,967.81
ANNUAL Costs			
Weeks per Year (projected)			
Costs Per Slot	$1,317.60	$1,970.88	$4,459.36
Total Program Cost	$329,400.00	$492,719.67	$1,114,841.16
HOURLY Costs			
Costs Per Slot	$2.44	$3.65	$8.26
Total Program Cost	$610.00	$912.44	$2,064.52
DAILY Costs			
Days per Week (projected)			
Costs Per Slot	$36.60	$54.75	$123.87
Total Program Cost	$9,150.00	$13,686.66	$30,967.81
MONTHLY Costs (assuming 4.33 weeks/month)			
Costs Per Slot	$158.48	$237.05	$536.36
Total Program Cost	$39,619.50	$59,263.23	$134,090.62

F10 New Orleans, LA: YouthShift

Program Operator: Community-Based Organization
Program Locations: Schools

Cost Ranges	Low	Median	High
WEEKLY Costs			
Hours per Week (projected)			
Costs Per Slot	$36.60	$45.70	$103.41
Total Program Cost	$9,150.00	$11,426.02	$25,852.84
ANNUAL Costs			
Weeks per Year (projected)			
Costs Per Slot	$1,317.60	$1,645.35	$3,722.81
Total Program Cost	$329,400.00	$411,336.89	$930,702.23
HOURLY Costs			
Costs Per Slot	$2.44	$3.05	$6.89
Total Program Cost	$610.00	$761.73	$1,723.52
DAILY Costs			
Days per Week (projected)			
Costs Per Slot	$36.60	$45.70	$103.41
Total Program Cost	$9,150.00	$11,426.02	$25,852.84
MONTHLY Costs (assuming 4.33 weeks/month)			
Costs Per Slot	$158.48	$197.90	$447.77
Total Program Cost	$39,619.50	$49,474.69	$111,942.80

F11 St. Louis, MO: After School for All Partnership for St. Louis

Program Operator: Community-Based Organization
Program Locations: Schools

Cost Ranges	Low	Median	High
WEEKLY Costs			
Hours per Week (projected)			
Costs Per Slot	$36.60	$45.11	$102.08
Total Program Cost	$9,150.00	$11,278.59	$25,519.25
ANNUAL Costs			
Weeks per Year (projected)			
Costs Per Slot	$1,317.60	$1,624.12	$3,674.77
Total Program Cost	$329,400.00	$406,029.32	$918,693.16
HOURLY Costs			
Costs Per Slot	$2.44	$3.01	$6.81
Total Program Cost	$610.00	$751.91	$1,701.28
DAILY Costs			
Days per Week (projected)			
Costs Per Slot	$36.60	$45.11	$102.08
Total Program Cost	$9,150.00	$11,278.59	$25,519.25
MONTHLY Costs (assuming 4.33 weeks/month)			
Costs Per Slot	$158.48	$195.35	$441.99
Total Program Cost	$39,619.50	$48,836.30	$110,498.37

F12 Providence, RI: After-School Alliance

Program Operator: Community-Based Organization
Program Locations: Schools

Cost Ranges	Low	Median	High
WEEKLY Costs			
Hours per Week (projected)			
Costs Per Slot	$36.60	$60.59	$137.10
Total Program Cost	$9,150.00	$15,148.70	$34,275.86
ANNUAL Costs			
Weeks per Year (projected)			
Costs Per Slot	$1,317.60	$2,181.41	$4,935.72
Total Program Cost	$329,400.00	$545,353.10	$1,233,931.01
HOURLY Costs			
Costs Per Slot	$2.44	$4.04	$9.14
Total Program Cost	$610.00	$1,009.91	$2,285.06
DAILY Costs			
Days per Week (projected)			
Costs Per Slot	$36.60	$60.59	$137.10
Total Program Cost	$9,150.00	$15,148.70	$34,275.86
MONTHLY Costs (assuming 4.33 weeks/month)			
Costs Per Slot	$158.48	$262.38	$593.66
Total Program Cost	$39,619.50	$65,593.86	$148,414.48

F13 Average Costs Per Tutoring Slot (academic year programs) – Benchmark Programs

