Consultative Conversation on Scaling High Dosage Tutoring As A Strategy to Recover Lost Learning

December 4, 2020

The Campaign for
GRADE-LEVEL
READING

Join us next Friday!

Examining the Research:
High Dosage Tutoring As A Strategy to Recover Lost Learning
Friday, December 11, 3:00 p.m. ET/12:00 p.m. PT

Please join us!

GLR Learning Tuesdays

The Campaign for GRADE-LEVEL READING

Consultative Conversation on Scaling High Dosage Tutoring As A Strategy to Recover Lost Learning

Agenda

○ Welcome and Framing

○ Overview and Discussion of Four Proposals for Scaling High Dosage Tutoring

○ Expert Commentary

○ Moderated Discussion

○ Closing Comments

Consultative Conversation on Scaling High Dosage Tutoring As A Strategy to Recover Lost Learning

Housekeeping Tips

Introduce yourself in the Chat box

All attendees are participating in Listen Only mode

Post your questions & comments in the Q&A box or "raise your hand" and you may be called on to comment

Conversation is being recorded & will be made available

All resources linked in the chat will be shared in a follow-up email

Discussants

Neil Campbell
Director of Innovation
Center for American
Progress

Vikki Katz
Associate Professor in the
School of Communication &
Information
Rutgers University

Susanna Loeb
Director, Annenberg Institute
Brown University

Discussant

Robert Slavin
Professor and Director of the Center for Research and reform in Education Johns Hopkins University

Commentators

Karine Apollon
CEO & President
Apollon and Partners

Munro Richardson
Executive Director
Read Charlotte

Nati Rodriguez
Program Director and
Founder
Step Up Tutoring

Commentator

Shirley Sagawa
Former CEO
Service Year Alliance

Moderator

John Gomperts
Former President & CEO
America's Promise Alliance

Scaling high-dosage tutoring

Digital Ambassadors Learning Corps

Vikki Katz

Associate Professor | Rutgers University

vkatz@rutgers.edu | @vikki_katz

The Challenge

Remote learning burdens all parents, but immigrant parents are:

- Less likely to have a HS diploma or feel comfortable communicating in English

- Less likely to have adequate internet & devices or be confident internet users

- Often "essential" workers who cannot oversee remote learning

Digital Ambassadors Learning Corps

Recruitment at scale

- Recruit college students & young adults in predominantly immigrant communities via local orgs, colleges

- Tech savvy and native speakers: the perfect advocates for students, families, and teachers

- Funded by Title I, youth employment, and National Service Corps funds

- Draw on proven and scaled service programs (e.g., Success Mentor Corps and City Year)

A short-term solution & a long-term post pandemic strategy

Effective, sustainable digital infrastructure for equitable education that is local & centers the assets young people bring to strengthening their own communities

Opportunity and Counseling Corps

Neil Campbell
Director of Innovation
Center for American
Progress

NAME OR LOGO

National Student Support Accelerator

equalizing access to quality tutoring

The National Student Support Accelerator's vision:

