

Two Together After School: A Literacy Tutoring Project

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Abstract

Research shows that after-school programs with structured literacy components can contribute positively to children's success in school, improvement in their reading and also in general social skills, and that successful programs involve partnerships with the community and continually expanding outreach to parents and caregivers. This program report describes just such an after-school and summer enrichment program, with the aim of identifying which aspects of the program are replicable, the specific markers of its success, and perhaps even determine further ways of measuring that success.

Key words: collaborative after-school programs, literacy achievement, one-on-one tutoring, *America Reads* tutors

Introduction

The ten-year-old fourth grader reads aloud to her college tutor from a large book of pictures and texts about the aftermath of 9/11. She paraphrases some of what she has read and types it into the computer. She does this several times, then pauses to add a poem of her own and to format her new story on the computer, varying line lengths and typeface. When I stop to read what she has written, she enthusiastically leads me to her photograph on a nearby wall and to further samples of her work: a paragraph about her mother who works at a nearby medical center and also at Wal-Mart, a continuation of a story she read a week or so ago, and a short poem about colors.

This is the site of *Two Together, Inc.*, a highly regarded after-school literacy project in the South End of Albany, New York. I am struck by the interest and enthusiasm of the students, the cheerfulness of the space, and the children's eagerness to see their tutors. The activity space is filled with books and computers, the walls decorated with murals, photographs of the children, and samples of their work, as well as evidence of current special projects. I know this project's reputation in the school it serves and in the community and wanted to take a closer look.

Two Together is an after-school literacy program that has been operating in a high-need community in Albany, New York since 1997. Modeled on a program developed in Manhattan by Dorothy Silverman in 1977, the Albany project was organized by Rena Button, the program's first president, with the help of a grant from Albany philanthropist Morris Silverman. Button and her board brought together the institutions that today are partners in the project: the Giffen Memorial Elementary School, the College of St. Rose, the YMCA, and *Two Together*. *Two Together's* mission is "to strengthen children's social, cultural, and intellectual growth by improving their reading skills, while at the same time ensuring that enjoyment is a fundamental part of that growth." The heart of the program is the one-to-one relationship between a caring tutor and a child. At the same time, the program has always been about outreach. An independent segment of the local YMCA's after-school network, the *Two Together* project makes good use of community resources and actively works to involve parents and caregivers of the children in the program. It is this combination of literacy tutoring and outreach that is a special feature of this program. I wanted to examine this interaction to see what aspects of the program were replicable and perhaps even determine further ways of measuring its success.

Objectives

As a longtime member of the larger educational community, I came to this project both as an advocate and, to use Knapp's term (1995), a "constructive skeptic." My major objective was to provide a detailed description of the project and to examine the component parts of the program to see how these parts interacted to contribute to student improvement in reading ability. Knowing that the board of *Two Together* was interested in expanding the project to other schools, I was particularly interested to see if it was possible to identify those aspects of the program essential to the successful replication of the project.

Method and Data Collection

I employed a range of methods including on-site observation over a four month period (February-May 2004), an examination of records, reports, and archival material, and self-reports of progress by staff. I conducted multiple in-depth interviews with the board president and the project director, as well as interviews with board members, project staff, on-site supervisors, and tutors. I also spoke less formally with student participants and, when possible, parents. My objective was to assemble and to present as complete a picture as possible of the project both as it currently exists and as it has evolved over time.

The Project

The project is identified with the Giffen Memorial Elementary School in the South End of Albany, New York. The student population of the Giffen School resides primarily in homes provided by the Albany Housing Authority. The area has one of the highest percentages of minorities in the city, 64%, compared to 36% city-wide. Ninety-two percent of Giffen students are eligible for free lunch. At one time one of the lowest performing schools in the Albany City District, the Giffen School, under the direction of Principal F. Maxine Fantroy-Ford, has shown steady gains in the test scores of its students. Students reading below grade level, some significantly so, are referred to *Two Together* by the teachers at Giffen. The project currently serves 49 students, grades 2-6, with a small supplementary program for 25 kindergartners. Laura Chodos, a former regent of the State of New York, is president of the Board of Directors as well as the chief grant writer. The academic director of the project is a professor of literacy studies from the College of St. Rose, Dr. Katherine Verbeck. The largest number of tutors comes from the College of St. Rose as well, as a part of a federally funded work-study program. Additional tutors come from Albany High School and Albany Law School, as well as volunteers from the community. Tutoring takes place at two sites, at the John A. Howe Library not far from the school and in a specially renovated suite in an Albany Housing Association (AHA) building across the street from the school, although in the February-May observation period all tutoring was at the AHA site. Site coordinators supervise the tutors and act as general trouble-shooters at each site. Children participating in the program also participate in the YMCA's after-school program at the Giffen School, so each day at 3:30, tutors escort children to the *Two Together* site and then at 4:30 return them to the YMCA program at the Giffen School. This coordination of *Two Together* with the YMCA's program is a big advantage, as it alleviates the problem of transporting the children.