Costs Per Slot	Baltimore	New Orleans	St. Paul	St. Louis	Providence	Average
Hourly	$ 3.65	$ 3.05	$ 3.48	$ 3.01	$ 4.04	$ 3.45
Daily	$ 10.95	$ 9.15	$ 10.44	$ 9.03	$ 12.12	$ 10.34
Weekly	$ 54.75	$ 45.75	$ 52.20	$ 45.15	$ 60.60	$ 51.69
Monthly	$ 237.07	$ 198.10	$ 226.03	$ 195.50	$ 262.40	$ 223.82

F14 Average Costs per Tutoring Slot (academic year programs) – Cleveland, OH & Detroit, MI

Costs Per Slot	Cleveland	Detroit	Average
Hourly	$ 3.33	$ 3.10	$ 3.22
Daily	$ 9.99	$ 9.30	$ 9.65
Weekly	$ 49.95	$ 46.50	$ 48.23
Monthly	$ 216.28	$ 201.35	$ 208.81
Annually	$ 2,595.40	$ 2,416.14	$ 2,505.77

F15 Benchmark Tutoring Programs

Benchmark Tutoring Programs	# of Supported Programs/Sites	Est. # of youth served	Gross Revenue – Public Funding	Public Funding as % of Gross Revenue
Baltimore, MD- Family League;[36] Est. 1991	49 School Sites & 34 Community Based Organizations	5,000 supported by Family League funding	$2.9 Million	94.5%
Providence, RI- After-School Alliance; Est. 2003	70 Associated Programs	1,500 (middle school)	$1.65 Million	68%
St. Louis, MO – After-School Partnership for All; Est. 2006	30 Programs	4,000	$5.1 Million	89%
New Orleans, LA- Youth Shift; Est. 2015	60 Associated Programs	n/a	$120,000	5%

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[36] There are an additional 277 identified tutoring programs not supported by the Family League, serving 14,000 youth within the public schools (17% of student enrollment).

F16 Comparison of School Year Characteristics of National Cities and Toledo, OH

Characteristics of School-Year Programs	National[37]	Toledo	Established Goals for Toledo
Average hours per day	3.7	3.2	**3.5**
Average annual cost per slot	$2,640	Unknown	**$2,600**
% of revenue as public sources	70% to 95%	20% to 30%	**50%**
Average daily attendance (# of slots)	107	Est. less than 50	**75**
Average # of youth enrolled (per program)	193	Est. less than 75	**150**

F17 Visual Representation of Cost Elements Associated with After-School Programing[38]

Figure 1
Cost Elements
School-Year Programs Serving ES/MS Students

Benefits 7%
Administrative 8%
Other 15%
Transportation 2%
Space and utilities 13%
Staff salaries 55%

Note: Administrative costs include the nonlabor expenses associated with managing program operations, such as office equipment and supplies, printing, accounting, payroll, liability insurance, community outreach and contracted services. Other costs include snacks/meals, materials (equipment and supplies used by program participants), staff training and other miscellaneous expenses.

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[37] Grossman et al, 2009, p. iv.
[38] Grossman et.al, 2009, p. 18

F18 Toledo After-School Tutoring Program Expenses

Toledos's ASTP Expenses

- Traning/Conference 0%
- Travel 2%
- Space/Utilities 12%
- Professional Services 5%
- Administrative 30%
- Staff 51%
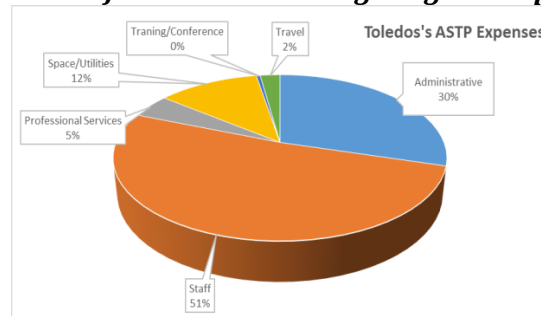
F19 Cost Variations of School Year Programs Based on Number of Program Participants [39]

Figure 8
Cost Variations of School-Year Programs
Serving ES/MS Students by Program Size

