Oregon MEP Tutoring Quick Guide

Tutoring Services for Migratory Children and Youth

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Implementation Guidance

In the Oregon Migrant Education Program's [2024–2029 Service Delivery Plan](#), a core instructional strategy is the provision of tutoring and instruction in math and language arts to ensure students receive personalized, data-driven instructional support that targets their learning needs and high school graduation.

Oregon's MEP Service Delivery Plan encourages programs to:

- Use **qualified licensed staff or paraprofessionals** to deliver tutoring.
- Focus on core content areas like language arts and math, especially for students performing below grade level.
- Provide tiered tutoring as the needs for tutoring vary within children and youth. Some might need smaller group support while others one-on-one settings to ensure personalized support.

Figure 1. Oregon MEP Tiered System of Support Strategies
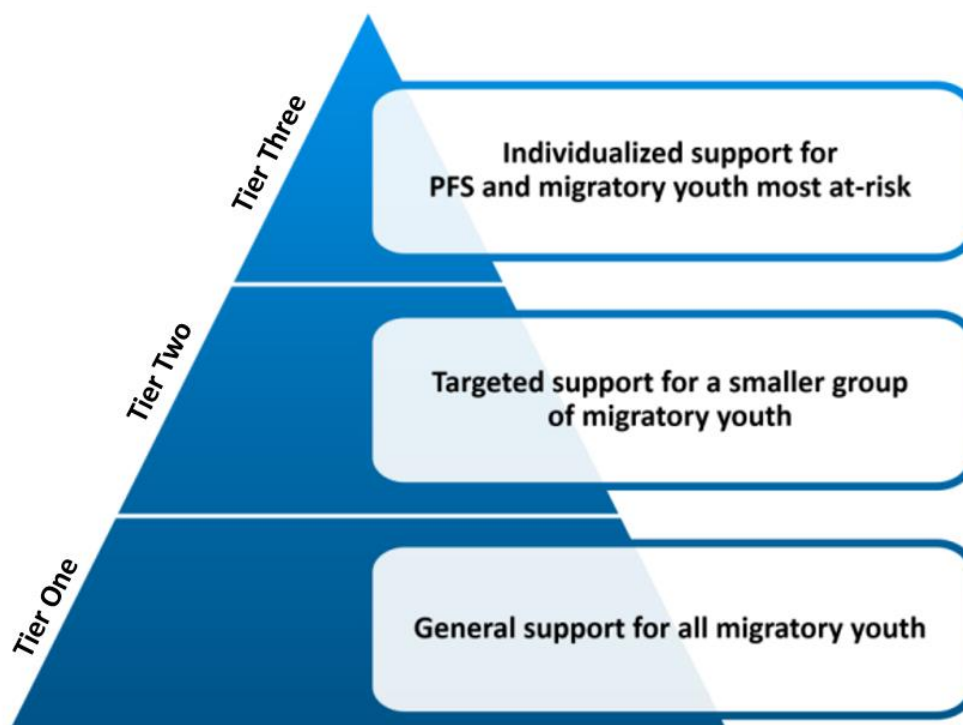
Source: 2024-2029 Oregon MEP Service Delivery Plan Exhibit V. Service Delivery Plan. Page 10

Tutoring is a way to ensure equitable access to academic support, especially for students who face frequent school interruptions due to migratory lifestyles as well as those who need additional academic support. Table 1 summarizes key recommendations for tiered tutoring services.

Table 1. Key Recommendations for Tiered Tutoring Services

Tier Level	Recommended Migratory Population (K-12, and OSY)	Recommended Type of Tutoring	Key Characteristics
MEP Tier III	• PFS • At-risk to not graduate	Individualized High-dosage tutoring	• Customized to individual instructional needs • One-on-one (1:1)
MEP Tier II	• PFS • At-risk to not graduate • Non PFS OSY	Small group *High-dosage tutoring as possible.	• Targeted • Small group (2–4 students)
MEP Tier I	Migratory children and youth in general (k-12).	Larger group	• Larger group (5+ students)

We encourage migrant program coordinators to prioritize in-person tutoring whenever possible, since face-to-face support is often the most effective for building connections and addressing student needs. At the same time, we recognize that virtual and AI-based tutoring can play a valuable role when used thoughtfully. These tools should always be responsive to students' learning, language assets and needs, and closely supervised to ensure quality and equity.