Findings: Evaluation and the Larger Picture

The 2003 annual report notes that 59% of the students who began the year at two or more years below grade level ended the academic year reading at grade level or above as measured on school performance evaluations. For the year 2003-2004, 42% of the students exited meeting or above grade level expectations. Perhaps a more significant figure, 38% achieved more than one year's growth in the 2003-2004 year. For the year 2002-2003, 37% achieved more than one year's growth; in 2001-2002, 40% achieved more than one year's growth. There is a high correlation between students' improvement and regular attendance at *Two Together*. Teachers in the "Success for All" reading program at the Giffen School report quarterly on the reading performance of students participating in *Two Together*, and Dr. Verbeck summarizes the yearly gains with attendance records. But evaluation of a project like *Two Together* goes beyond conventional empirical procedures. The program doesn't exist in a vacuum. There is anecdotal evidence of an increase in independent reading, as well as pride coming from increased confidence in reading and writing skills. The students enjoy the special projects, writing in their journals, and, particularly, the interaction with their tutors. Parents are enthusiastic about their children's participation and often are eager to enroll siblings in the program.

Research and much anecdotal evidence show that after-school programs with structured literacy components can contribute positively to children's success in school, their improvement in reading, as well as in general social skills (Cohen, Kulik, & Kulik, 1985; U.S. Department of Education, 2000). In this instance, the *Two Together* student participates in the larger YMCA after-school program, itself an enriching experience, and the tutoring sessions themselves at the *Two Together* site are embedded within a larger social context. While the one-on-one tutoring is at the heart of *Two Together*, clearly relationships with tutors, the warm and inviting space itself, the individual attention in such a supportive environment, the enrichment activities apart from tutoring, and the opportunity to participate in a variety of summer programs all play a part and are not easily evaluated in statistical terms.

There is considerable evidence as to the positive value of after-school programs in general: some of the evidence is empirical, some anecdotal, and some the opinion of experts (U.S. Department of Education, 2000). For a project like *Two Together*, the students' reading progress itself can be measured, but the social interaction in an attractive and dedicated space is also a factor in the students' gains and cannot be measured directly. It might be possible to measure the performance of *Two Together* students with those students also participating in the YMCA program but who do not attend *Two Together* and make

comparisons, but clearly the partnership between the YMCA program and the *Two Together* has advantages neither program alone can have. A 1997 study of Title I results makes the point that an extra half hour of individual reading instruction given to students during the school day, within the classroom setting, does not necessarily produce strong gains in reading scores (cited in Traub, 2003). Assuming for the moment the validity of such a conclusion, it seems possible that the after-school setting itself is a factor, in this instance, a partnership between the YMCA program at the Giffen School and the *Two Together* program in its dedicated site.

As the board of *Two Together* grapples with the question of how to expand the services of *Two Together* to larger school populations, to more schools, to more students, it must look to the specific markers of success of the program, so that these features are replicated in any expansion. The board is also very much aware of the importance of continuity of support for *Two Together* students. The students themselves want this continuity and are anxious to continue in the program from year to year. This understandable desire represents an inherent dilemma, since once students attain grade level proficiency, space needs to be made for students in greater need. But will their gains be sustained without the support of the program? This kind of data is hard to gather. The project staff is considering conducting longitudinal studies of former *Two Together* students now in middle school.

