HeyTutor

2024

Tutoring Toolkit

HeyTutor

Sample Funding Sources

FUNDING SOURCES FOR HIGH-IMPACT TUTORING

Decades of research have shown that high-impact tutoring is the most effective support to transform outcomes for struggling students. Below is an array of funding resources at the district and school level to create and sustain high-impact tutoring programs for the students who need the support the most.

1. Use Remaining ESSER Funds to Provide Effective Support

ESSER III, the last of the COVID-19 mitigation programs, will expire in January 2025 and the remaining funds must be obligated by September 30, 2024. District personnel can search this resource from Georgetown University to find their current ESSER expenditures. The federal government and most state governments are encouraging local districts to use their remaining dollars to fund services like tutoring. We talk to many school administrators who are understandably apprehensive about providing a service that cannot be consistently funded after ESSER expires. A better way to view this, however, is an unprecedented opportunity to gather data on the efficacy of high-impact tutoring that can be used to argue for a line item in subsequent budgets.

2. Access Categorical and Recurring Block Grants to Sustain These Efforts

Schools and districts can move from short-term funding to sustainable funding for high-impact tutoring by utilizing federally funded, state education agency administered block grants.

Title I: Title I provides funds for students in disadvantaged communities, and Part A specifically directs funding to programs that will impact the academic achievement of students in eligible schools. Studies repeatedly find that low-income and low-performing students are the least likely to participate in voluntary academic support programs, making in-school tutoring services a critical component for Title I funding.

Title III: Title III funding supports services that impact students learning English and immigrant students. These funds are not just to support learning English; rather they are to support the overall academic achievement, in all subjects, of students learning English. Procuring tutoring services for students is an allowable expense and has been shown to be an effective way to boost both language acquisition and subject matter achievement.

Title IV: Tutoring meets both the intent and the regulatory requirements for Title IV funding. Programs that support academic achievement for identifiable groups, such as low-achieving students, can be funded with Title IV, Part A. Additionally, Part B provides funding that can be used for tutoring before or after school, on weekends, or in summer programming, enabling students to receive support outside of school hours.

McKinney-Vento Act: The McKinney-Vento Act provides support for students experiencing homelessness. This includes the needs of any student who does not have a regular address; is doubled up in another residence due to economic, domestic, or other hardship; or is housed in a motel, trailer park, or campground. As these funds are focused on mitigating the impact of homelessness and housing insecurity on student academic achievement, tutoring is explicitly listed as the first allowable use for these funds.

3. Tap into State, Municipal, Local, and Philanthropic Funding

State Grants: As many schools and districts have already realized significant benefits of high-impact tutoring, state legislative bodies and organizations that support educational best practices have taken note. To this end, several states have created tutoring-specific grants to maintain and expand these critical services after ESSER funds expire. Check to see what grant funding is available through your state department of education.

Examples:

- NJ Learning Acceleration Program: High-Impact Tutoring – Deadline August 30, 2024
- Connecticut High Dosage Tutoring Program - Deadline August 30, 2024

Federal Grants: There are federal grant opportunities through a variety of departments and divisions that could be used to support high-impact tutoring depending upon the student populations, use cases, and other factors. Grants.gov is a database managed by the federal government that centralizes more than 1,000 different grant programs across federal grant-making agencies awarding more than $500 billion annually.

National and Local Philanthropic Grants: Many philanthropic organizations have introduced tutoring-specific grants or offer grant funding that would apply to tutoring programs. Reaching out to local nonprofits to learn about their grant options can also be a great way to identify potential sources of funds. Grant databases can be an efficient and effective way to find grants to support deploying high-impact tutoring in your district or school. GetEdFunding is a free site dedicated to helping educators, schools, and institutions identify the funding they need in budget-tight times. The School Funding Center database includes a comprehensive list of more than 4,000 grant sources specifically geared toward districts and schools.

