

Metropolitan Family Service



mfspdx.org

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Grades Served

- Pre-K
- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade



Format of Tutoring

- In-Person
- Hybrid (in-person and virtual)
- Virtual (with qualified tutor)



Group Size

- 1:1 Tutoring
- Small Group Tutoring (2-4 Students)



When Tutoring Occurs

- During School Day
- Before School / After School
- Summer
- Fall Break, Winter Break, Spring Break, Inservice Days



Languages Offered

English



Overview of Services

Metropolitan Family Service (MFS) offers High-Dosage Tutoring (HDT) based on the AARP Foundation Experience Corps (EC) model, which MFS has hosted since 1995. This intergenerational, culturally and linguistically responsive program addresses low literacy in grades K-3 through evidence-based tutoring and mentoring that builds both early literacy and social-emotional skills.

Students—typically 12–18 months behind in reading—are matched with trained tutors who work one-on-one or in small groups using a structured curriculum aligned with the science of reading. Tutoring can take place during the school day or in after-school programs, coordinated closely with school staff and MFS site leaders to align with institutional goals and student needs.

Tutors and students meet up to three times per week for 30-minute sessions throughout the school year, targeting 35 sessions or until the student meets grade-level benchmarks. A leveled reading program supports fluency, accuracy, and comprehension. Tutors receive 15+ hours of initial training focused on the science of reading, tutoring session structure, relationship-building, and cultural responsiveness. Staff provides ongoing coaching and training to ensure high-quality, consistent implementation.

Tutor Background

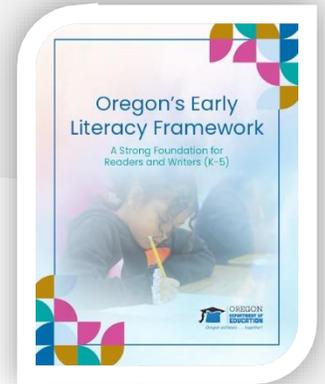
- Current / Retired Teachers
- Paraprofessionals
- Community Members
- Teacher Candidate
- High School Students
- College Students
- In the Process of Hiring

Alignment to Oregon's Early Literacy Framework

MFS expands culturally and linguistically responsive early literacy programming to support racially diverse, multilingual learners, and students with IEPs or housing insecurity in meeting foundational skills, reading and writing goals. MFS HDT offers up to three weekly 30-minute sessions using evidence-based instruction with consistent tutors. Student progress is tracked through assessments like DIBELS, surveys, and evaluations, with data analyzed by staff using Salesforce and other tools. Instruction is guided by student reading levels and typically delivered 1:1 or in pairs.

Cultural responsiveness is embedded through annual training, leadership development, and inclusive decision-making. Tutors receive over 20 hours of training in literacy, social-emotional learning, DEI, and more.

MFS HDT collaborates with schools to align literacy goals, promote caregiver involvement, and support family engagement events. Tutors reflect diverse backgrounds and commit to building capacity through ongoing supervision and growth, reinforcing the program's holistic, equity-focused approach to early literacy development.



Evidence of Impact

The following data is from the MFS AARP Foundation Experience Corps (EC) program, on which MFS HDT is based. MFS began offering HDT (separately from EC) this year.

2023-24 (most recent data): 220 EC students received one-on-one tutoring from 37 EC tutors for a total of 2,412 hours. Outcomes include: DIBELS accuracy: 64%, up from 25% at enrollment. Fastbridge: 75% at the 50th percentile, up from 42%. MAP assessments: 86% at benchmark, up from 43%. 55% of students showed improvement in social-emotional learning, including emotion management and focus.

2022-23: 93% of tutored students improved their number of words correct on the DIBELS Assessment; on teacher surveys, teachers said 100% of tutored students improved in behavior, critical thinking, overall reading ability, and oral fluency skills, because of EC.

A reading specialist at one of the EC schools wrote: "Many of our students reached their goals at Winter testing. We assigned new students, and they were so excited to get the opportunity to read with a tutor like their classmates did."