

## **Appendix F**

### **Tutoring Program for Adults**

Pennsylvania Act 143 of 1986 (Act 143) requires that at least 20 percent of the annual state appropriation used for adult basic education programs be used to train volunteer adult education instructors. To meet this requirement, the division has established two programs: the volunteer classroom aide program required of Adult Basic Education Direct Services (064) grantees, as described in AA1.4, and the Tutoring Program for Adults 259 described in this Appendix. For the purposes of this Appendix, the term “tutor” refers to an unpaid individual providing either one-on-one or small group instruction to eligible adults.

Pennsylvania Act 143 funds are used to meet Pennsylvania’s cost-sharing requirement under Title II, WIOA. Therefore, division guidelines and policies apply to programs receiving Tutoring Program for Adults funds. The instructional activities provided by the tutors trained under the Tutoring Program for Adults grant must be adult education and literacy activities as defined in WIOA and covered in the Instruction section of these guidelines. Tutoring programs should prioritize the use of one-on-one tutoring for eligible adults who are at ABE Levels 1-2 and ESL Levels 1-2 or are unable to participate in class-based instruction. The students with whom the tutors are working must be eligible adults as defined in Section 203 of these guidelines, must be assessed according to Division Policy D.100 Adult Learner Assessment, and must be entered in eData per division guidelines and policies.

To meet the requirements of the program, the tutoring program must have staff to fulfill the following roles as defined in section 204: program administrator, student support coordinator, data quality specialist, digital literacy specialist, and assessment administrator role. Staff from a larger adult education program may fulfill these roles for the tutoring program within the agency.

#### **AF 1 Types of Tutoring Programs**

##### **AF1.1 Community-Based Tutoring Program**

###### **AF1.1.1 Definition**

In a community-based tutoring program, volunteer tutors provide one-on-one or small group instruction to adult basic education students either remotely or in-person at public locations in the community. A tutor coordinator trains and oversees the volunteer tutors.

###### **AF1.1.2 Staffing**

1. Programs receiving Tutoring Program for Adults grants for a community-based tutoring program must have at least one tutor coordinator who works at least 20 hours per week on tutoring program activities. Tutor coordinators must have a bachelor’s degree and previous experience as an educator, preferably with adults, and as an instructional leader.
2. Tutor coordinators recruit, train, support, and supervise tutors. They implement effective processes to recruit and screen potential tutors, coordinate initial tutor training, and ensure ongoing professional development for tutors. They are responsible for tutor management, including assigning appropriate tutor/student pairs and small groups, setting educational goals in cooperation with tutors and students, establishing individual plans of instruction for each tutor/student pair or small group, and monitoring progress. They must develop lesson plans for tutors to use or assist tutors to develop lesson plans. Tutor coordinators should be

trained to administer the standardized assessments used by the program for reporting purposes. Tutor coordinators must work with other program staff members to ensure that tutored students receive the student support services they need and that all tutoring-program data are collected and reported in accordance with division policy.

3. Volunteer tutors provide one-on-one or small group instruction to students, either in person or remotely. They must have at least a high school diploma or equivalent and the content knowledge necessary to provide high-quality instruction in the content areas they are teaching. All one-on-one and small group instruction must be of sufficient intensity and quality for students to achieve educational gains in a timeframe that meets their needs and to support Pennsylvania to achieve its negotiated levels of performance. Volunteer tutors must have written lesson plans for all one-on-one tutoring and small group sessions and work with tutor coordinators to review goals and adjust student placement, as needed. Volunteer tutors may not administer the standardized assessments used by the program for reporting purposes. Volunteer tutors are required to participate in initial tutor training and additional professional learning opportunities while volunteering at the program.

### **AF1.1.3 Other requirements**

1. Students participating in one-on-one tutoring or small group instruction must be provided a minimum of three hours of instruction per week. The tutors must provide instruction using delivery methods that meet the students' needs.
2. Volunteer tutors must complete the program's adult education staff orientation and onboarding.
3. Volunteer tutors must complete initial tutor training, either in-person or remotely, prior to the program assigning them to work with students. Initial tutor training must include all of the following:
  - a. Explanation of the expectations regarding the minimum number of weekly tutoring hours required for a tutoring pair/small group;
  - b. Procedures for documenting and reporting student attendance hours;
  - c. Student support services;
  - d. Goal setting;
  - e. Lesson routines;
  - f. Teaching adults;
  - g. Teaching strategies;
  - h. Lesson planning; and
  - i. Using in-person and remote resources and materials.
3. Programs must have a process by which to evaluate the tutors and should use the results to determine if tutors need to be retrained, provided with additional professional development, reassigned, or relieved of their tutoring assignments.
4. Programs must have written policies and procedures for the tutoring program to ensure compliance with all requirements.

## **AF1.2 Peer Tutoring Program**

### **AF1.2.1 Definition**

Peer tutoring is an instructional model that uses one institutionalized individual to assist in providing or enhancing learning opportunities for other institutionalized individuals. A peer tutoring program must be structured and overseen by educators who assist with training and supervising tutors, setting educational goals, establishing an individual plan of instruction, and monitoring progress (WIOA regulations 463.3).

### **AF1.2.2 Staffing**

1. Programs receiving Tutoring Program for Adults grants for a peer tutoring program must have at least one full-time tutor coordinator who works only on peer tutoring program activities. Peer tutoring program coordinators must have a bachelor's degree and previous experience as an educator, preferably with adults, and as an instructional leader.
2. The peer tutoring program coordinator is responsible for structuring, coordinating, and overseeing the peer tutoring program. This person is responsible for recruiting, training, and supervising tutors, setting educational goals, establishing the individual plan of instruction for each student in the program, developing lesson plans for the peer tutors to use or assisting peer tutors to develop lesson plans, and monitoring progress. The peer tutoring coordinator should be trained to administer the standardized assessments used by the program for reporting purposes.
3. A peer tutor is an institutionalized individual who assists in providing or enhancing learning opportunities for other institutionalized individuals. Peer tutors may not administer the standardized assessments used by the program for reporting purposes. A peer tutor must have a high school diploma or equivalent.

### **AF1.2.3 Other Requirements**

1. Programs must develop a process to document instruction that takes place when the peer tutoring program coordinator is not present. All instructional hours reported to the division must be verifiable.
2. Programs must have written policies and procedures for the peer tutoring program to ensure compliance with all requirements.

## **AF2 Use of Funds**

In addition to the requirements in section 600 Fiscal Requirements, the Division of Adult Education provides additional guidance regarding the use of Tutoring Program for Adults grant funds.

1. At least 75 percent of the Tutoring Program for Adults grant amount must be used in Function Code 1692 for expenditures directly related to recruitment, training, supervision, support, and management of volunteer tutors.
2. Programs may use up to 25 percent of the Tutoring Program for Adults grant funds for expenditures related to intake, orientation, assessment, and instruction of tutored students; provision of student support services to tutored students, data entry for the tutoring program activities, and administration of the grant. The 10 percent cap on Function Codes 2160 and 2300 described in 604.2.1 still applies.