Average cost per slot

- 0-50 participants: Hourly $8.90, Daily $29
- 51-100 participants: Hourly $6.10, Daily $20
- 101-150 participants: Hourly $9.10, Daily $29
- 151-200 participants: Hourly $3.30, Daily $13
- over 200 participants: Hourly $7.40, Daily $24
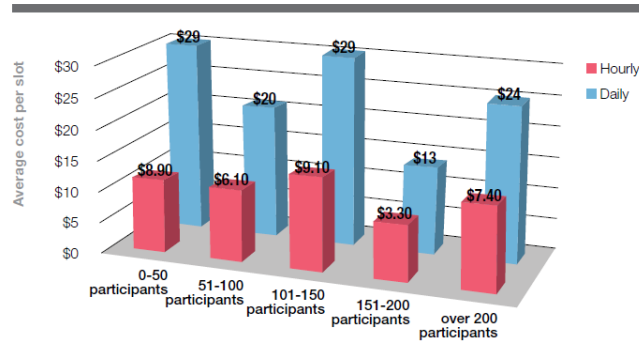
F20 Cost Variations Based of After-School Program Focus[40]

Figure 4
Cost Variations of School-Year Programs
Serving ES/MS Students by Program Focus

Average cost per slot

- Multiple focus: Hourly $5.70, Daily $22
- Single focus: Hourly $9.00, Daily $31
- Academic: Hourly $12.50, Daily $27
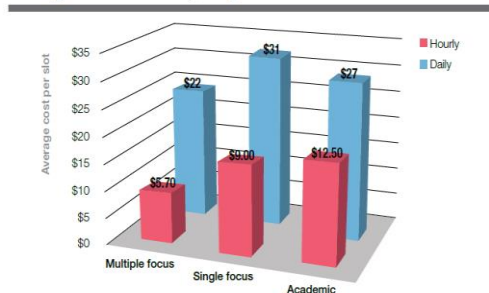
Note: All costs have been converted to 2005 "Average Urban Dollars"—an estimation of costs for the typical US city—derived from the ACCRA Cost-of-Living Index. See Appendix B for a detailed explanation.

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[39] Grossman et al, 2009, p. 25
[40] Grossman et al., 2009, p.22

Appendix G: Local Tutoring and Mentoring Organizations

The following Appendix is the list of organizations used to compile data and research for the report. The information was provided to the University by a partner organization.

Organization	EIN	City	Classification
1Girl	46-2512111	Toledo	Mentoring/ Tutoring
4H Club	#N/A	Toledo	Mentoring/ Tutoring
A Gifted Generation	90-0843341	Oregon	N/A
A Home for You, Inc.	34-1931836	Maumee	Mentoring/Tutoring
A Mother's Touch	80-0279380	Toledo	Mentoring/ Tutoring
A Renewed Mind	34-1896193	N/A	Mentoring
ABC's of Movement	#N/A	Delta	Mentoring/ Tutoring
Adelante	34-1826214	Toledo	Mentoring/ Tutoring
After-School All Stars	#N/A	Toledo	Tutoring
Agape Second Chance	47-1202188	Holland	Mentoring
All About The Kids Learning Center LLC	#N/A	Bowling Green	Tutoring
All Saints, Rossford	#N/A	Rossford	Tutoring
Anthony Wayne Youth Foundation	20-5528060	Whitehouse	Tutoring
Armory Child Development Center	#N/A	Toledo	N/A
Armory Church	#N/A	Holland	N/A
Art&Soul	#N/A	N/A	N/A
Arts Commission of Greater Toledo	34-1358701	Toledo	Mentoring
Arts Council of Lake Erie West	34-1405987	Toledo	Mentoring
ASK – After-School Club	#N/A	Toledo	Mentoring/ Tutoring
Believe Center	80-0733488	Toledo	
Ben E Williams Youth Services	34-1874566	N/A	Mentoring/ Tutoring
BG Teen Central	#N/A	Bowling Green	Mentoring/ Tutoring
Bible Temple Day Care	58-1785192	N/A	Mentoring
Big Brothers Big Sisters Northwestern ohio	34-1396251	Toledo	Mentoring
Books 4 Buddies	#N/A	N/A	Mentoring/Tutoring
Boy Scouts of america	34-4427945	Toledo	Mentoring
Boys & Girls Club of Toledo	34-4427933	Toledo	Mentoring
Brightside Academy	#N/A	N/A	Mentoring/Tutoring
Butterflies 15	47-3238035	N/A	Mentoring/Tutoring
James C Caldwell Community Center	34-4316930	Toledo	Mentoring
Calvary UMC	#N/A	Toledo	Mentoring/Tutoring
Camp 360	#N/A	Sylvania	N/A
Camp Fire	#N/A	Fremont	Tutoring
Canaan Outreach Center	27-3405520	Toledo	Mentoring
Catholic Club	34-4428936	Toledo	Mentoring/Tutoring
Center for Cultural Awareness	#N/A	Sandusky	Tutoring
Center of Hope Family Services	20-0955193	Toledo	Mentoring
Central Catholic Ministries	#N/A	N/A	Mentoring/Tutoring

