

TUTORING & ASVAB PREPARATION

Higher
Test Scores.
More Options.
Brighter
Futures.

BUSINESS STARTUP GUIDE

PREMIUM 2026 EDITION

REAL
SKILLS.
REAL
OPPORTUNITY.
REAL
IMPACT.

Turn Knowledge Into Opportunity

Help Students Build Skills, Boost Test Scores, and
Unlock Brighter Futures — While Building a Profitable Business



One-on-One
& Small Group
Tutoring



ASVAB
Preparation



Pricing &
Packages



Safety, Ethics
& Compliance



Marketing &
Growth Strategies

PREMIUM GUIDE

Before You Begin

A tutoring business works best when the promise is narrow: a specific student, a defined goal, a structured learning block, and a clear progress review.

NATIONWIDE RULE

Licensing, youth-program requirements, background-screening expectations, venue policies, taxes, and business permits vary by state and locality. Verify what applies where you operate.

What this guide helps you build

- ☐ A small-group tutoring model that does not depend entirely on one-to-one hourly sessions.
- ☐ A specialized ASVAB-preparation offer built around legitimate study skills and official sample resources.
- ☐ A parent/student intake and progress-tracking system.
- ☐ Safeguarding rules for work involving minors.
- ☐ Pricing, enrollment, attendance, cancellation, and package policies.
- ☐ A 90-day launch plan and reusable worksheets.

CHAPTER 1

The Business You Are Actually Building

You are selling structured progress, not homework rescue on demand.



Small groups can improve teaching-hour economics while still allowing individualized attention when the group is intentionally capped.

- One-to-one tutoring is simple to start but hard to scale because the calendar caps revenue.
- Fixed blocks create a start date, finish date, curriculum plan, and progress review.
- Test-prep buyers often have a clearer deadline and measurable goal than open-ended academic tutoring.
- The best product is a repeatable learning system, not a different custom lesson for every student.

CHAPTER 2

Choose the Offer

Start with one subject or one outcome, then build the service around it.

BUILD THE OFFER IN BLOCKS



Sell a defined learning block - not an open-ended calendar of hours.

Possible starter lanes

- Middle/high-school math support
- Reading / vocabulary / study-skills block
- Adult basic-skills or GED support
- ASVAB preparation
- Short exam-preparation intensives

START NARROW

Do not launch every subject. Choose the lane where you can teach well, explain the value clearly, and measure progress.

CHAPTER 3

ASVAB Preparation - What You May Promise

ASVAB prep is a study service. It is not an official testing program and it cannot promise a guaranteed score.



Use legitimate instruction, skill review, test-taking strategy, and official or lawfully licensed practice material.

- The official ASVAB program describes the ASVAB as a multiple-aptitude battery used in military applicant testing and career exploration.
- The official program warns that third parties do not have actual live ASVAB questions and should not guarantee passing scores.
- The official program provides sample questions and general preparation guidance.
- The official program does not endorse specific commercial ASVAB-prep courses or study guides.

MARKETING LANGUAGE

Say 'ASVAB preparation,' 'skill review,' and 'practice strategy.' Do not say 'official ASVAB course,' 'guaranteed passing score,' or imply access to real test questions.

CHAPTER 4

Build the Learning Block

A defined block is easier to sell, schedule, and complete than open-ended hourly tutoring.

SIX-WEEK BLOCK ROADMAP



Structured instruction + measured progress - never a guaranteed test result.

Block design

- ☐ Baseline assessment
- ☐ Specific learning objectives
- ☐ Weekly lesson sequence
- ☐ Practice assignments
- ☐ Attendance policy
- ☐ Progress check
- ☐ End-of-block recommendation

CHAPTER 5

Student Intake and Goal Setting

Intake prevents you from teaching the wrong problem.



For minors, keep the parent or guardian inside the intake and communication loop.

