

Late Start Programming and Tutoring Proposal

Is the proposal for a new initiative or to replace/continue something already existing?

New

Replace/Continue

Grade Level(s) of Students Affected; All students served by the school 9-12th grades.

Number of students impacted in Year 1 (within one school year): 2,000

Estimated number of students impacted in 3-year period: 6,000

Amount Requested (not to exceed \$5,000): \$1500

Short Description of your proposal (50 word limit)

We are asking for \$1500 to support our robust new tutoring program and to assist with programing on late start mornings and off periods.

Detailed Description of your proposal including the need addressed and your specific objectives. (500 word limit)

We are requesting \$1500 to assist with supplies for late start morning programing and tutoring. Twice a week classes start 45 minutes later while teachers engage in Professional Learning Communities. However, many students arrive earlier due to transportation times, sports, or zero periods. Our library is often full during late start mornings, creating a need for structured activities that support learning and community.

The library staff has partnered with the counselors that run the National Honors Society tutoring to reimagine the structure of tutoring at CVHS. The program has been successful and has served dozens of students this fall. Due to its popularity, we are asking for funds to assist in providing supplies (e.g. a supply bin with note cards, pens, pencils, highlighters, etc.). We are also in need of additional acrylic signage to reserve the tables for scheduled tutoring sessions. Many of the supplies on our list have been requested specifically by students. While we attempt to offer supplies, it is unsustainable without additional funding.

The library team strives to create an environment where students have opportunities to use their down time away from devices and to build relationships with other students. We would like to continue fostering this environment by investing in more puzzles, games, puzzling boards (for the big puzzles), puzzle sorters, and chess sets. We already have students that have been puzzling and playing games during their off hours

and during lunch. The current supply of puzzles and games were donated by library staff and the school community; many of them missing pieces and parts from frequent use. To expand and support this growing need we want to provide a larger supply of games and puzzles.

Our request for funding is really driven by students. When provided with the opportunities to participate in formal tutoring or to gather and socialize over an activity, students often choose these options instead of scrolling on their devices. We provide a safe, welcoming, and learning oriented environment for our school community and want students to feel heard by honoring their interests.

What is your timeline for this project? (150 word limit): We plan to implement necessary materials immediately to support the continued tutoring and programming for the 24/25 school year. All purchases would be made during the current school year to be used immediately and in the upcoming years as supplies last.

Describe how your proposal will increase student achievement and/or help close the achievement gap for under-performing students. (250 word limit):

The CVHS counseling department hosted a drop-in tutoring program after school with tutoring services provided by the National Honors Society students. Many students needing tutoring found the timing and platform insufficient and intimidating. After speaking with students and tutors at the end of the 23/24 school year the library staff collaborated with the counseling department to redesign tutoring. The program was restructured for the 24/25 school year to take place on the late start mornings and to have students matched up with individual tutors. It has been very successful with over 25 tutoring sessions scheduled in the first 4 weeks (more than the entire semester last year). The new platform provides longer tutoring time (45 min vs. 30 min), matched up individual tutoring by subject, and reserved tables. This begins to support the recent High Impact Tutoring research that has come out to bridge the learning gap caused by the pandemic. We hope to continue to improve the program by offering training for tutors next year (which follows the below literature on effective tutoring).

Walker, T. (2024). *The push to scale up high-impact tutoring*. NEA.
<https://www.nea.org/nea-today/all-news-articles/high-impact-tutoring>

Sparks, S. D. (2023, April 27). *High-impact tutoring: Some research-based essentials*. Education Week.
<https://www.edweek.org/leadership/high-impact-tutoring-some-research-based-essentials/2023/04>

Fong, P. (2021, September). *High-Quality Tutoring: An Evidence-Based Strategy to Tackle Learning Loss*. Institute of Education Sciences: Regional Education Laboratory Program. <https://ies.ed.gov/ncee/edlabs/regions/west/Blogs/Details/34>