Organization	EIN	City	Classification
Central Catholic Ministries	N/A	Toledo	N/A
The Chuck Ealey Foundation	26-1102208	Toledo	Mentoring/Tutoring
City of Toledo – Dept. of Neighborhoods	#N/A	Toledo	N/A
Cornerstone Church	34-1543444	N/A	N/A
Court Appointed Special Advocates	#N/A	Toledo	Mentoring
Creative Village Preschool	#N/A	Toledo	Tutoring
Catholic Foundation of the Diocese of Toledo	90-0917351	Toledo	N/A
Dreams of Tomorrow	#N/A	Toledo	Tutoring
East Toledo Family Center	34-4429426	Holland	Mentoring/Tutoring
Educate U Well	#N/A	Toledo	N/A
Educational Services Center – Lake Erie West	#N/A	Toledo	N/A
Eli's Escape	#N/A	Toledo	N/A
Family and Child Abuse Prevention Center	34-1375936	Toledo	Mentoring
Family House Homeless Shelter	#N/A	Toledo	Tutoring
Family Learning Center of NW Ohio	34-1917119	N/A	Tutoring
Feet on the Street	#N/A	N/A	Mentoring
Forever Friends Learning Center	#N/A	Perrysburg	Tutoring
Foster Grandparent Program	#N/A	N/A	Mentoring
FoT Coordinator	#N/A	Toledo	N/A
Friendly Center	34-4428217	Toledo	Mentoring/Tutoring
G3 Incorporated-Graduates Opening Gateways For Future Graduates	20-0840264	Whitehouse	Mentoring
Gethsemane Kingdom Builders Inc	26-3515738	Holland	N/A
Girl Scouts of Western Ohio	#N/A	Toledo	Mentoring
Girls on the Run of Northwest Ohio	45-2510404	N/A	Mentoring/Tutoring
Glass City Boxing Gym	80-0963859	Toledo	Mentoring/Tutoring
Good Grief of Northwest Ohio	46-0765319	Holland	Mentoring/Tutoring
Grace Church at Keyser School	#N/A	N/A	N/A
Grace Community Center	34-1262055	Sylvania	Mentoring/Tutoring
Growing Minds	#N/A	Berkey	Mentoring/Tutoring
Hand In Hand Child Care	#N/A	Toledo	Mentoring/Tutoring
Harbor	34-4434924	N/A	Mentoring
Heart Beat of Toledo	23-7404777	Toledo	Mentoting
Homework Central	#N/A	Findlay	Tutoring
Hope Co-Op Preschool	34-0945351	Toledo	Mentoring/Tutoring
House of Bread Ministries, Inc	30-0133119	N/A	N/A
In The Streetz Industriez	#N/A	N/A	Mentoring
International Boxing Club	#N/A	Oregon	Tutoring
Isaiah Thomas Giving Foundation	#N/A	N/A	N/A