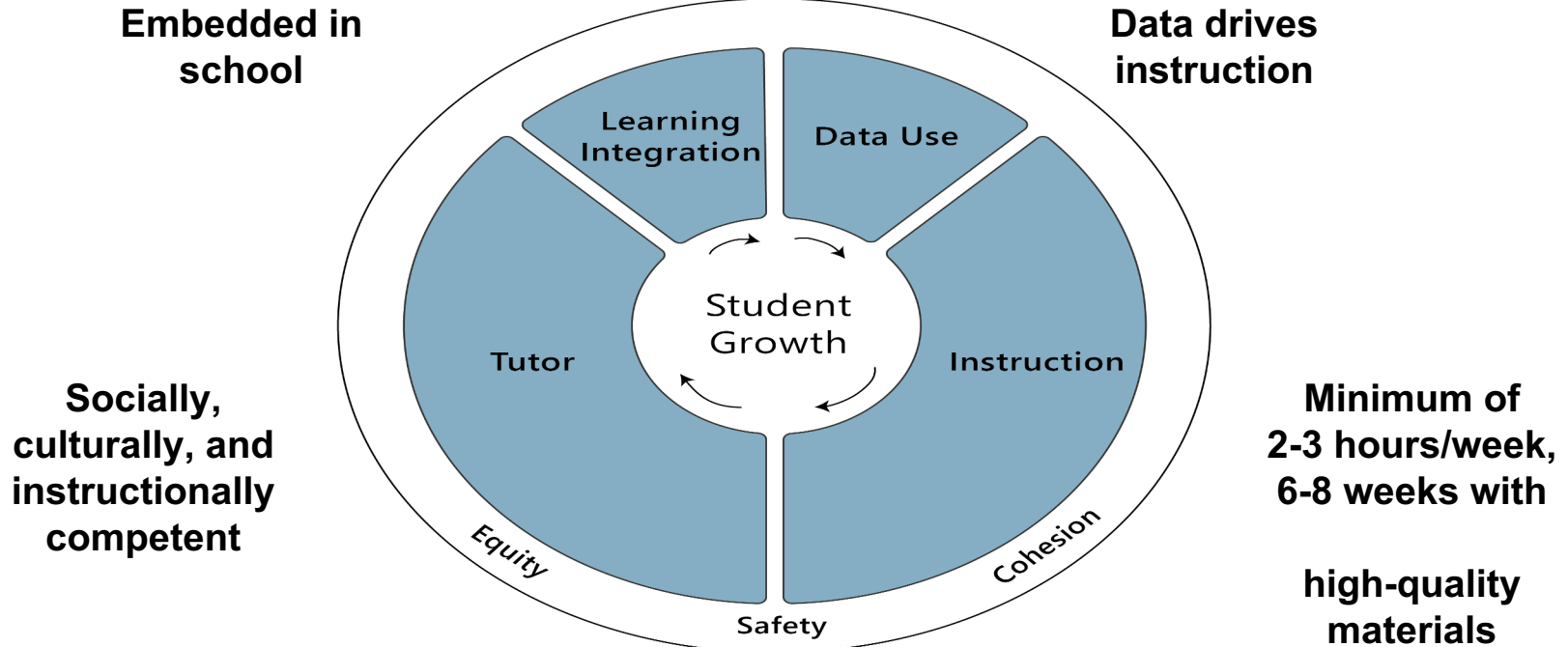*Every student in need has access to an effective tutor
who champions and ensures their learning and success.*

What is High-Impact Tutoring?

Embedded in school

Data drives instruction

Socially, culturally, and instructionally competent

Minimum of 2-3 hours/week, 6-8 weeks with

high-quality materials

Learning Integration

Data Use

Tutor

Student Growth

Instruction

Equity

Safety

Cohesion

Several tutoring models have evidence of high-impact, yet have not scaled

Why?

- No recognized standards to assess and build program quality

- Districts challenges to schedule and fund tutoring

Goal is for The National Student Support Accelerator to support districts and tutoring organizations with evidence-based tools and technical assistance to scale with quality

Theory of Action	**Theory of Change**
If NSSA can establish a trusted, independent entity to…	Then…

Theory of Action

- <u>Organize</u> the field of tutoring by:
  - Leading research efforts;
  - Building a community of practice;
  - Establishing standards and a quality assessment and improvement system;

- <u>Develop</u> research-based tools and guidance;

- <u>Engage and Activate</u> stakeholders to increase demand and funding.

Theory of Change

Then…

- Parents and districts will demand high-impact tutoring for their students;
- Funding for tutoring programs will become available;
- Quality tutoring organizations will provide an adequate supply high-impact tutoring;
- Districts will implement high-impact tutoring;
- Tutoring will continuously improve in efficiency and impact; and
- Students in need will have access to high-impact tutoring.