In this digital era, Migrant regional programs are in a unique position to bring tutoring to the community in creative and accessible. With the right staffing, and tech support for families, virtual tutoring programs responsive to migratory children and youth needs can make an important instructional impact —especially in reading and writing.

Key terms
Tutoring: refers to personalized instruction provided outside of the standard classroom setting to support a student's learning in a specific subject or skill.
Tiered Tutoring: refers to a structured approach to academic support that provides different levels of tutoring intensity based on a student's specific need. Tier I (general support), Tier II (targeted support) to Tier III (intensive support), Tiered tutoring ensures that students receive the right level of support at the right time, <u>with flexibility to move between tiers based on progress</u>.
High Dosage Tutoring: is an intensive, structured academic intervention provided in addition to core instruction, typically at least two times per week in small groups (four or fewer students). It focuses on core subjects—especially reading and math—using research-aligned methods. Delivered by qualified tutors during the school year (including during or outside school hours), it is data-driven, aligned to state standards, and tailored to students' instructional needs based on ongoing assessment. It is not typically considered developmentally appropriate for prekindergarten and preschool students. Adapted from [ORS 327.825 – Definitions]().
Priority for Service: Priority for Services ensures that funds are directed first to migratory children who have made a qualifying move within the past year who are either failing or at high risk of failing to meet the state's academic standards, or those who have dropped out of school.
At risk to not graduate: Students who are most at risk to not graduate are defined by ODE as those with chronic absenteeism and high levels of discipline referrals, and who are not on track to graduate by grade 10, among other indicators (SDP, pg. 10.)
Out of School Youth: Federal MEP guidance defines OSY as those youth who have "dropped out of school, are working on a high school equivalency diploma (HSED) outside of a K-12 school or are here-to-work only" (U.S. Department of Education, 2018).

Serving our migratory children and youth: Tutoring as a Core Strategy

Tutoring is highlighted as an essential instructional support designed to address academic gaps and reinforce grade-level skills. Our SDP emphasizes that tutoring services should be:

- **Targeted** based on students' individual academic needs.
  Flexible in terms of delivery—before/after school, during school hours, or over the summer.

Aligned with students' classroom instruction to support and not supplant services provided by the school.

Note: Although, tutoring might be promptly related to migratory children in the school system. In **Goal Area 3: Out-of-School Youth (OSY)** of the Oregon MEP Service Delivery Plan (2024–2029), tutoring is also mentioned as one of the instructional services that may be provided to OSY students.

As OSY students often face barriers to accessing traditional educational programs, "flexible instructional approaches such as tutoring, one-on-one instruction, or mobile education units are recommended to meet their unique needs."

Six Recommended Factors for Best Practices

1. Frequency: Tutoring is most effective when delivered frequently—**at least three times per week or through intensive short-term programs** (e.g., week-long). Regular sessions build consistency and deepen learning.

2. Group Size: Smaller is better.

- One-on-one tutoring is most effective but more costly.
- Tutors can work effectively with up to 3–4 students at a time.
- Larger groups shift toward general small-group instruction, which is less personalized and harder to manage.

3. Personnel: Ensure **tutors are trained in language development strategies and know how to support multilingual learning**. Keep in mind that effective tutors don't need to be certified teachers. With proper training and ongoing support, licensed teachers, paraprofessionals, and/or student tutors can help improve student outcomes.

4. Focus: Tutoring works across **all grade levels**, and**:**

- Strongest evidence supports **early reading (grades K–2) and math for older students**.
- **Tailoring content to student needs** is key, especially for those significantly behind.

5. Measurement: Using ongoing, informal assessments and student data allows tutors to personalize instruction and track progress more effectively. **Use formative assessment to guide instruction**. Frequently assess student progress and make instructional adjustments as needed.

6. Curriculum: Tutors should use **high-quality materials aligned with classroom instruction** to reinforce learning.

- Emphasize oral language and academic vocabulary
- Coordinate with classroom teachers to align tutoring with core content.