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Sample Grant Proposal

PROGRAM DESCRIPTION

The purpose of this program is to raise student achievement by delivering high-impact tutoring to students who have been identified as needing additional support. High-impact tutoring has been proven to be one of the most effective interventions to drive students' academic achievement and success. The successful impact of high-impact tutoring is grounded in student's receiving personalized one-on-one support from a trained professional in a consistent manner for an extended period. During this time, the tutor gets to know the student, comes to understand what presentation and support helps them learn best, and is able to help the student fill learning gaps and reconnect with academic content.

For this implementation, we will partner with HeyTutor, a national leader in providing high-impact tutoring at scale. A key benefit of HeyTutor's program is that it utilizes local, in-person tutors, who match the demographic makeup of the students, and are trained across a variety of domains including academic content, resilience training, and factors specific to our community. **[customize as needed, might say: working with special populations including English Language Learners, refugee students, or homeless students].** The tutors employ a standards-aligned curriculum to help students fill gaps in prerequisite knowledge and skills, address other learning challenges, and build confidence and motivation. HeyTutor's program pairs the in-person tutoring support with a robust platform that tracks student progress, helps identify additional areas of need, and ensures students are working toward grade-level proficiency.

SCOPE AND TARGET AUDIENCE

The program is designed to impact **[number]** students across **[number]** of schools. Students will be selected for participation based on **[insert local criteria; may include state end-of-year test scores; progress monitoring results; end-of-marking period grades; teacher identification].** These students will meet with tutors one-on-one or in small groups sessions **[number]** times per week for **[number]** of weeks/months. The tutoring sessions will occur **[during the school day/after school]** at each student's school site and the schedule will be tailored to minimize time out of the classroom and disruption to other activities. Each session will last **[time frame].** Tutoring will include review of prerequisite skills for current learning, opportunities for practice and reinforcement, time to ask additional questions, opportunities for alternative pacing, and executive functioning skill development. Student monitoring will include attendance, degree of engagement and participation, academic progress against include attendance, degree of engagement and participation, academic progress against baseline measures, and classroom teacher observations.

GOALS & OBJECTIVES

The goal of this program is to provide academically struggling students with high-quality, proven support. By utilizing in-person tutors who are able to work with students consistently over the course of **[number]** weeks, tutors are able to take a holistic and personalized approach to meeting the student's unique profile of needs, learning gaps, strengths, and preferences. As a key component to driving student academic growth, the program aims to:

- **Fill underlying learning gaps and adapt academic support to align with student need:** The program will focus on building academic achievement and proficiency in core subject areas. Tutors will re-teach standards and concepts as needed, adapt the pace of learning to meet the student's needs, and allow for additional practice and repetition to ensure content mastery.
- **Build student confidence and motivation for learning:** Too often, learning is inhibited by a student's false belief that they are unable to learn or they do not see a purpose in their learning. Through consistently working together, tutors are able to help students recognize that they are capable of success and reconnect with their learning.
- **Develop executive functioning and organizational skills:** Frequently, skills like note-taking, time management, and organization are major barriers for academic success but are not explicitly taught in schools. Tutors will work with students to develop these skills if they, or the classroom teacher, identifies the need.

IMPLEMENTATION TIMELINE

STEP 01

Build Custom Plan

CSM's will meet with new district partners to review program details and expectations to ensure alignment prior to program launch.

STEP 02

Training and Onboarding

Tutors will undergo district hiring requirements such as Federal & state background checks, health screenings. Content level assessments for tutors, and district and HT Code of Conduct to ensure tutors are well equipped.

STEP 03

Implementation

Tutors are deployed onto campuses and begin tutoring. Program managers provide onsite support to ensure a successful first week of launch.

STEP 04

Ongoing Support

CSM and PM team meet with school/district on a weekly/biweekly cadence to ensure quality tutoring is occurring and training is ongoing for tutors. Data will be reviewed on a weekly basis with school partners.

EVALUATION

To ensure fidelity of program implementation, we will use data from HeyTutor's monitoring platform that has an easy-to-use interface and dashboard for educators/administrators, tutors, and students. Administrators can track usage and student progress in real-time. HeyTutor offers a district liaison to have regular check-ins with administrators and tutors to ensure a smooth implementation and adapt approaches if needed.

