AFTER SCHOOL TUTORING
AN OPPORTUNITY TO IMPROVE ACADEMIC OUTCOMES FOR TOLEDO YOUTH

FINDINGS FROM A STUDY PREPARED BY LOURDES UNIVERSITY FOR TOLEDO COMMUNITY FOUNDATION
METRO TOLEDO HAS A TUTORING GAP

84.8% OF K-3 TOLEDO PUBLIC SCHOOLS STUDENTS STRUGGLE TO IMPROVE LITERACY

NO MORE THAN 12% OF STUDENTS ARE RECEIVING TUTORING SERVICES TODAY COUNTYWIDE
THE OPPORTUNITY FOR TOLEDO

REACH EVERY CHILD WITH HIGH QUALITY, CLASSROOM-ALIGNED TUTORING

THROUGH A SUSTAINABLE, COMMUNITY-WIDE APPROACH
HIGH QUALITY ACADEMIC TUTORING = INTENTIONAL INSTRUCTION THAT EMPOWERS A STUDENT TO FULFILL HIS OR HER ACADEMIC POTENTIAL.

ACADEMIC TUTORING DIFFERS FROM PROGRAMS THAT FOCUS ON HOMEWORK, RECREATION, OR CHILD CARE. WHILE THESE SERVICES ARE VALUABLE IN OTHER WAYS, PROGRAMS THAT FOCUS ON ACADEMIC ACHIEVEMENT CAN PRODUCE MEASUREABLE ACADEMIC GAINS.
METRO TOLEDO'S TUTORING LANDSCAPE

170 SELF-IDENTIFIED TUTORING OR MENTORING SITES
BENCHMARK COMMUNITIES USE COMMON STANDARDS & METRICS

$200-300 LEVERAGED PER STUDENT
BENCHMARK COMMUNITIES LEVERAGE $919 PER STUDENT

LOCAL SITES AVERAGE 10-30 SERVED
BENCHMARK PROGRAM SITES SERVE 173 ON AVERAGE

MOST LOCAL SITES STRUGGLE WITH SUSTAINABILITY
TUTORING BEST PRACTICES

- Well-trained tutors
- Classroom aligned learning
- Individualized student goals
- Parent & teacher engagement
- Continuous professional development for tutors
- Community-wide metrics
- Data sharing between schools & programs
- Cultural competence

DELIVER STATISTICALLY SIGNIFICANT RESULTS

- Improved literacy
- Greater academic achievement
- Better attendance
- Increased engagement
THE PATH TO SUCCESS

- Initiate a community-wide tutoring structure with a centralized coordinating organization
- Leverage high performing tutoring program best practices
- Enact funding strategy that attracts new state & national funding while maximizes existing streams
- Create data system for continuous improvement

THE GOAL:
Every student has access to high quality after school tutoring in Metro Toledo

Lourdes University
ALONG THE PATH TO SUCCESS

Partners are building a centralized, city-wide model. It relies on a tiered participation structure that provides supports to programs in creating greater programmatic & administrative alignment over time.

**Tier One Partners**
- Basic quality standards.
- Partners receive professional training & data.

**Tier Two Partners**
- Intermediate to high quality standards.
- Partners receive funding access, professional training & data.

**Tier Three Partners**
- High quality standards.
- Partners serve as a site of the centralized tutoring program.

YEAR 1    YEAR 2    YEAR 3    YEAR 4    YEAR 5
Study benchmark communities implemented focus areas over time. The local program will use a similar timeline.

- **PHASE 1** - Establish K-3 Reading (Years 1-3)
- **PHASE 2** - Add 6th - 8th Grade Math (Years 3-5)
- **PHASE 3** - Incorporate Summer Learning (Years 4-5)
REFERENCES

STATE OF OHIO SCHOOL REPORT CARD, 2015-2016

AFTERSCHOOL ALLIANCE. (2016, MAY). AFTERSCHOOL FOSTERING STUDENT SUCCESS IN OHIO.


2013. READING PARTNERS, EAST MENLO PARK, CA
2015. WASHINGTON’S K–12 LEARNING ASSISTANCE PROGRAM
THANK YOU

Access the Full report at
www.toledocf.org

WWW.LOURDES.EDU | SYLVANIA, OH 43560