- ☐ Student age / grade or adult-learner status
- ☐ Target subject or exam
- ☐ Current difficulties
- ☐ Known accommodations or learning needs shared by the family
- ☐ Upcoming test date or academic deadline
- ☐ Parent / guardian contact for minors
- ☐ Emergency contact
- ☐ Attendance and communication expectations

NO DIAGNOSIS

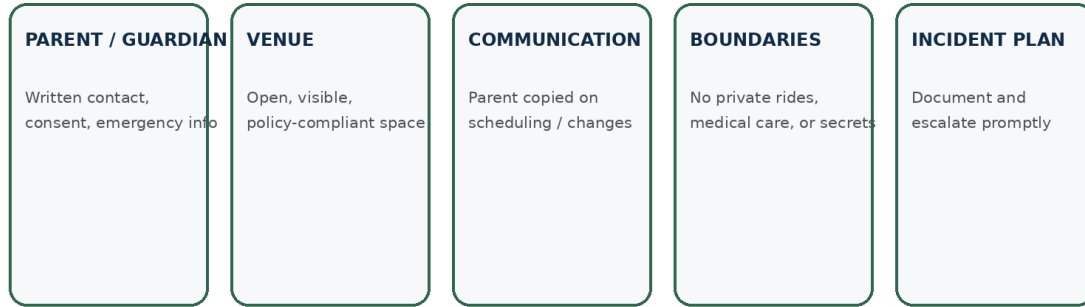
A tutor can observe learning patterns and adjust instruction, but should not diagnose learning disabilities or provide medical/psychological conclusions unless appropriately qualified.

CHAPTER 6

Safeguarding and Minor-Student Policies

If you serve minors, safety rules must be built into the operating model before the first session.

MINOR-STUDENT SAFETY GATE



Verify local youth-program, background-check, and reporting rules.

- ☐ Use written parent/guardian consent and contact information.
- ☐ Choose venues with open, observable spaces and clear youth-use policies.
- ☐ Keep scheduling changes and important communications visible to the parent/guardian.
- ☐ Avoid transporting students unless you have a separate, insured, parent-authorized transport policy.
- ☐ Document incidents, injuries, boundary concerns, and policy violations.
- ☐ Verify local mandated-reporting rules and any venue-specific background-screening requirements.

CHAPTER 7

Venue, Online, and Hybrid Delivery

The venue changes the risk and the customer experience.

Model	Advantages	Watch-outs
Public / community room	Visible, professional, group-friendly	Reservation rules, noise, availability
Rented classroom	Consistent branding and schedule	Fixed cost, insurance, access
Online	No travel, wider market	Platform safety, privacy, screen fatigue
Hybrid	Flexible for families	More systems to manage

HOME SESSIONS

Do not assume a private home is the easiest option. Evaluate insurance, safeguarding, household-distraction, zoning, and parent expectations first.

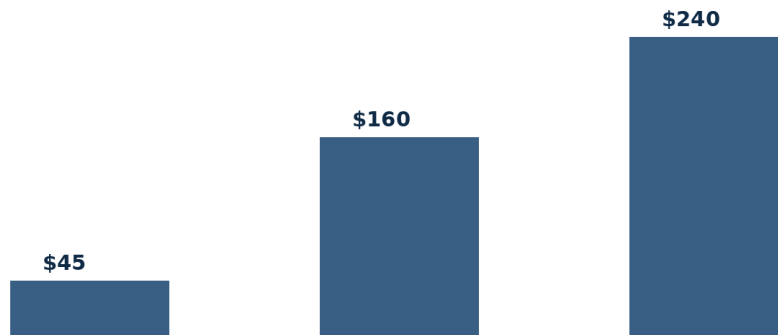
CHAPTER 8

Pricing, Enrollment, and Capacity

Price the block, not just the hour.

ILLUSTRATIVE REVENUE PER TEACHING HOUR

Example only - replace with your own enrollment, price, scholarships, taxes, venue cost, prep time, and no-show policy.



Groups can improve teaching-hour economics when kept intentionally small.

Price from

- Teaching time
- Prep and grading/review time
- Venue or platform cost
- Materials and printing
- Payment processing
- Insurance and business overhead
- Scholarships / discounts if offered
- Target profit

ILLUSTRATIVE ONLY

The chart shows the effect of group enrollment on gross teaching-hour revenue. It is not a recommended price.

CHAPTER 9

Curriculum and Materials

The curriculum should be yours, licensed, public-domain, or properly purchased.

- ☐ Use official ASVAB sample questions and preparation guidance as reference points.
- ☐ Use commercially purchased workbooks according to their license/copyright terms.
- ☐ Create original drills, explanations, and worksheets.
- ☐ Do not copy paid answer banks, copyrighted test-prep books, or claimed 'actual test questions.'
- ☐ Keep a material log so you know which sources are approved for reuse.

CHAPTER 10

Progress Tracking

Parents and adult learners pay for clarity as much as instruction.