NATIONAL STUDENT
SUPPORT ACCELERATOR
equalizing access to quality tutoring

National Tutoring Corps

- Proposal to Biden administration

- Ultimate goal: 100,000 tutors using proven reading and math tutoring programs by September, 2021

National Tutoring Corps: Programs

- One-to-one and one-to-small group (up to 4)
- Programs must be proven effective in rigorous research
  - Randomized or matched studies
  - Compared to control groups
  - Independent measures
  - Strong impacts
- Programs able to go to
- scale

National Tutoring Corps: Tutors

- College graduates, certification not required
- Hired by districts
- Trained by coaches from providers of proven programs
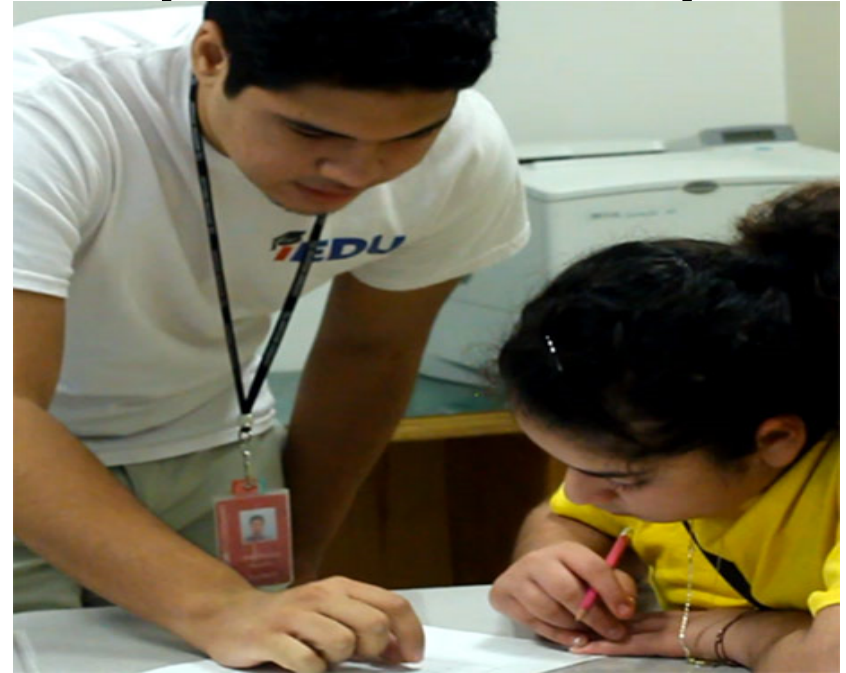- Supervised by lead tutors

National Tutoring Corp: Students

- Grades 1-9
- Title I schools
- Lowest-achieving students in each grade

National Tutoring Corps: Scale-Up

- January-August, 2021: Capacity building, demonstrations

- September, 2021: 100,000 tutors in Title I schools nationwide

- Evaluations of new and unevaluated programs

National Tutoring Corps: Adding Programs

- Development, piloting of new or adapted programs
- Evaluation
- Capacity building, scale-up
- Also, evaluation of scaled-up but unevaluated programs

National Tutoring Corps: Tutors-to-Teachers

- Effective tutors will be invited to apply for rapid certification
- Could put outstanding teachers in hard-to-staff schools
- Tutors are likely to be local and diverse, so tutors-to-teachers may increase numbers of teachers who are local and diverse

JOHNS HOPKINS
SCHOOL of EDUCATION

National Tutoring Corps: Potential Problems

- Very rapid scale-up
- Very rapid development and evaluation
- Few programs in secondary
- Few programs in math

National Tutoring Corps: Financial Aspects

- Capacity building and scale-up are needed quickly, so may need foundation funding

- By September, 2021 federal funding should be available

- Hiring 100,000+ tutors may help reduce unemployment in high-poverty areas

National Tutoring Corps: Role of Evidence

- Focus on <u>proven</u> programs makes success likely
- Existence proof that evidence can be at the core of education policy.
- Existence proof that evidence can have substantial and widespread impact on student success
- Could be a model of how to solve many problems of education

For More Information

- rslavin@jhu.edu

Questions & Discussion