As far as the larger picture is concerned, research on after-school programs suggests that successful programs not only involve partnerships within the community but also continually expanding outreach to parents and caregivers.¹ The *Two Together* board is eager to expand parental involvement on a variety of levels. Some goals obviously are easier to achieve than others: the formation of a parent advisory committee, parental representation on the *Two Together* board, and paid positions for parents within the *Two Together* program. Long-term goals and part of a larger picture include organizing study programs for parents and caregivers, as well as working with community groups on behalf of parents. The Albany Housing Authority sponsors on-site adult education in career and life skills, but more needs to be done to integrate these services and the operation of *Two Together*. Research like that of Allington and McGill-Franzen (2003) suggests that for student gains to be permanent there must be continuity and continual reinforcement and support within the family, school, and community. The New York City Department of Education has begun the process of creating funded positions for a full-time salaried parent coordinator in every school, all part of an effort to reach out to families and the community at large, providing empowerment strategies for individual families and entire communities. Grant money has funded at least three such positions in the

Albany School District, including one at the Giffen School, where the director of the Family Resource Center serves as parent coordinator.

More and more attention is given these days to viewing either the school itself or a community-based center as a site for integrated services of all kinds (e.g., Briar-Lawson, Lawson, Collier & Joseph, 1997; Lawson, 2002; Videka, 1992). It is hardly news that children's futures are linked to those of their parents and the community at large. Children are better able to learn and thrive in school if their parents have marketable skills, jobs, and at least a minimum level of economic security. A project like *Two Together* can provide necessary and valuable literacy training, as well as a stimulating and supportive environment, but strong links between after-school projects and the schools and communities they serve are vital, as well.

Although the primary focus of *Two Together* will always be on increasing the students' reading proficiency in an environment that also encourages the development of social skills, confidence, and enthusiasm for learning, *Two Together* also constitutes a singular site for research activities. If the program is to be expanded, it is important to identify the particular markers of success, what works, and how to replicate the strategies that work. At the heart of the program is the relationship between tutor and student. Anecdotal evidence makes it clear that students thrive in such an environment; the individual attention, the nature of the relationship itself, the access to books—each is enormously valuable. Most of the students with high attendance rates also improve in reading skills, and this improvement is measurable. Tutoring styles naturally vary, but the staff is constantly devising strategies to incorporate best practices in increasing students' fluency and comprehension. More of the same doesn't always work, as recent studies have shown, but to the degree that it is possible, the staff looks to validate those strategies that do work in such a setting.

How the Program Works

The College of St. Rose provides the salary of Dr. Verbeck, as well as transportation for the tutors to and from the college; the federally funded work-study program *America Reads* provides the money for the college student tutors. The Albany Law School students are also funded by work-study money. The hourly fees for the site coordinators, a tutoring director, and one additional reading specialist are paid for by grants obtained almost single-handedly by Laura Chodos, the current president of *Two Together*. All other expenses are funded by a combination of local community development grants and general fundraising, as well as the generosity of board members both with time and money. Because the Giffen School is an Advantage Grant school, children

can attend the YMCA after-school program at no cost, although the YMCA program can accommodate only a limited number of children. Between one-quarter and one-third of the school's students participate in the YMCA program, a high number given the grant money available and state licensing regulations. *Two Together* currently operates on a shoestring and funding varies from year to year. Much of the project's operational budget comes from in-kind services; it is these contributions from supporters in the community that keep the costs down.

A Typical Session

Students, accompanied by tutors, enter the reception area at the Housing Authority site chattering amongst themselves and to the tutors. They hang up scarves and coats on hooks and move through a broad hall brightly painted and decorated with photographs of the students and samples of their work. In the main activity area children find their tutors and sit at one of the five tables. The hour is divided into three segments: socializing and snacks, the one-on-one reading session, and a final period with the tutor in which the child does his or her homework, reads some more, or works at the computer.

During the snack period, the children talk with each other and with the tutors, eagerly relating their day's activities or news of a friend or sibling. Each child has the choice of juice or milk and a plastic packet of cookies or crackers. After fifteen or twenty minutes, children clean up and move to bookcases to select a book to read with the tutor. The child reads aloud with the tutor for about twenty minutes and then spends time completing homework with the tutor. Once finished, children are free to do additional reading (which they love to do), work on a computer, write, or some combination. The children are eager to complete their homework, because if they do, they are then free for other activities when they return to the YMCA program.

I visited the site daily for four consecutive weeks and then several days a week over a four-month period, and I was struck by how smoothly things worked and by the enthusiasm of the children. The site itself is inviting, renovated in 1997 by the Albany Housing Authority with the help of local architects working *pro bono* as site developers. The areas are brightly painted with murals and decorated support columns. Walls everywhere are covered with photographs of the students, samples of their work, and evidence of projects. A reception/reading center area has a couch, several bookcases with books and journals for each child, and again more photographs. There is a small office, two bathrooms, and a small kitchen area, as well as the main activity room.