Organization	EIN	City	Classification
Jamil Lewis Multicultural Center for the Arts	74-3225203	Toledo	N/A
Jetstream Youth Development	27-2862627	Toledo	Mentoring
Jewish Federation of Greater Toledo	34-4428259	Sylvania	Mentoring
JLJ Vision Outreach	#N/A	N/A	Mentoring/Tutoring
Junior Achievement of Northwestern Ohio	34-4430363	Toledo	Mentoring
Kids Unlimited	20-4487408	N/A	Mentoring/Tutoring
Leadership Toledo	34-1197734	N/A	Mentoring
Learning Club Of Toledo	34-1721196	Sylvania	Tutoring
LIFE Institute, LLC	#N/A	Toledo	N/A
Lighthouse Community Center	01-0805680	Toledo	Mentoring/Tutoring
Linques Neighborhood ctr	#N/A	Toledo	N/A
Lourdes University	34-1226547	Toledo	N/A
Love N' Learn	#N/A	N/A	Mentoring/Tutoring
Lucas County Board of DD	#N/A	Toledo	Mentoring/Tutoring
Madd Poets Society	86-1104208	Toledo	Mentoring
Maturing Young Men	45-5502218	Toledo	Mentoring/Tutoring
Metroparks of Toledo Area	#N/A	N/A	Mentoring
Momee's Daycare	#N/A	Toledo	Mentoring/Tutoring
Mosaic Ministries	#N/A	Toledo	Mentoring
Mountain Mentors	#N/A	Northwood	Mentoring
My Sister's House for Girls	01-0971705	Toledo	Mentoring/ Tutoring
NAMI of Greater Toledo	34-1723306	Toledo	Mentoring
Neighborhood Properties	34-1577103	Toledo	Tutoring
New Horizon Outreach Ministries	34-1936997	Toledo	Mentoring/Tutoring
New Life Church of God in Christ	34-1778669	N/A	Mentoring/ Tutoring
New Works Writer Series	31-1548808	Toledo	Mentoring/Tutoring
Next Steps at Abilities Center	#N/A	Toledo	Mentoring/Tutoring
Noah's Ark	#N/A	N/A	Mentoring/Tutoring
Nu Day Empowerment	#N/A	toledo	N/A
Open Arms Community Center	#N/A	N/A	N/A
Owens Community College	#N/A	N/A	Mentoring/Tutoring
Padua Center	#N/A	Toledo	Mentoring/ Tutoring
Partners In Education	34-1379502	N/A	Mentoring/Tutoring
PASS Program	#N/A	N/A	N/A
Pathway, Inc.	#N/A	N/A	Mentoring
Phillips Temple	#N/A	N/A	N/A
Pilgrim Church	#N/A	Toledo	N/A
Plain Talk	#N/A	Toledo	Mentoring
Polly Fox Academy	90-0080784	N/A	Mentoring

Organization	EIN	City	Classification
Pregnancy Center of Greater Toledo	34-1441574	/A	Mentoring
Promise Learning Initiative Inc	34-1875057	Toledo	N/A
PROPEL	30-0601880	N/A	Mentoring
Quality Time Learning Center Inc	46-1051851	Toledo	N/A
Read For Literacy	34-1516490	Toledo	Mentoring/Tutoring
Redeemer Community Church	34-6543795	Toledo	N/A
Scott Park Community Services	#N/A	N/A	Mentoring
Self-Expression Teen Theater (SETT)	34-1657445	N/A	Mentoring
Sight Center of Northwest Ohio	#N/A	Toledo	Mentoring/Tutoring
Smooka Bear Academy	20-2038226	N/A	Tutoring
Sofia Quintero Art And Cultural Center	34-1925216	N/A	Mentoring
Solid Rock Church	38-3496837	N/A	Mentoring/Tutoring
Soul City Boxing Gym	27-1960452	N/A	Tutoring
Special Kids Therapy	#N/A	N/A	N/A
Specialized Alternatives for Families & Youth	#N/A	Delphos	Mentoring
Spencer Township Neighborhood Center Inc	45-4443761	Holland	N/A
St Catherine of Siena	37-1605048	N/A	N/A
St James Baptist Church	34-1419604	Toledo	N/A
St Richard, Swanton	#N/A	N/A	N/A
St. John the Baptist	37-1606607	Toledo	N/A
St. Paul's United Methodist Church	#N/A	Toledo	N/A
St. Pius X Conference	80-0640956	N/A	N/A
Strive Program	#N/A	Toledo	Mentoring
Students For Other Students Inc	34-1625186	Toledo	Mentoring/Tutoring
Sunshine Foundation, Inc.	34-1456069	Maumee	Mentoring
Super Schade's Foundation	46-3578528	N/A	Mentoring/Tutoring
Sylvania Area Family Services	34-1125908	Sylvania	Mentoring/Tutoring
Sylvania Community Services Center	34-1217036	Sylvania	Tutoring
TACKLE	#N/A	Toledo	Mentoring/Tutoring
Teens Of The Future	34-1716514	Toledo	N/A
The LitterBugz	#N/A	Broadview Hts.	N/A
The Mustard Seed	33-1025226	Toledo	Mentoring/Tutoring
The Ridge Project	#N/A	N/A	Mentoring
The University Church	#N/A	Waterville	Mentoring/Tutoring
THSC/Deaf & HOH Center	#N/A	Toledo	N/A
Toddler Tech Child Care and Preschool	#N/A	Holland	Mentoring/Tutoring
Toledo Hearing and Speech Center	34-4428992	Toledo	N/A
Toledo Museum Of Art	34-4434678	Toledo	Mentoring