Describe the student participants who will benefit from this grant, including: a) description of the type of student who will benefit most, b) the percentage of students considered "at-risk", c) the length of time the project will be part of the students learning activities. (150 word limit)

- a) Students who will benefit have been identified by their teachers and counselors as needing academic assistance. These students will receive tutoring sessions to support their learning goals.
Students that do not have friends in the school will have the opportunity to participate in library programming to meet new people organically. Since the library is often a hub for individuals, it can also provide a space to connect with peers through activities.
- b) We typically serve 10 to 20 students scheduled for tutoring, as well as other students who use drop-in tutoring on these mornings. According to data provided by our deans, between 15 and 25% of our students are academically "at risk" (with at least one D or F in a class).
- c) Both tutoring and programming on late starts will continue in future years. These activities are supported by the school and student communities and have no end date.

Describe the funding need. What other funding sources have been explored or exhausted? Include background information on limitations of the school budget and parent fundraising capability. (150 word limit)

The CVHS library has a small yearly budget for supplies and programming. However, this school year most of the budget has been earmarked for necessary collection development initiatives (keeping up with age and books per student requirements). Both tutoring and late start morning programming have been significantly more successful than anticipated, resulting in a need for additional funding to support and improve these initiatives for several years in the future.

Budget: Be specific, itemize exactly how the funds will be used. List each item or service to be purchased to support the project. Include the total cost which should correspond to the amount requested above.

Puzzles (examples):

[Halloween 1000 piece](#) \$18
[Winter Holiday](#) 300 piece \$10,
[Colorado Puzzle](#) \$20,
[Book Puzzle](#) 750 piece \$11,
[Whale puzzle](#) for one book one district theme \$20

Quick games:

Bananagrams \$15
[Spanish Bananagrams](#) -\$15
[Othello](#) \$20
[Azul](#) \$30
[Mancala](#) \$15
[Quirkle](#) \$30
[Wingspan](#) \$60
Set

Programming Supplies:

Supply Bins - [Sorting Bin](#) -\$30, [Clear 8 piece](#) set with lids \$110
[Ear plugs](#) - \$6 for 30
[Transparent post-it](#) notes - \$10 for 1,000
[Puzzle](#) board - \$125
[Sorters](#) for puzzles \$20/each want 2-4
[Chess board](#) - \$100
[Origami paper for book mark origami](#) - \$15

Tutoring Supplies:

[New signage \(acrylic\)](#)- \$25 for 12 pack
[Tutoring Caddies](#) or [Round Caddie](#) (school supplies) - Both \$20/each want 4-6
Prize and incentives for tutors \$100 (books, gift cards, etc)

Supplies - Several Sets of each - \$300-\$500

[Dry erase markers](#) \$12/pack of 16
[Dry erasers](#) \$8/pack of 6
[Erasers](#) \$20/pack of 30
Index Cards - multiple sizes [3x5](#) \$8/pack of 500, [4x6](#) \$7/100, [multicolored](#) \$12/500
[Highlighters](#) \$25/pack of 96
[Pens](#) \$20/pack of 24, [Bulk pens](#) \$7/pack of 60
[Pencils](#) \$52/pack of 240
[Colored Markers](#) \$50/pack of 200

[Colored Pencils](#) \$35/pack of 20 sets

[Post-its](#) \$20/pack of 24 pads

[Graphing paper](#) \$55/24 packs 100 sheets per pack

Are funds necessary for the continuation of your proposal beyond the first year?

Yes

If yes, please describe your plans for subsequent years' funding. (150 word limit)

Many of the supplies requested will last multiple years, however, more room will be created in the budget to fill in supplies and purchase additional puzzles. Donations from staff will always be encouraged and accepted.

If you only receive partial funding, how will this project proceed? (150 word limit)

If we were only able to receive partial funding we would purchase only the necessary items in smaller quantities. This would include a few puzzles, chess, and Bananagrams (in both languages) as well as tutoring caddies, signage, and a few other supplies such as note cards.

Has this application been reviewed and approved in its final form by your school principal or supervisor?

Yes