To evaluate the effectiveness of the program, we will use a combination of district metrics and HeyTutor assessments including **[might include state test scores, quarter grdes, attendance]**, along with HeyTutor's baseline, mid-term and end of year student assessments. We will also conduct an independent review of the program effectiveness by using our research/accountability department or higher education partner to determine impact.

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Sample Superintendent Support Letter

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SAMPLE SUPERINTENDENT SUPPORT LETTER

[SCHOOL DISTRICT LOGO]

000 123 4567
000 123 4567

urwebsitename.com
urname@email.com

Street Address Here
Street Address Here

[CONTACT]
[TITLE]
[GRANT/RFP ISSUER]
[ADDRESS]
[CITY] [STATE] [ZIP]

Dear [NAME],

I write to you today as the proud Superintendent of one of [STATE's] most [SUPERLATIVE] districts. Since the pandemic, we have focused our intentions on building a nurturing school environment, raising test scores and improving student outcomes. As part of this mission, we have been singularly focused on offering our students the services and resources needed to thrive.

While America's school districts have chosen to address learning loss differently, we believe that targeted, consistent and intensive intervention is what will create a lasting impact on our students. To that end, we have been in discussions with HeyTutor, Inc., a company that specializes in accelerating the very growth that we are targeting.

We have spent significant time vetting HeyTutor and find that their unique blend of high-dosage tutoring, digital curriculum and measurable outcomes are unmatched in the supplemental education industry. Furthermore, their work serving [POPULATION] aligns perfectly with our needs and we are impressed with their depth and breadth of programs that can help our students.

The program that we have designed and scoped with them revolves around the following schools: [ADD SCHOOLS]

This service would be fully immersive and in-person within our district. HeyTutor will recruit and train individuals from our community who are invested in the success of our school district. Each tutor will undergo a rigorous internal certification process, ensuring they meet the unique academic needs of our students while also satisfying our standard background check processes.

Once trained, each tutor will then operate as an integrated member of our school district's ecosystem and afforded the same resources needed to support our students. The in-person tutoring program that we have designed prioritizes assisting students whose [DETAILS OF NEED]. Each tutoring session will include a maximum of [X] students and each tutor will be responsible for [XX] hours of tutoring per week. Just to quantify that over the entire school year, our district would receive roughly [XXXX] hours of tutoring per week and [XXXXX] hours per school year. This in-person delivery model will ensure the ongoing collaboration between teachers, principals, students, and tutors to ensure the highest level of success.

Because high-dosage tutoring has been extensively peer reviewed and backed by multiple research studies, we are confident HeyTutor 's program will guarantee high student engagement, improve academic performance and reignite scholastic confidence.

Please consider this my request to authorize an education supplement that will allow our school district to contract with HeyTutor. Our selected partner's transformational work in districts just like ours leads us to believe they will be a tremendous support to our students, families and communities.

Best,

Signature

[NAME]
[TITLE]

HeyTutor

Effectiveness Study (2022-23)

STUDY TYPE: ESSA EVIDENCE LEVEL II

EXECUTIVE SUMMARY

To demonstrate the effectiveness of HeyTutor's high-dosage tutoring (HDT) on students' learning outcomes, a quasi-experimental study was conducted using the FastBridge (FAST) aReading assessment scores for a sample population of schools from a large school district with whom we are contracted to provide services. The study was undertaken to address the Level II requirements outlined by the Every Student Succeeds Act (ESSA).