Track

- ☐ Attendance
- ☐ Practice completion
- ☐ Baseline score or skill checklist
- ☐ Topic-by-topic mastery
- ☐ Timed-practice performance
- ☐ Confidence / study-habit notes
- ☐ End-of-block progress summary

PROGRESS VS GUARANTEE

Report what improved and what still needs work. Do not attribute a future official test score to your program.

CHAPTER 11

Marketing and Referral Channels

Market the problem solved, not just 'tutoring available.'

- Parents seeking structured academic catch-up
- Adult learners preparing for a specific exam
- Military applicants seeking ASVAB skill preparation
- Community organizations, libraries, youth programs, and career centers
- Local schools and counselors where referral relationships are permitted

Simple offer examples

- Six-week algebra catch-up block
- ASVAB math + verbal fundamentals

- Weekend test-prep intensive
- Study-skills reset for high school students

CHAPTER 12

Policies That Prevent Chaos

Write the policies before the first late cancellation.

- ☐ Payment due date
- ☐ Refund / transfer policy
- ☐ Missed-session policy
- ☐ Late-arrival policy
- ☐ Minimum enrollment for a group
- ☐ Weather / closure policy
- ☐ Parent communication rules
- ☐ Behavior / removal policy
- ☐ Photo / testimonial consent

CHAPTER 13

Business Setup and Records

Keep the education mission professional by keeping the business records simple and complete.

- ☐ Register the business as required in your jurisdiction.
- ☐ Check local business, home-occupation, youth-program, and venue requirements.
- ☐ Separate business income and expenses.
- ☐ Use written enrollment terms.
- ☐ Maintain invoices, attendance records, consent forms, and incident records.
- ☐ Confirm liability insurance fits tutoring, youth instruction, rented venues, and online delivery.

CHAPTER 14

Your First 90 Days

Prove enrollment before you invest in a center.

Days 1-30: Build the product

- ☐ Choose one tutoring lane.

- ☐ Verify business and youth-program requirements.
- ☐ Choose a venue or online platform.
- ☐ Create intake, consent, attendance, and progress forms.

Days 31-60: Run the first block

- ☐ Enroll a small pilot group.
- ☐ Measure prep time and teaching time.
- ☐ Refine the curriculum and policies.
- ☐ Collect feedback and progress data.

Days 61-90: Decide what scales

- ☐ Run the first paid block or second cohort.
- ☐ Compare academic tutoring with ASVAB-prep demand if both are tested.
- ☐ Set an enrollment cap.
- ☐ Add a second block only after the first fills consistently.

CHAPTER 15

Workbook and Templates

Use these pages in the field. The open space is intentional.

Student intake

Student: _____

Parent/guardian (if minor): _____

Contact: _____

Goal: _____

Subject / exam: _____

Deadline: _____

Baseline: _____

Learning concerns shared by family: _____

Accommodation information voluntarily shared:

Emergency contact: _____

Venue / delivery mode: _____

Consent received: _____

Block planning

Block name: _____

Start date: _____

End date: _____

Sessions: _____

Max enrollment: _____

Price per student: _____

Minimum enrollment: _____

Venue cost: _____

Materials cost: _____

Prep hours: _____

Teaching hours: _____

Target outcomes: _____

CHAPTER 15

Workbook - Progress & Session Record

FIELD	ENTRY
Student	
Session date	
Topic	
Practice assigned	
Attendance	
Observed strengths	
Observed gaps	
Next step	
Parent / learner update	

CHAPTER 16

Sources & Annual Verification Checklist

Recheck test-prep rules, business requirements, and youth-safety policies before relying on them in a live program.

Primary sources reviewed

- Internal source: VSG_Tutoring_Business_Model_2026.docx.
- OfficialASVAB.com - ASVAB applicant information and sample questions.
- OfficialASVAB.com - ASVAB Test Preparation Disclaimer.
- OfficialASVAB.com - Preparing for the ASVAB.
- U.S. Small Business Administration - state and local licenses and permits.

Annual / program-change checklist

- ☐ State/local business and tutoring/youth-program requirements
- ☐ Venue background-screening and youth policies
- ☐ Mandated-reporting obligations
- ☐ Insurance coverage
- ☐ Official ASVAB preparation guidance and disclaimer
- ☐ Copyright / license status of teaching materials
- ☐ Parent consent and communication procedures
- ☐ Pricing, enrollment, cancellation, and refund policies
- ☐ Actual group size and capacity

FINAL QUALITY RULE

A premium tutoring business does not promise miracles. It offers structured instruction, safe delivery, measurable progress, and clear boundaries.