



20% Required LEA Set Aside to Address Learning Loss Evidence-Based Tutoring Programs Guidance

20% of an LEA’s total ESSER III award (per ARP Act Sec. 2001(e)(1)) must be reserved to **address learning loss** through the implementation of **evidence-based* interventions**, such as **summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs**. All activities and interventions funded through this required set aside must be **evidence-based**, respond to students’ **academic, social, and emotional needs** and **address the disproportionate impact of COVID-19 on vulnerable student populations**, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, and migrant status, students experiencing homelessness, and children and youth in foster care.

The U.S. Department of Education has provided the following **guidance**¹ to help schools ensure their tutoring programs are **evidence-based***. Please include **brief responses** to the questions below as part of the narrative description of a proposed tutoring program on the **Required LEA Set-Aside Page** in the ESSER III GME application to ensure the program meets the requirement to be evidence-based*:

Evidence-informed tutoring practices checklist. The best evidence suggests educators should:	Answer the following questions in box describing Tutoring:
Use trained educators as tutors. Tutoring works best when led by teachers, paraprofessionals, teaching candidates, recently retired teachers, or highly trained tutors who receive a stipend (e.g., AmeriCorps members) and when time for planning and collaboration is provided with the classroom teachers	<p>Who is teaching the tutoring groups?</p> <p>What is the tutor to student ratio?</p>
Wherever possible, conduct tutoring during the school day. Tutoring programs that take place during the school day appear to have the largest effects.	<p>When will tutoring take place?</p>
Provide high dosage tutoring** each week. For example, programs that include frequent sessions (e.g., daily or at least three sessions per week) of at least 30-50 minutes work best. The youngest students (e.g., early childhood through 1st grade) benefit from increased weekly sessions.	<p>What is frequency and session length?</p>
Align with an evidence-based core curriculum or use an evidence-based program and practices. Take specific actions to support student learning, including using quizzing, asking deep explanatory questions, spacing learning over time, incorporating worked example solutions with problem-solving exercises, connecting and integrating abstract and concrete representations of concepts, and combining graphical representations — like figures and graphs — with verbal descriptions. It should not be more of the same instruction they are receiving in the classroom.	<p>What evidence-based practices, program/curriculum will be used?</p>
Emphasize attendance and focused worktime during out-of-school tutoring. Experts have suggested that afterschool tutoring programs may have shown smaller effects than in-school programs because less tutoring occurs. However, out-of-school time programs can be effective. To promote the best results, ensure these programs provide high-dosage tutoring.**	<p>How will equitable accessibility/ attendance be ensured for all students needing learning support due to COVID?</p>

*“**Evidence-based**” has the same definition as used in the *Every Student Succeeds Act* (ESSA) for programs such as Title I-A. Please visit ADE’s *Evidence-Based Practices, Strategies, Programs and Intervention Articles and Resources* page at <https://www.azed.gov/improvement/evidence-based-practices> for more information, training materials and resources – to include tools and external websites that may be used to identify evidence-based resources, programs, practices and interventions

The **research on high-dosage tutoring—generally defined as one-on-one tutoring or tutoring in very small groups at least three times a week, or for about 50 hours over a semester—is robust, and it is convincing. On average, the effect sizes are among the largest of all interventions seen in education.

¹ [ED COVID-19 Handbook Volume 2: Roadmap to Reopening Schools Safely and Meeting All Students’ Needs](#)