Organization	EIN	City	Classification
Friends Of The Toledo-Lucas County Public Library	#N/A	Toledo	Tutoring
Urban Minority Alcoholism Outreach Program Of Lucas County Inc	#N/A	N/A	N/A
United Way/ Real Men READy	#N/A	Toledo	Mentoring/Tutoring
University of Toledo/SAAB	34-4428992	N/A	Mentoring/Tutoring
University YMCA	34-4434678	Toledo	Tutoring
Warren AME Church Vision Empowerment Board	34-1215306	Toledo	N/A
Water for Ishmael	34-1519705	Toledo	Tutoring
Woodberry Park Foundation	#N/A	Toledo	Mentoring/Tutoring
Word of Faith Ministries	#N/A	Toledo	N/A
Workforce Initiative Code: Green	#N/A	Toledo	N/A
The Young Mens Christian Association Of Greater Toledo	14-1983822	N/A	Mentoring/Tutoring
Youth Advocate Programs, Inc.	20-5908359	N/A	Mentoring
Toledo Youth Commission	46-1153663	N/A	Mentoring
Youth Enrichment Solutions	56-2673475	Toledo	N/A
Youth For Christ USA Inc	#N/A	N/A	Mentoring
Young Womens Christian Association	34-4428262	Toledo	Mentoring/Tutoring
Zepf Center	#N/A	Toledo	Mentoring/Tutoring
	#N/A	Toledo	

Appendix H Software Analysis

	TutorTrak	LearnSpeed	BookmyCity	Tutor Cruncher	Oases Online	QuickSchools.com
Target Customer Size (Users)	N/A	1000+	1000+	1000+	1000+	N/A
Pricing	N/A	.49/Month	29.99/Mon	50.00/Mon	N/A	N/A
Free Trial	N/A	N/A	Yes	Yes	N/A	1000+
Product Details						
Deployment						
Cloud, SaaS, Web	☑	☑	☐	☑	☑	☐
Installed - Windows	☑	☐	☐	☐	☐	☐
Installed - Mac	☐	☐	☐	☐	☐	☐
Mobile - iOS Native	☐	☐	☐	☐	☐	☐
Mobile - Android Native	☐	☐	☐	☐	☐	☐
Appointment Scheduling	☑	☐	☐	☐	☐	☑
Features						
Attendance Tracking	☐	☑	☑	☑	☑	☑
Automatic Grading	☑	☐	☐	☑	☑	☐
Billing & Invoicing	☐	☑	☐	☑	☑	☐
Client Management	☐	☑	☐	☑	☑	☐
Electronic Assignments & Tests	☐	☑	☐	☑	☑	☐
Employee Management	☐	☑	☐	☑	☑	☐
Learning Plans	☐	☐	☐	☑	☑	☐
Lesson Notes	☑	☑	☐	☑	☑	☐
Online Classes	☐	☑	☐	☑	☐	☐
Online Payments	☐	☑	☐	☑	☑	☑
Parent / Student Portal	☐	☑	☐	☑	☑	☑
Progress Reports	☑	☑	☐	☑	☑	☑
Support & Training						
24/7 (Live Rep)	☐	☐	☑	☑	☐	☑
Business Hours	☐	☑	☑	☑	☑	☑
Online	☐	☑	☑	☑	☑	☑
In Person	☐	☐	☑	☑	☐	☐
Live Online	☐	☑	☑	☑	☑	☐
Webinars	☐	☑	☑	☐	☑	☐
Documentation	☐	☑	☑	☑	☑	☐

