



## NATIONAL STUDENT SUPPORT ACCELERATOR

*equalizing access to quality tutoring*

# Research Priority: Implementing Tutoring at Scale

Reaching the greatest number of students in need requires an understanding of the challenges to implementing tutoring and how to overcome those challenges. With this goal in mind, we have begun to articulate a line of research that broadly addresses issues such as: Where will the supply of tutors come from? What is the demand for high-impact tutoring? And how can individual tutoring programs maintain their effectiveness but expand to serve more students?

This document focuses on questions regarding how to scale high-dosage, school-driven tutoring focused on a specific subject and grade. We anticipate a combination of qualitative and mixed methods research will be needed to successfully understand the supply and demand issues, motivations, opportunities, logistical needs, and barriers to delivering tutoring to students at a large scale.

The *Supply and Demand* section highlights some of the key questions and associated considerations that will inform whether and how tutoring can reach students across the United States. Then, the *Implementation* section introduces questions that will guide researchers in building a deeper understanding of how district leaders, school leaders, teachers, parents, and students undertake and experience a tutoring initiative.

### Supply and Demand Questions

**Overarching Questions:** Where will the supply of tutors come from? To what extent do districts want and have the capacity to implement tutoring initiatives?

Question	Considerations
What skills do tutors need?	<ul style="list-style-type: none"> <li>■ Subject matter skills (may require a screening tool, particularly for math)</li> <li>■ Grade level content knowledge (e.g., high school math requires more initial competency than early literacy)</li> <li>■ Ability to connect with students</li> </ul>

<p>When are tutors available?</p>	<ul style="list-style-type: none"> <li>■ Full-time vs. part-time</li> <li>■ During the school year vs. summer</li> <li>■ Weekday vs. weekend</li> <li>■ During the school day vs. out-of-school time</li> </ul>
<p>How can the tutoring be delivered?</p>	<ul style="list-style-type: none"> <li>■ In-person vs. Virtually vs. Blended                             <ul style="list-style-type: none"> <li>■ In-person: geographic constraints</li> <li>■ Virtual/Blended: internet access and technical skills</li> </ul> </li> <li>■ Age of student and subject (e.g., early literacy may be best suited for in-person tutoring)</li> </ul>
<p>What types of supervision do tutors need?</p>	<ul style="list-style-type: none"> <li>■ Capacity of supervisors</li> <li>■ Frequency of supervision</li> <li>■ Supervisor-tutor caseload</li> </ul>
<p>Who can be tutors?</p>	<p><i>More promising:</i></p> <ul style="list-style-type: none"> <li>■ Current college students</li> <li>■ Pre-college gap year</li> <li>■ Recent college grads</li> <li>■ AmeriCorps members</li> <li>■ Retirees</li> <li>■ Current teachers</li> </ul> <p><i>Less promising; may be better suited for location-based early literacy tutoring:</i></p> <ul style="list-style-type: none"> <li>■ Graduate students</li> <li>■ Education majors</li> <li>■ Currently employed paraprofessionals</li> <li>■ Unemployed paraprofessionals</li> <li>■ Not in labor force paraprofessionals</li> </ul>
<p>What is the best way to recruit tutors?</p>	<ul style="list-style-type: none"> <li>■ Work-study through universities</li> <li>■ Social media advertising</li> <li>■ Entry-level professional work (e.g., EdBoost)</li> <li>■ Compensated service (e.g., AmeriCorps)</li> </ul>
<p>How many students can a tutor handle?</p>	<ul style="list-style-type: none"> <li>■ # of students per tutoring session</li> <li>■ # of students overall</li> <li>■ Tutor skill level</li> <li>■ Full-time vs. part-time</li> </ul>
<p>How much do tutors cost?</p>	<ul style="list-style-type: none"> <li>■ Skill level</li> <li>■ Recruitment</li> <li>■ Training</li> <li>■ Salary/Wages</li> <li>■ Supervision</li> <li>■ Coordination</li> <li>■ Overhead</li> </ul>

Where is the money for tutoring coming from?	<ul style="list-style-type: none"> <li>■ Federal Education Acts (particularly those with deadlines for usage, e.g., CARES plus follow-up)</li> <li>■ 21<sup>st</sup> Century Community Learning Centers (non-school hours only; federal funds can go to tutoring providers directly)</li> <li>■ Title I funds</li> <li>■ Title II funds (for building teacher pipeline)</li> <li>■ Title III funds (for English Language Learners)</li> <li>■ Foundations</li> </ul>
<p>What are the constituencies that might want high dosage tutoring?</p> <p>What stakeholders at different levels need to be brought in to make high-dosage tutoring happen?</p>	<ul style="list-style-type: none"> <li>■ School board members</li> <li>■ Superintendent and other members of the district leadership team</li> <li>■ Principals</li> <li>■ Teachers</li> <li>■ Teacher unions</li> <li>■ Parents</li> <li>■ Students</li> <li>■ Local non-profits</li> <li>■ Local organizations: Community centers, Day camps, Churches</li> <li>■ Other district partners</li> <li>■ Educator pipeline advocates</li> </ul>
How does state or district governance shape demand for tutoring?	<ul style="list-style-type: none"> <li>■ Existing programs</li> <li>■ Alternate options</li> </ul>
Which students receive tutoring?	<ul style="list-style-type: none"> <li>■ Need-driven vs. Curriculum-driven vs. Universal</li> </ul>

## Implementation Questions

**Overarching question:** What are the necessary conditions required to effectively implement a high-dosage, school-driven tutoring program?