This area has tables, seven computer stations, many bookcases, and book displays. The books are new or in excellent condition, recent titles, and varied. Near one bookcase are three boxes, one labeled “Books about Holidays,” another “The Real World” (science and geography), and a third “Read on Your Own.” In the bookcases, books are arranged by categories: mysteries, adventure, stories of far away places, stories of multicultural families, and wonderful picture books—no tired castoffs.

In February there was a special project in celebration of the 100th birthday of “Dr. Seuss.” One wall had drawings of cats, one for each second grader. Each time a child read three Dr. Seuss books, he or she won a small prize. After the child completed a book, the tutor and child would fill out a small index card with the date and title of the book and tack it to the cat on the wall. When I was there in mid-February, some students had read three or four Dr. Seuss books, many had read six to eight, and a number had read more than twelve already. There are new special projects and wall displays all the time. In late March students were writing poetry, stories, or short essays, and printing them out on the computer on paper with decorative borders of seascapes, flowers, or sports items. I noticed a poem about rainbows, a short piece on wrestling, variations of well-known poems, and a continuation of a story.

On a typical day, the site is staffed by Dr. Verbeck, two site coordinators, and ten or more tutors. Second graders come twice a week on Tuesdays and Thursdays, fourth, fifth and sixth graders on Mondays and Wednesdays. On Fridays, tutors from the College of St. Rose, along with an additional reading specialist, go to the Giffen School to work with 25 kindergartners, while back at the site, volunteers from the community work with students most in need of additional attention.

Site coordinators may or may not tutor as well; their primary responsibility is to make sure the individual tutor-child arrangements are working and to help children who, for whatever reason, need special attention. On one day a site coordinator talked in the office with an upset child who had had a trying day at school. All of the site coordinators have bachelor’s degrees and most are certified teachers. One began as a tutor herself when she was an undergraduate at the College of St. Rose. Now she is about to finish a Master’s degree in reading at The Sage Colleges; thus, she has been with the project for five years. The tutoring director teaches part time at St. Rose; three others are in graduate programs at St. Rose, two of whom majored in Africana Studies at the University at Albany. Tutors try to work with the same one or two children. The children relish the tutor’s attention, and on occasion problems arise when the tutor has to leave the program. One young boy, for instance, would not be consoled when his tutor left, and it took him several weeks to warm to a new tutor.

The tutors themselves negotiate small matters, such as who sits where or who got there first. This need varies from day to day; on some days children organize themselves more quickly than on others. I enjoyed watching the tutors and children interact; each arrangement was a little different. Students and tutors laugh a lot together, and while children compete against themselves, as in the Dr. Seuss project, other kinds of competition are downplayed.

The Tutors

The largest number of tutors comes from the College of St. Rose. A van provided by the College takes them to and from the tutoring site. They arrive a half an hour before tutoring is to begin, usually talking beforehand with Dr. Verbeck or the site coordinators. Most of the tutors are young women majoring in elementary education or special education, with an occasional non-education major. Most are first year students and tutor for a full year (two semesters). They like what they do, and often relate funny things the students have said or done. Some are more outgoing than others, and it is the site coordinator's task to fit tutor to child. I asked what impressed them the most about their work, and invariably they responded by describing ways the children made them laugh. One tutor who worked with a kindergartner on Fridays told of how the boy would say, "I can read that," each time a book was produced and described how he attempted to do so.

Two days a week students from Albany Law School join the group of tutors. Most are first year law students. One tutor had done similar tutoring elsewhere; some of the others had little previous experience tutoring. The project is short of male tutors and in need of them particularly for the older children. One day a week, five students from Albany High School tutor; they come with their director, a young man of twenty-something, a certified teacher and now coordinator of *Act for Youth*. This project, part of the *Sponsor-a-Scholar* program funded by individual community members, pairs students and adults from the community. The community person is a mentor, not a tutor, and usually maintains a long-term relationship with the student beginning in the 7th grade and continuing through the student's college years. It is these students who tutor at *Two Together*. Then on Fridays when the College of St. Rose tutors are working with the kindergartners at the Giffen School, community volunteers, some of whom are board members, tutor students most in need of extra attention.