Study Sample, Measures, and Methods

Study Sample, Measures, and Methods

The quasi-experimental study took place in the 2022-23 school year using a treatment group of 262 students in grades 3-5 who received tutoring in a grant-funded after-school program. Participants were selected based on several criteria: a) FAST aReading assessment scores placing their performance at below grade level; b) their eligibility for the Extended Learning Opportunity Programming (ELOP) grant, the criteria for which includes: receiving free/reduced lunch, being classified as a foster/homeless youth, and/or being a multilingual learner; and c)the standards of the school district. A comparison group was composed of 1,047 students in grades 3-5 who had similar performance on the FAST aReading assessment but did not qualify for the grant-funded program. Students in the treatment group received in-person, small group tutoring (1:3) with the same tutor, 1 hour per day, 5 days a week, from the beginning of February 2023 to the end of the school year in June 2023. The percentage change of students performing 'below grade level' in both groups, across quarters two and three of the 2022-23 school year, was used as theprimary measure for this study.

Results

The percentage of students in the treatment group testing at 'below reading level' on the Quarter 2 and Quarter 3 FAST aReading assessments showed little change at many of the 3 sample schools chosen from within the district to be part of the study. Two schools did show a decrease (the desired result) from Quarter 2 to Quarter 3. Similar results were shown for the comparison group with only a small number of sample schools showing a decrease, none of which were statistically significant.

Conclusion

The outcome of the quasi-experimental study demonstrates that HeyTutor meets the Level II requirements for ESSA by having a study sample of over 1,250 students and showing a statistically significant positive effect with no significant negative effect to the study participants.

INTRODUCTION

The COVID-19 pandemic that began in spring of 2020 had major impacts on student learning, with one McKinsey & Company report showing that, on average, students were 5 months behind in math and 4 months behind in reading by the end of the 2020-21 school year (Dorn, Hancock, Sarakatsannis & Viruleg, 2021). The same report also indicated that, "The pandemic widened preexisting opportunity and achievement gaps, hitting historically disadvantaged students hardest" (para. 2), with students in predominantly Black schools ending the year an average of 6 months behind in both math and reading while their peers at predominantly white schools were 4 and 3 months behind in the same subjects, respectively. A key reason for this disparity is that students from low-income and racial minority backgrounds were shown to have had less access to internet and/or computer devices to participate in virtual learning throughout the pandemic, making it difficult for them to keep up with their peers from other socio-economic statuses (Reimers, 2022).

Nearly 3 years later, the impact of learning loss resulting from the pandemic is still evident. According to a February 2023 report published by the National Center for Education Statistics (NCES), public school leaders in the U.S. estimated that nearly half of students in grades PreK - 12 started the 2022-23 school year at least one grade level behind in at least one academic subject, with 99% of those students being behind in math and/or reading. Most public schools implemented a variety of strategies to work toward closing this achievement gap (e.g., professional development for teachers, using assessments to individualize students' needs, etc.), and many (83%) also offered some type of tutoring, including high-dosage tutoring (HDT), standard tutoring (STD), and self-paced tutoring (SPT).

High-dosage tutoring is a specific intervention that consists of small group sizes (1:1 up to 1:5 ratio of tutor to students), professionally trained tutors, learning materials aligned to the curriculum (not remedial content), and a minimum of three sessions per week lasting a minimum 5 of 30-minutes each with the same tutor for every session (Shoemaker DeMio, 2024). Based on a significant body of research, HDT has been shown to be highly effective in "produc[ing] large learning gains for a wide range of students" (Robinson, Kraft, Loeb & Schueler, 2021, p.3).

HeyTutor, a California-based tutoring company providing in-person high-dosage tutoring for school districts around the country, believes that this tutoring modality offers an unmatched educational experience for students that surpasses what is possible through online tutoring and/or simple homework assistance. Having tutors embedded within the learning environment of the school fosters strong mentoring relationships with children, which support and enhance their curiosity, critical thinking, and academic performance while providing targeted assistance with challenging subject matter.

INTRODUCTION

HeyTutor works with school districts to determine the appropriate group size and duration of tutoring sessions for the small groups, and provides flexible options for scheduling before, during, or after school hours, with dedicated tutors assigned for the length of an engagement. Formative and summative assessments track the relationship between tutoring and academic performance and provide data on a school-specific and district-wide basis.

