

# STATE TUTORING PROGRAM COMPONENTS

## 2010-2011

### The district/charter/tutor will:

- \*Ensure instructional staff is comprised of highly qualified teachers as defined by NCLB. Tutors must provide copies of current HQ Attestations as defined by NCLB in reading/language arts and/or mathematics.  
For providers who are unable to find sufficient tutors who meet the demand, the following categories of personnel **shall** be used as tutors in the subjects as listed. Outside providers must complete a Tutor Verification form for each of these tutors. Districts, charters, and outside providers must maintain documentation that sufficient attempts to recruit HQ tutors were unsuccessful.
  - Tutors for grade 7-12 students in math: (a) 12 credits in math and (b) bachelor's degree or college student
  - Tutors for grade 7-12 students in English or Writing: (a) 12 credits in English/Language Arts and (b) bachelor's degree or college student
  - Tutors for elementary school K-8 students or older special education students: (a) 12 credits in basic education content courses in English, social studies, math, science and bachelor's degree or (b) enrollees in teacher preparation programs
  - HQ instructional aide (per Section 1119 of NCLB) employed by a school district or charter school
  - An LEA can shift hours (funds) among its participating schools based on need and/or history; however, each participating school must have an active state tutoring program which means that hours must be entered from each participating site.
- \*Ensure identification of the specific, remedial, standards-based skills and concepts for individual students.
- \*Enter into a **Certificate of Supplemental Instruction** with the parent using the form provided by ADE that includes:
  - A statement of the most important specific, remedial, standards-based skill and concept for the individual student;
  - Tutoring dates; tutor-parent communication, a provision about termination of the agreement;
  - Signatures of tutor and parent; in lieu of the latter, initials of personnel who made parent contact is acceptable.
  - Signature of principal or administrator acknowledging that the identified skill was reasonable and whether the student showed improvement in that skill.
  - If a school offers both a State Tutoring Program and permits outside provider(s) on-site, the parent of a participating student must choose **one**: the school's program **or** one of the two approved-providers' programs. If a parent is dissatisfied, he/she can change programs. The new tutor must complete another Certificate of Supplemental Instruction and notify the on-site program coordinator. The new tutor registers as a secondary tutor in order to enter data into the online system.
- \*Ensure that documentation is available for monitoring to include the signed certificates of supplemental instruction, attendance records that cover session dates, duration and students present (i.e. sign-in sheet), HQ Attestations, and backup documentation for all tutors related to their qualifications (i.e. transcripts).
- \*Acknowledge that the State Board of Education may remove a tutor if he/she fails to meet the stated level of academic improvement (A.R.S. § 15-241R) stated in Certificate of Supplemental Instruction.
- \* **Ensure that the maximum group size is one tutor to five students. The maximum number of hours per student per semester is 90. A tutor working in a school program can be paid a maximum of 75 hours per semester.**
- \*Provide instruction that is high quality, research-based, and specifically designed to increase academic achievement, especially in reading, writing, and/or mathematics.
- \*Ensure the content, curriculum, and instructions used are aligned with the Arizona Academic Standards.
- \*Ensure tutoring occurs from an on-site tutor who can speak to the student face-to-face.
- \*Ensure that skills practice on computer or worksheets must be secondary to person-to-person instruction.
- \*Ensure that hours to be reimbursed are for a phone call or meeting with the parent and student to discuss the agreement, although not required and person-to-person instruction with an on-site tutor
- \*Ensure that all instruction and content are secular, neutral, and non-ideological.
- \*Provide tutoring services that are supplemental to the regular school day.
- \*Meet all applicable federal, state, and local health, safety, and civil rights laws.
- \*Provide evidence upon request that the provider is financially sound.
- \*Ensure all employees who will interact with eligible students have undergone background checks per A.R.S §15-512 or A.R.S. §15-534.
- \*Provide proof of liability and/or property insurance as appropriate to contracting district/charter holders.
- \*Ensure that applicants with multiple sites agree to provide services only at individual sites that meet all criteria independently.

### The district/charter/tutor will not:

- Apply additional admission criteria to eligible students.
- Employ current employees of the ADE.
- Consider selection by ADE as an endorsement or guarantee of work, if selected as a provider.
- Deliver tutoring services in a private residence.
- Transfer an active tutor's Common Login account to another district, charter, or provider during current round.

### Regarding Payment:

- \*Each tutor will receive less than \$40/hour in his/her pocket. Districts/charters (LEAs) are paid \$40/hour for the sessions that their tutors enter online; however, LEAs deduct both the employer taxes, employee taxes.
- \* In the online system, the tutor must register students, enter sessions, and indicate if/how that student showed academic improvement in the identified skill/concept from the Certificate of Supplemental Instruction. Written, oral, or other assessments can be teacher-made, district, or standardized tests determined by the tutor.