	Take Lessons	Ab Tutors	Artichoke	EZTutor	Foresight Academics	Simplify This
Target Customer Size (Users)	N/A	1000+	100-499	N/A	1000+	N/A
Pricing	N/A	N/A	25.00/Mon	N/A	N/A	18.00/Mon
Free Trial	N/A	Yes	yes	N/A	Yes	Yes
Product Details						
Deployment						
Cloud, SaaS, Web	☐	☐	☑	☑	☐	☑
Installed - Windows	☐	☑	☐	☐	☐	☐
Installed - Mac	☐	☑	☐	☐	☐	☐
Mobile - iOS Native	☐	☑	☐	☐	☑	☐
Mobile - Android Native	☐	☐	☐	☐	☑	☐
Appointment Scheduling	☐	☐	☑	☐	☑	☑
Features						
Attendance Tracking	☑	☑	☑	☑	☑	☐
Automatic Grading	☐	☐	☐	☐	☐	☐
Billing & Invoicing	☐	☐	☑	☑	☑	☑
Client Management	☑	☐	☑	☐	☑	☐
Electronic Assignments & Tests	☐	☑	☐	☐	☑	☐
Employee Management	☐	☐	☐	☐	☐	☐
Learning Plans	☐	☐	☐	☑	☑	☐
Lesson Notes	☑	☐	☑	☐	☑	☐
Online Classes	☑	☐	☐	☐	☐	☐
Online Payments	☑	☐	☑	☐	☑	☐
Parent / Student Portal	☐	☐	☐	☑	☑	☐
Progress Reports	☐	☐	☑	☐	☑	☐
Support & Training						
24/7 (Live Rep)	☐	☐	☐	☐	☐	☐
Business Hours	☐	☐	☑	☐	☑	☐
Online	☐	☑	☑	☐	☑	☐
In Person	☐	☐	☐	☐	☑	☐
Live Online	☐	☑	☑	☐	☑	☐
Webinars	☐	☐	☑	☐	☑	☐
Documentation	☐	☑	☑	☐	☑	☐

	TutorLabs	TutorPanel	Tutors Nirvana	TutorsClass.com	TutorWare
Target Customer Size (Users)	1000+	100-499	N/a	N/A	N/A
Pricing	5.00/Mont	22.00/mon	N/a	N/A	N/A
Free Trial	yes	yes	N/a	N/A	N/A
Product Details					
Deployment					
Cloud, SaaS, Web	☑	☑	☑	☐	☐
Installed - Windows	☐	☐	☐	☐	☐
Installed - Mac	☐	☐	☐	☐	☐
Mobile - iOS Native	☐	☐	☐	☐	☐
Mobile - Android Native	☐	☐	☐	☐	☐
Appointment Scheduling	☑	☑	☑	☐	☐
Features					
Attendance Tracking	☑	☑	☐	☐	☑
Automatic Grading	☐	☐	☑	☐	☑
Billing & Invoicing	☑	☑	☑	☑	☑
Client Management	☑	☑	☐	☐	☑
Electronic Assignments & Tests	☐	☐	☐	☐	☑
Employee Management	☑	☑	☐	☐	☐
Learning Plans	☐	☐	☐	☑	☑
Lesson Notes	☐	☐	☐	☑	☑
Online Classes	☐	☐	☑	☐	☐
Online Payments	☑	☑	☑	☑	☑
Parent / Student Portal	☑	☑	☐	☐	☐
Progress Reports	☑	☑	☐	☐	☑
Support & Training					
24/7 (Live Rep)	☐	☐	☐	☐	☐
Business Hours	☑	☐	☐	☐	☐
Online	☐	☑	☑	☐	☐
In Person	☐	☐	☐	☐	☐
Live Online	☑	☐	☐	☐	☐
Webinars	☑	☐	☐	☐	☐
Documentation	☑	☑	☐	☐	☐

Appendix I: Recommended Governance Structure

I1 Recommended Governance Model Organizational Chart

Board of Directors

Executive Director

11 to 14 Members: Executive Director; Superintendent of TPS; Stakeholder Executive Committee; and 5 to 8 additional members representative of community.

Duties:
1. Strategic Planning
2. Fiduciary Duties
3. Oversight of Capital Resources

Executive Director Duties:
1. Manages Day-to-Day Operations
2. Facilitates Community Partnerships
3. Directs Community Standard
4. Analyzes Data –Continuous Improvement

10 to 12 Stakeholder Advisory Council Members: Executive Director; School System Curriculum Directors; School-based organization; Community-based organization; Faith-based organization; Identified members from Parent's Advisory Committee

Duties:
1. Public Relations
2. Membership Development
3. Establish academic goals

Tier One

Tier Two

Tier Three

Average Board Composition 13 Members
Public Service Representation: 3 Members
School Representation: 1 Member
Financial Backing Representation: 9 Members

Public Service Representation
- Mayor, Police Officer, Commissioners, Health and Other Public Departments

School Representation
- Teachers, Superintendents, University Representation, and Educational Programing

Financial Backing Representation
- Foundations, Corporations, Private Programs, and Religious Organizations