In an effort to demonstrate the effectiveness of HeyTutor's HDT on students' learning outcomes, a quasi-experimental study was conducted in a large California school district. Due to factors that prevented us from conducting our own assessments, detailed in the Limitations section of this paper, we opted to use the FastBridge (FAST) aReading assessment scores for a sample population of schools from the district. The FAST aReading assessment is a "computer administered adaptive screener that measures broad reading ability and predicts overall reading achievement (Illuminate Education, 2024, "aReading" section). The primary research question was:

To what extent did the FAST aReading assessment performance of 3rd-5th grade students receiving HeyTutor's HDT at their school improve compared to students who did not receive the same intervention?

METHODS

This section of the paper provides an overview of the study design, participants, intervention, and measures used for data analysis.

Study Design

This quasi-experimental study used a treatment group of students from eight schools within the district who received HDT for reading through a grant-funded after school program. The comparison group included students who did not qualify for the after school program but who had similar achievement scores on the FAST aReading assessment based on prior term testing.

Participants

Participants came from a large California school district with an approximately 80% minority population (predominantly Black and Hispanic/Latino). A total of 262 students in grades 3-5 received high-dosage tutoring and 1,047 students did not receive any similar tutoring intervention (Table 1). Students who received tutoring were selected based on several criteria: a) FAST aReading assessment scores placing their performance at below grade level; b) their eligibility for the Extended Learning Opportunity Programming (ELOP) grant, the criteria for which includes: receiving free/reduced lunch, being classified as a foster/homeless youth, and/or being a multilingual learner; and c) the standards of the school district. Additionally, students flagged for below grade level performance who did not otherwise qualify for the ELOP grant could be added to the program under the discretion of teachers or school administrators in the school district.

TABLE 1
Breakdown of Study Participants by School

School	HDT Pool	non-HDT Pool
School A	34	146
School B	24	206
School C	38	152
School D	35	82
School E	43	132
School F	34	104
School G	34	127
School H	20	98
Total of all schools	**262**	**1047**

Intervention

Students in the tutoring pool received live, in-person, 1-hour tutoring sessions, five times per week from the first week in February 2023 through the end of the school year in June 2023. Participants remained in the same small groups with the same tutor (one tutor to three students) for the length of the program. The curriculum was developed in consultation with the school district and was based on ELA standards (not specifically the FAST aReading assessment). Tutors were trained to deliver a standardized curriculum and all participants at every school followed the same timeline for delivery of the material.

Measures and Analysis

The percentage change of students performing 'below grade level' in both the treatment group and the comparison group across quarters two and three of the 2022-23 school year was used as the primary measure for this study. FAST aReading assessment scores were obtained from the school district for both quarters, along with data on the number of students who took each test.

RESULTS

Table 2 illustrates results addressing the research question: To what extent did the FAST aReading assessment performance of 3rd-5th grade students receiving HeyTutor's HDT at their school improve compared to students who did not receive the same intervention?

TABLE 2
Results of HDT and non-HTD Participant Pool FAST aReading Assessments for Quarters 2 and 3, 2022-23

	FAST Assessment% Below Grade Level Reading HDT		FAST Assessment% Below Grade Level Reading non-HDT	
School	**Quarter 2**	**Quarter 3**	**Quarter 2**	**Quarter 3**
School A	55%	**53%**	28%	28%
School B	50%	54%	39%	41%
School C	50%	53%	39%	41%
School D	49%	51%	34%	37%
School E	40%	45%	33%	**30%**
School F	55%	58%	26%	37%
School G	38%	41%	27%	**26%**
School H	44%	**32%**	40%	**38%**
Grand Total	47%	49%	33%	35%

Note. The bolded percentages show an improvement in the scores as indicated by a lower percentage of students scoring 'below grade level.'

LIMITATIONS

There were a variety of limitations to this study that may account for the results in Table 2. First, HeyTutor was not able to deploy our own computer-based assessment tools to students because there was not reliable access to computers for students in the after-school program, and the school district had security requirements for which approvals were not received within the timeframe of the study. As a result, data were based on FAST aReading assessment scores rather than the ELA standards on which the tutoring curriculum was based.