Resources

Resources	Notes
High Impact Tutoring: District Playbook Mississippi High-Dosage Tutoring Playbook	This guide aims to help school districts design, launch, and scale effective tutoring programs that boost student achievement. Developed by Stanford's National Student Support Accelerator, it provides practical, research-based guidance on planning, staffing, budgeting, and implementing tutoring that is frequent, personalized, and integrated into the school day. The playbook equips leaders with tools and strategies to ensure tutoring is impactful, equitable, and sustainable.
Recursos en español and English • Multilingual Learning Toolkit	This open source Includes evidence-based instructional strategies across domains like oral language, literacy, content learning, and family engagement—everything tutors need to support MLs effectively. It includes both English and Spanish contents.
Resources for Multilingual Learners | NEA	Colorin Colorado and NEA Curated materials, including SEL strategies, guidance on partnering with paraprofessionals, and tips for family engagement—all tailored to ML/ELL learners.
Accelerating Student Learning with High-Dosage Tutoring	This brief from EdResearch for Recovery highlights how high-dosage tutoring (HDT)—frequent, small-group or one-on-one sessions—can significantly accelerate K–12 learning, especially post-COVID. Backed by strong research, it outlines key elements of

	effective HDT: consistent scheduling, trained tutors, targeted instruction, and progress monitoring. The guide offers practical recommendations for schools and districts aiming to close learning gaps, particularly for underserved students, using evidence-based tutoring models that support equity and academic recovery.
[Instituto Nacional para la Educación de los Adultos | Gobierno | gob.mx](#)	This is the official website of the Mexican Government for the National Institute for Adult Education. This contains information for youth and adults 15 years of age and older to complete their basic and secondary education and graduate. In addition, there are different programs to attain reading and writing abilities in Spanish, this includes a program for Mexican citizens whose primary language is an indigenous language and they are learning Spanish as a second language.
[ODE-Approved Provider List for High-Dosage Tutoring with Early Literacy Success School District and Community Grant Funds](#)	This is an approved provider list from the office of Early Literacy Success School District and Community Grant Funds
MEP Provider List: [ODE MEP_Provider_List_High-Dosage_Tutoring](#)	This MEP list includes the grade levels the tutoring provider can support. Please note that some providers offer tutoring for Out of School Youth. This MEP list does not limit you from exploring other tutoring provider options, yet these are recommended as they have provided ODE with artifacts that prove they approach tutoring from a Culturally Responsive practice.

Oregon MEP Tutoring Providers and Services

Please note that the information included in the following chart is based on responses collected during the summer of 2025.

Region	Providers in 2024-25	Grade Levels	Group Size*	Frequency
Hillsboro R8	School staff	K-8	5+ students	1-2 times/week
Hood River R9	Tutored by Teachers, Inc.	K-12 & OSY	(2–4) & (5+ students)	1-2 times/week
Forest Grove R5	Imagine Learning LLC	K-12 & OSY	(1:1), (2–4) & (5+ students)	3-4 times/week
Intermountain ESD, R20	MEP personnel?	6-8	2-4	1-2 times/week
Multnomah ESD R26	N/A	N/A	N/A	N/A
Lane ESD R28	Licensed teachers	K-12 & OSY	Varies	Varies by student
Columbia Gorge ESD R3	*In the process of developing tutoring services*			
Northwest Regional ESD	Read Naturally/Dream Box Math			
High Desert ESD	Tutor.com	6-12	1:1	Varies by student
Ontario SD 8C	MEP personnel?	K-12	5+ students	5 or more times/week
Nyssa SD 26	MEP personnel	K-12	5+ students	3-4 times/week
Willamette ESD	MEP personnel & School teachers	K-12 & OSY	(1:1) & (2–4)	Varies by student
Clackamas ESD	Tutored by Teachers, Inc.	3-12	2-4	1-2 times/week
Southern Oregon ESD	School staff	K-12	5+ students	1-2 times/week
Salem/Keizer	MEP personnel	6-12	(1:1) & (2–4)	1-2 times/week Varies by student
Beaverton SD	School teachers	K-12 & OSY	5+ students	1-2 times/week Varies by student
Woodburn SD	Rosetta Stone program with School teachers' support	9-12	5+ students	2 times/week

*One-on-one (1:1), Small group (2–4 students), Larger group (5+ students)