### District-Level Questions

- What are the district-level constituencies that might want high dosage tutoring (School board members; superintendent and other district leadership team members; principals; teachers; teacher unions; parents; local non-profits; other district partners? What are their motivations/ pressing concerns/ interests?)
- What stakeholders at different levels need to be brought in to make high-dosage tutoring happen?
- How do varieties of district governance shape demand for tutoring?
- What are the biggest barriers to bringing high-dosage tutoring to a district? Political? Institutional? Logistical? Others?

- What sorts of funding sources would districts require to make high-dosage tutoring feasible?
- Who at the district level will be responsible for overseeing tutoring partners to assess quality of performance?
- How are schools and districts going to make time in their daily schedules for high-dosage tutoring?
- Who will manage the logistics, including scheduling, transportation, finding space, etc.?
- What type/level of support could tutoring providers give to school districts to bolster implementation?
- What type/level of support could tutoring providers give to classroom teachers to bolster implementation?
- How do districts weigh the goals of tutors vs. diversifying and growing the teacher/paraprofessional pipeline?
- How important is it that tutors come from the local area?
- How do these considerations vary if tutoring were to be implemented out-of-school time (e.g., after school, during vacations, during the summer)?

*Contract-Specific Issues:*

- How to monitor contracts to hold tutoring providers accountable for results? (i.e., Frequency of reporting? Parent reporting?)
  - How to craft effective RFPs for tutoring work?
  - What systems are needed to easily organize and share relevant data, while still navigating various student privacy and other concerns (e.g., FERPA, IEPs, etc.)?
  - How to identify a pool of potential tutoring providers who could compete for district contracts? (Broad advertising, RFPs, etc.)

### School Administration- Level Questions

- How will student outcomes be measured?
- How do schools select who will receive high-dosage tutoring?
- What is the role for the guidance counseling staff in implementing high quality tutoring?
- What is the role for the principal in implementing high quality tutoring?
- Who at the school will be the liaison with the district in helping contribute to oversight of a tutoring provider?

- Does every school need a “site coordinator,” and where could these coordinators come from?
- Does the tutoring provider need to offer school-specific “site coordinators” that work with teachers or other school staff?
- What type/level of support could tutoring providers give to schools to bolster implementation?

### Teacher-Level Questions

- How does high-dosage tutoring change the job of the teacher? Discarding some current tasks? Taking on some new tasks?
- How can high-dosage tutoring be designed so it is helpful, not burdensome to teachers?
- How can we encourage regular communication between tutors and teachers without burdening teachers?
- What role will teachers play in contributing to progress monitoring that feeds into school-level and then district-level efforts to hold tutors accountable for performance?
- What type/level of support could tutoring providers give to classroom teachers to bolster implementation?
- What type/level of support could tutoring providers give to families to bolster implementation?

### Parent-Level Questions

- What type/ level of support could tutoring providers give to families to bolster implementation?
- How do parents feel that an in-school, high-dosage tutoring format would impact their child’s learning experience?
- Are parents comfortable with tutoring being incorporated into the school day, or would they prefer that additional academic assistance come outside of the normal school period?
- What types of services and qualifications would parents desire from the tutoring company that their child’s school district hires?
- How much interaction would parents like to have with their child’s tutor in terms of keeping track of the child’s progress (up to the tutor or mandated by the school itself)?
- Do parents have any concerns about implementing a high-dosage tutoring system into their child’s school day? If so, what are they?

### Student-Level Questions

- How would in-school tutoring provide students with beneficial academic assistance? Do students think that learning while still in school but from someone else (not the classroom teacher) could be helpful?
- What are some areas of assistance that students would like a tutor to help with? (Catching up on previous grade-level material, reinforcing current material, overall mentorship/ academic success skill help, etc.)
- Does learning in group or individual settings work better for individual students, and when learning remotely, does this change?
- If receiving assistance from a tutor, what would students like their tutor's role to be in relation to their normal academic instruction with their teachers? Would students like their tutor to work in tandem with their teacher as a team to develop a curriculum that fits their needs, or would they rather work solely with their tutor on extra practice?
- Would having extra academic assistance from anyone be beneficial, regardless of whether it is a new tutor or a teacher? (i.e. is it the current method of instruction with which the student is struggling, or is it the concepts themselves that the student wants to improve on overall)
- What are some qualities that students would look for in a tutor?
- Have students worked with any tutor/received additional academic support in the past (pull out classes, after school help, enrichment classes, summer school, etc.)? If so, how did students find those experiences worked for them?
- Would an in-school tutoring format work well for students, and/ or would a summer program work better?