Second, not every student in the HDT pool or the non-HDT pool sat for either the Quarter 2 or Quarter 3 FAST aReading assessments. Of the 262 participants in the HDT pool, only 256 completed the Quarter 2 test and 246 completed the Quarter 3 test. Similarly, of the 1,047 participants in the non-HDT pool, only 1,004 completed the Quarter 2 test and 983 completed the Quarter 3 test.

Third, attendance at the daily tutoring sessions for HDT was not consistently maintained, so not every student in the pool may have received equal support. Additionally, students in the non- HDT pool were not prevented from receiving tutoring through other channels apart from the ELOP grant-funded program. Finally, there are any number of other unknown, external factors that may have had a negative impact on the scores of all students.

FUTURE RESEARCH

Opportunities for future research were identified through the completion of the current study. First, additional quasi-experimental studies should be conducted with treatment and comparison groups of similar size and with consistent attendance records maintained for students receiving HDT.

Second, the administration of HeyTutor's own assessment tools is critical to more precisely measure learning gains achieved through HDT and to allow curriculums to be modified accordingly. It will also allow for greater completion rates since the assessments can be administered during a tutoring session. As such, the company will work closely with school districts to ensure that computer access is made available to all students for this purpose. Additionally, more research should be done to understand the nature and impact of external factors, positive or negative, on student learning.

CONCLUSION

The results of the quasi-experimental study show no significant negative impact on student achievement for students who received HDT through HeyTutor, and in some cases, such as School H, a statistically significant improvement (percent of students below reading level Q2 = 44% and Q3 = 32%). The net percentage change for those receiving HDT and those in the non-HDT pool is the same, at 2%, but there are myriad factors that may contribute to the percentage change in scores across all students in both groups. The fact that those in the HDT pool were part of a grant-funded program that required them to be classified as low-income students, in foster care or homeless, or multilingual learners, suggests that HDT is not the only intervention to aid their learning. Additionally, the FAST aReading assessment may not align directly with the ELA standards considered a priority by the school district and targeted through the HeyTutor curriculum for this school district, which may account for the reported scores. We believe that based on the results of this study we have met the ESSA Tier 2 level of evidence.

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HeyTutor

High-Dosage Tutoring Supporting Research and Studies

Design Principles For Accelerating Student Learning With High-Impact Tutoring

Carly D. Robinson, Matthew A. Kraft, Susanna Loeb, Beth

June 2024

Scaling High-impact tutoring: School Level Perspectives on Implementation Challenges and Strategies

Alvin Makori, Patricia Burch, Susanna Loeb

March 2024

A Scalable Approach to High-Impact Tutoring for Young Readers: Results of a Randomized Controlled Trial

Kalena Cortes, Karen Kortecamp, Susanna Loeb, Carly Robinson

January 2024

Fact Sheet: Scaling Up High-Dosage Tutoring Is Crucial to Students' Success

January 2024

The Effects of In-School Virtual Tutoring on Student Reading Development: Evidence from a Short-Cycle Randomized Controlled Trial

Douglas D. Ready, Sierra G. McCormick, Rebecca J. Shmoys

April 2024

A Systematic Review of Research on Tutoring Implementation: Considerations when Undertaking Complex Instructional Supports for Students

Sara White, Leiah Groom-Thomas, Susanna Loeb

August 2023

Institute of Education Sciences School Pulse Panel on Tutoring

December 2022

The Inequity Of Opt-In Educational Resources And An Intervention To Increase Equitable Access

Carly D. Robinson, Biraj Bisht, Susanna Loeb

November 2022

High-Dosage Tutoring: A Proven Strategy To Accelerate Student Learning

District of Columbia, Office of the State Superintendent of Education

March 2021

The Impressive Effects of Tutoring on PreK-12 Learning: A Systematic Review and Meta-Analysis of the Experimental Evidence

Andre Nickow, Philip Oreopoulos & Vincent Quan

July 2020