

Appendix A: Checklist for Quality Elements of Application Components

Design Requirements

Curriculum and Instruction:

- Maximize the number of K-12 students served in the program based on data-driven decision-making (e.g., Who is considered most at-risk?). Provide an estimate of the number of students you will serve, including subject area and grade level.
- Collaborate with classroom teachers for alignment to Tier I core instruction.
- Concentrate on mathematics and/or literacy tutoring servicing students in grades K-12.
- Provide tutoring aligned to Ohio's Learning Standards for Mathematics and/or English Language Arts.
- Use evidence-based, high-quality instructional materials in mathematics and literacy.

Math tutoring programs should include:

- Tutoring instruction and materials aligned to the [Ohio Learning Standards for Mathematics](#).
- Tutoring instruction aligned to [Standards for Mathematical Practices](#).

Language and Literacy tutoring programs should include:

- Use of evidence-based instruction and materials aligned to the [Ohio Learning Standards for English Language Arts](#) and key instructional shifts. Dependent on needs identified by student data, this may include instruction on reading, writing, speaking and listening, and language.
- Tutoring instruction focused on the five components of reading as outlined in the [National Reading Panel](#) report: phonological awareness, phonics, vocabulary, fluency, comprehension.
- Tutoring instruction aligned to the Language and Literacy Development Continuum outlined in [Ohio's Plan to Raise Literacy Achievement](#). These include strategies aligned to grade levels and skill development: Emergent Language and Literacy, Early Language and Literacy, Conventional Language and Literacy, Adolescent Language and Literacy.

Collaboration:

- Create programs that are mutually beneficial to the IHE and school districts (consider clinical/field experiences aligned with core reading and mathematics courses), volunteer hour opportunities, stipends and incentives for tutors including course credit, loan forgiveness or other benefits.
- Develop authentic partnerships with schools and districts that benefit the IHE, teacher education candidates, the partner school and district personnel and the children.
- Focus on assessment data to drive individualized instruction to meet student needs. (e.g., achievement data, decline in performance index, school or district status based on ODE's differentiated accountability and identification system, attendance data).
- Support schools and districts in the process of identifying children to be tutored and grade levels involved in the program. IHE should have a process to identify tutors who best meet the needs of identified children (content / grade level experience)
- Focus on high-dosage tutoring which prioritizes one-on-one tutoring or small group ratios three times a week in person or virtually as determined by the partnership agreement and needs of the school or district.

Support for Tutors:

- Develop and provide training modules or procure training services in the following areas:
 - Effective math teaching practices
 - Evidence-based literacy strategies
 - Tutor expectations
 - Tutor-student relationships
 - Content proficiency
 - Facilitation
 - Data collection and progress monitoring
 - Supporting student and learning differences
 - Strategies for learning and behavior management
 - Other topics as prioritized as determined by the partnership agreement

Logistics:

- Hiring:
 - Ensure all tutors have [background checks](#).
 - Tutors appropriately trained in effective pedagogy and demonstrated content knowledge should be given priority; however, tutors from other areas of study beyond teacher preparation should also be considered.
- Schedule:
 - Establish an anticipated schedule delineating the number of children tutored; the frequency, duration, and location of the tutoring sessions; and the plan for providing tutoring during non-academic periods to minimize the amount of time children are removed from strong core instruction. The plan should include elements of high-dosage tutoring.
 - Develop a staffing plan and designate roles of key personnel, which may include an IHE coordinator, school or district liaison, and/or graduate assistants
 - Outline a process or use funds to ensure transportation of tutors to and from the schools where necessary.
- Communication –
 - Create a process for ensuring regular two-way communication between the IHE and partner school(s) and district(s).
 - Establish a process for IHE and the school or district to communicate progress to grade-level teachers and parents or guardians.

Evaluation and sustainability:

- The IHE and partner school(s) and district(s) should work together to identify what elements of the tutoring program they may be able to sustain after the grant.
- In collaboration with ODE, the IHE and partner school(s) and district(s) should develop a monitoring system to evaluate effectiveness and gauge success of the program. Grantees will be required to submit interim and final grant activities reports to the program office. ODE reserves the right to request revisions for clarity or ask for additional information as necessary.
- Evaluate the tutoring program based on student outcomes in mathematics and/or literacy.
- Grantees will be required to participate in state evaluation activities.