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Government Budgeting

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Expanding After School Tutoring

Funding Proposal

Executive Summary

This proposal request of 625,000 is to expand after school tutoring programs in reading and math for students' grades 4-8th. Based on recent dates reported by the National Assessment of Educational Progress (NAEP) there is recent declines in academic achievement which only worsened during the pandemic. These reported declines are even more pronounced among students in low-income household, English language learners and those that attend high poverty schools. The after-school tutoring expansion initiative is designed to directly confront these learning disparities by increasing instructional time, targeting skills gaps and providing students with academic support from qualified professionals. We know from data that increased time targeting disparities paired with personalized instruction can yield significant results in mathematics and reading however, due to funding restraints the district has not been able to expand and improve existing services. Some of the challenges the district face is transportation challenges amongst students, Space constraints that only allows a limited number of students, and shortage of faculty members. The funding of 625,000 will be directed toward additional certified teachers and paraprofessionals, providing transportation for students and purchasing curriculum related materials. The program will operate 4 days a week Monday-Thursday and will focus more on group sessions that are tailored to students needs. Lessons will integrate data

driven methods that is shown to be successful in learning. The success of the program based on student progress throughout the year. This proposal positions the districts to respond effectively to the nationwide challenges identified by the NAEP and the United States Department of Education.

Program Description

The mission of the expanded After School Tutoring Program is to provide equitable high-quality academic support that strengthens mathematics and literacy achievement among student's 4th-8th grade. The program primary goal is to accelerate the recovery of learning that was met with disruptions highlighted by the NAEP and to close the achievement gaps between student groups.

Key goals to include

- **Improving academic proficiency** – Raise the percentage of students meeting grade level expectations in reading and math by 15 percent within once academic year.
- **Expanding Equitable Access** – Ensure that all students who request tutoring can participate regardless of income or transportation barriers.
- **Building Sustainable instructional compacity-** Equip teachers with training, tools, and data needed to deliver personalized lessons to close academic gaps. Promote evidence-based instructions that aligns with district standards.

The program will below be able to serve an estimate of 400 students across district schools. The program should prioritize those identified as performing below proficiency on district benchmarks assessment and NAEP aligned test. The focus should be students that are from low-income families, English learning speakers and historically underserved populations.

Services will include

- **Four weekly tutoring sessions Monday – Thursday** - emphasizing reading comprehension, vocabulary development, reasoning in math while strengthening problem solving skills.
- **Small Group Instructor** -4-6 students per instructor led by certified teachers and trained paraprofessionals
- **Data Driven Lesson Planning**- informed by formative assessment to tailor support to each student learning profile.
- **Transportation home each session**-Ensuring students can attend the program even if they do not have reliable transportation, we will provide it
- **Family engagement workshops**- each quarter to equip parents with the tools to reinforce learnings at home to help students retain lessons and skills gained at the program.

This program supports the district plans of excellence amongst students' academics by closing the achievement gaps through strategic planning and, implementation of learning skills to improve proficient in math and reading. Expanding access to the program through renovations that facilitates more space and providing transportation promotes equitable access to learning resources amongst students.

Justification and Need

The need for expanded after school tutoring has become urgent as educational disparities continue to widen across grade levels and socioeconomic lines. The NAEP reports that the average scores of math and reading scores amongst 4th-8th graders have declined by 5 to 8 points which is a bigger decline according to pre pandemic data. This has been reported as the biggest drop the NAEP has ever recorded which justifies immediate intervention. Although COVID

accelerated the drops in scores numbers were already trending down before COVID. As of spring 2024 the average numbers U.S student remained nearly half a grade behind pre pandemic achievement in math and reading (Harvard 2025). Beyond the test scores educators and parents have reinforce the need for immediate action; as educators have reported learning fatigue, reduced confidence amongst students and, performance gaps in the classroom. (Klusmann, Aldrup etc.) . Parents express frustration with current after school programs because of limited compacity and their desire for after school programs to reflect the in-classroom curriculum. Currently, only 1 and 4 students can attend current after school tutoring programs due to space constraints leaving many students without consistent educational reinforcement (NAEP 2024).

The investment in program expansion is both timely and necessary. These programs reinforce the school’s ability to focus on long term academic rebuilding and move away from the current short-term recovery. This program stabilizes learnings outcomes to prevent further regressions amongst students and funding allows administrators to expand current services and attack educational gaps. This also allow for the rebuilding of educational classrooms to ensure more space is provided to equitable access amongst students. Beyond academic improvement this program gives a chance to forge stronger relationships between families and schools. Family centric workshops will provide parents with the opportunity to learn strategies to reinforce learning at home will only strengthen the student’s ability to retain the learnings.

Budget Request

Category	Narrated Description	Estimated cost
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Personnel	10 teachers, 5 paraprofessionals for small group tutoring (Reoccurring)	\$315,000
Program Materials and technology	Curriculum resources laptops/tablets and assessment tools (One time)	\$70,000
Facility improvements	Renovation and furnishing of 6-8 classrooms (One Time Cost)	\$150,000
Transportation	Two after school buses (Reoccurring cost)	\$40,000
Professional Development and Evaluation	Staff training, external support (Reoccurring)	
Family Community &Engagement	Workshops, outreach (Reoccurring)	\$10,000

Budget will also factor in a 15,000 contingency to offset unforeseen expenses which amounts in the total 625,000 funding request.

Expected Outcomes

- **Improved academic achievement** -Increase participating students reading and math proficiency by at least 15 percent within the academic year. The performance Indicator pre and post assessment scores aligned with state and district benchmarks.
- **Increase Participation** – Enroll 25 percent more students than previous years in the expanded tutoring program. Performance Indicator: Enrollment and attendance record that will be reviewed to keep track of participation
- **Enhance Student engagement** – By the end of the year 85 percent of students should report increase confidence in reading and math skills. Performance indicators should be displayed through surveys
- **Equity in Access to Academic Support** – Ensure that there is equitable access to the tutoring programs for students across all demographics that want to utilize the resources. Our goal is to use our targeted outreach to reach underrepresented communities to ensure they have access to learning tools to further their learning. The performance indicator will be a demographic analysis of participants and overall school participation.

Conclusion

The expansion of after school tutoring represents a strategic investment in student success and educational equity. By addressing the gaps identified by the NAEP in reading and math achievements identified through NAEP data; this initiative will provide targeted support based on data driven evidence to support all students but especially to highlight students who may need it more. Through measurable goals and monitored outcomes, collaboration amongst educators, parents and community partners the program will strengthen academic performance.

Work Cited

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