Tutors receive informal on-going training during sessions before and after the daily tutoring, in addition to being supplied with a brief training manual and some initial instruction on assistance in the selection of books, prompting during oral reading, and prompting during journal writing. Many of the Friday

tutors are retirees coming to the program with public school teaching experience; the College of St. Rose tutors are just beginning their college experience and have little or no previous course work in the teaching of reading. Dr. Verbeck likens the one-on-one reading sessions to informal conversations between readers, an apt comparison, as the emphasis is on interaction, the student's reading aloud, the tutor's modeling, and discussion of the text in a familiar low-key setting. The goal is to develop the student's abilities and confidence in his or her reading skills, especially in the areas of fluency and comprehension, in a setting that makes reading both welcome and pleasurable.

Outreach

Outreach is key to the success of the project. Essentially it takes three forms: community involvement and support, including enrichment programs at the *Two Together* sites; summer programs; and parental involvement.

Two Together president, Laura Chodos, and the board have been exceptionally effective in obtaining community support: the College of St. Rose provides the services of a one-third time professor and facilitates the recruitment of tutors, who participate via the federally funded work-study program, *America Reads*; the Albany Housing Authority provides classroom and office space as well as Internet services; and the YMCA is an after-school and summer program partner. A number of other organizations donate in-kind services, program materials, and books; the Howe Library provides space and access to its computing center; the *Sponsor-a-Scholar* program provides tutors from Albany High School. This support not only keeps the cost per student for the school year below \$1000, but it helps to create a larger "community of learning." Beginning in 2000, *Two Together* organized the Annual Albany Reads Festival and provided booths for over 30 community organizations to display their literacy projects and participate in continuous storytelling.

Apart from the provision of in-kind services and goods, outreach is built into the program itself. First of all, the children all participate in the YMCA's after-school program, so each program has a vested interest in the other's well-being. There is considerable enrichment built into sessions at each *Two Together* site as well. There are music programs and periodic programs on citizenship, as well as visits from local and, on occasion, international educators, most recently a visitor from Russia. Students' independent reading is encouraged via the Bag of Books program: students take home a bag of books to read, discuss these books with the tutor, and are awarded prizes for each bag of four or five books read. Newsletters with samples of the student's writing are published four times annually. There are occasional field trips, as well as visits from curators at the

State Museum. In one such instance, the State Museum provided a program on animals to the students at the *Two Together* site; later students wrote essays and stories about the animals they had heard about or seen. An annual open house provides further opportunity for students to share and display their work.

Summer programs are an important part of the larger picture both in terms of enrichment and outreach. There are two summer programs on the St. Rose Campus, one, a ten-day residential camp for upper elementary grade students and the other, the Giffen Summer School, a daily four-week program, which recently moved its location to the college campus. Students, teachers, aides, and the principal come from the Giffen School to the campus site. In addition, the students receive individualized tutoring from graduate students in the Literacy Program as well as the services of some faculty and graduate students in the Communications Disorder and Teacher Education Programs. Many of the 2003-2004 *Two Together* students came from this summer school experience, and many are recommended to attend summer school at St. Rose again. Students are, in fact, asking to attend. Because of grant restrictions, only students reading below grade level are eligible: what this restriction means is that some *Two Together* students whose scores improved to grade level are not eligible to attend. The result is that some but not all *Two Together* students are eligible to attend the summer school, and that number is further dependent on their participation in the YMCA program, which provides transportation between the college and the Giffen School.

Two Together itself sponsors two other summer projects, with community development grant funding and the support of volunteers: the South End Neighborhood Exploration Program, and a Storytime Program at the Howe Library. The South End Exploration Program, a seven-week program, provides, as its name suggests, an opportunity for children to explore the historical and cultural resources of their neighborhood and of the larger community. In 2003, under the direction of a *Two Together* reading specialist, children interviewed local judges at the Albany City Court, investigated the Hudson River waterfront, and visited nearby Schuyler Mansion to learn about life as it was lived in the 1800s, among other activities. Children kept photo-journals, held discussions, and wrote essays, poetry, and stories, some of which were published in a newsletter, "Student Voices from the South End," at the end of the summer. The Storytime Program held at the Howe Library brought together 11 volunteers and as many as 250 children twice a week for storytelling.

In spite of the fact that such enriching summer programs are in place, areas of concern remain. Recent studies by Richard Allington and Anne McGill-Franzen (2003), among others, suggest that gains in reading proficiency made during the school year can in fact be set back by the lack of opportunity for

sustained, engaging, and successful reading experiences during the summer. Some but not all *Two Together* students participate in these summer programs; it is true that some of the summer programs are accessible to the *Two Together* students, but so far, grant restrictions and other problems make it difficult to achieve a smooth integration of the *Two Together* tutoring experience and similar summer programs.

The third area of outreach concerns parental involvement, and this is an area the board of *Two Together* is most anxious to expand. Currently, parents or primary caregivers receive daily reports, as well as newsletters featuring the children's work, stories, and essays. Monthly suppers at the Albany Housing Authority *Two Together* site bring together parents, grandparents or other caregivers, the children, staff, and board members. These suppers are well attended and provide opportunities for the groups to interact in an informal, congenial setting. Nonetheless, the board is well aware that more needs to be done by adding parental representation to the board, opportunities for paid positions for parents with *Two Together*, as well as the development of programs to help parents guide their children's learning. Parents, grandparents, and caregivers all have a stake in the children's futures, and there needs to be a vehicle for making them an integral part of the program. To make a long-term difference, the *Two Together* program for children cannot exist in isolation.

Successful projects continually change. Expansion presents problems and challenges but also fresh opportunities. One late afternoon in March, helping the staff and volunteers prepare for that evening's family supper at the *Two Together* site, I was struck again by the vitality of the enterprise. The project assistant had telephoned parents to remind them of the event, his young son was setting the tables, a volunteer arrived with a ham, and spirits were high. No wonder when the other parents and children came, they had a good time. Parents have a chance to identify what they think works, as well as what they would like to see happen in the future. Students see evidence of their parents' support. No one wants to lose this spirit. The community cannot find and consolidate its voice with a single project, but partnerships like the one *Two Together* represents are a step in that direction.

Summary and Conclusion

As I am undoubtedly not the first to observe, it is easier to identify *what works* than it is to determine *how it works*. Reading scores of many participants have indeed improved, some dramatically so; observation, anecdotal evidence, and testimony attest to the students' increased enjoyment in reading, interaction with tutors, and activities at the dedicated site. Site coordinators and

tutors frequently mentioned that students preferred tutoring at the site to that at the library, even though the same tutors were involved. Parents liked the program enough to lobby for siblings to join the program and also clearly enjoyed the social occasions of the family suppers. But determining the specifics of *how it works* will take considerably more study.

As the program expands to additional schools, it will be difficult to replicate all aspects of the program, particularly the dedicated site. The two components that will remain the same are the partnership with the YMCA after-school program (because it alleviates transportation problems) and the one-to-one tutoring, and in this latter instance, it is quite possible that the corps of tutors might be different. Instead of college students, tutors might well be community volunteers, peers, high-school age tutors working with younger students, and, potentially, parents. Social activities involving parents can happen at any school site, but dedicated sites like the one at *Two Together* are hard to come by, and, of course, funding is always an issue. Thus it may be that the process of replication itself may help sort out problems of attribution, and will certainly generate new questions as the report at hand has done. *Two Together's* mission "to strengthen children's social, cultural, and intellectual growth by improving their reading skills, while at the same time ensuring that enjoyment is a fundamental part of that growth," itself makes assumptions that in turn make evaluation of outcomes complex. Would more detailed protocols for tutors increase students' reading achievement? Would an increase in the one-on-one tutoring time produce an increase in achievement? How can parental involvement be defined, and how can the appropriate range of activities for parents be determined? How crucial is the dedicated site, and what features of the site could be replicated elsewhere in a non-dedicated site? One objective of the present analysis was to allow such questions to surface, a necessary first step to further research.

Endnotes

¹The literature on after-school programs with tutoring components, on tutors and tutoring (peer-tutoring, cross-age tutoring), and on tutoring styles and methods is enormous. Some of it intersects with research on reading and literacy or with the literature on community schooling and school-linked services. Undoubtedly familiar to the readers of this journal will be the survey of after-school programs, including tutoring programs, conducted by The Center for Research on the Education of Students Placed at Risk (CRESPAR; Fashola, 1998) and the Out-of-School Time Program Evaluation Bibliography of Literacy Programs tracked by the Harvard Family Research Project (2005).

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