Design Sprint

May 16, 2023

Wifi: SJUGuest
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Introductions

Andrew Fletcher
Director, Strategic Partnerships

Melanie Gardner-Ojefua
VP, High-Impact Tutoring
ExpandED High-Impact Tutoring Team

Melanie Gardner-Ojefua
VP, High-Impact Tutoring

Ava Lehner
Program Director,
Tutoring Policy and Sustainability

Jacquelyn Lekhraj
Director, Tutoring Implementation

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Tutor Career Pathways

Thelonious Scott
Program Manager
(Districts 5 + 9)

Leigh Yakubowski
Program Manager
(Districts 7 + 10)

Jackelyn (Jax) Aguirre
Program Manager
(Districts 12 + 19)

Talibah Lee Stigger
Program Manager
(Districts 23 + 27)

Atolani Ladipo
Program Manager
(Districts 18 + 32)
Participant Introductions

Go to
www.menti.com

Enter the code
4832 8137

Or use QR code
## Agenda

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 - 9:15</td>
<td>Welcome, Introductions, + Updates</td>
</tr>
<tr>
<td>9:15 - 9:30</td>
<td>Icebreaker</td>
</tr>
<tr>
<td>9:30 - 10:00</td>
<td>HIT Panel Discussion</td>
</tr>
<tr>
<td>10:00 - 10:15</td>
<td>2023-24 HIT Expectations + Budget</td>
</tr>
<tr>
<td>10:15 - 10:30</td>
<td>Break + Transition to Breakout Rooms</td>
</tr>
<tr>
<td>10:30 - 12:00</td>
<td>Breakout Sessions</td>
</tr>
<tr>
<td>12:00 - 12:45</td>
<td>LUNCH</td>
</tr>
<tr>
<td>12:45 - 1:05</td>
<td>Deep Dive into NYC HIT Standards</td>
</tr>
<tr>
<td>1:05 - 1:25</td>
<td>Introduction to Provider Index + Fair</td>
</tr>
<tr>
<td>1:25 - 1:30</td>
<td>Next Steps</td>
</tr>
<tr>
<td>1:30 - 3:00</td>
<td>Provider Fair</td>
</tr>
</tbody>
</table>
Community Agreements

- Stay engaged
- Expect and accept a lack of closure
- Speak your Truth
- Bring your identity
- Bring a willingness to learn and unlearn

# Initiative History

<table>
<thead>
<tr>
<th>Event</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>TNTP conducted a landscape analysis and developed a blueprint scale</td>
<td>Winter/Spring 2022</td>
</tr>
<tr>
<td>effective tutoring citywide</td>
<td></td>
</tr>
<tr>
<td>Selection of Year One Schools, Vet Tutoring Providers, and Tutoring</td>
<td>Fall 2022</td>
</tr>
<tr>
<td>Design Sessions</td>
<td></td>
</tr>
<tr>
<td>Launch of Year One Tutoring Programs</td>
<td>Winter 2023</td>
</tr>
<tr>
<td>Selection and Planning for Year Two Schools</td>
<td>Spring 2023</td>
</tr>
</tbody>
</table>
INCREASE ACADEMIC SUPPORT

Provide intensive, individualized academic support to students in K-2 Literacy and 6-8 Math to accelerate learning for students most impacted by COVID-19.

Year 1: Reach 3,500 NYC Students | Year 2: Reach 5,000 NYC Students | Year 3: Reach 6,500 NYC Students

BUILD RELATIONSHIPS

Create opportunities for students to develop consistent, meaningful relationships with adults who know and care about them and support their social-emotional wellbeing.

STRENGTHEN TUTOR-TO-TEACHER PIPELINE

Build a tutor-to-teacher pipeline to address the NYC teacher shortage by building tutors’ capacity and providing support to pursue careers as classroom teachers.
High-impact tutoring is a data-driven, research-backed practice that substantially improves academic outcomes and supports student wellbeing. High-impact tutoring is meant to supplement classroom learning, complement school curriculum, and be tailored to student needs. In a ratio of no more than one-to-four, a trained tutor builds a strong and trusting relationship with a student, meeting at least three times per week for a minimum of 90 minutes, with a typical focus on math or literacy. The cohesion of these elements is necessary for high-impact tutoring to be effective.
High-Impact Tutoring Standards

● **Relationships Based in Trust**
  ○ Evidence of caring adults, trained for relationship-building.

● **Focused on Tutor Effectiveness**
  ○ Evidence of deep content knowledge and dynamic learning facilitation skills.

● **Supported by a High-Quality Curriculum**
  ○ Evidence of standards-based, aligned curricular materials

● **Collaborative with/Integrated in Schools**
  ○ Evidence of partnership and integration with the school community.

● **Occurring Frequently, Appropriate Group Size**
  ○ Evidence of high dosage and appropriate group size.

● **Data-Driven**
  ○ Evidence of leveraging data to inform enrollment, content and program evaluation.
Reaching 3,500 Students in Year 1

- 10 districts
- 65 schools
- 50-70 students per school
### School Demographic Snapshot

**65 schools from 10 community school districts**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Asian</td>
<td>1.80%</td>
</tr>
<tr>
<td>% Black</td>
<td>41.46%</td>
</tr>
<tr>
<td>% Hispanic</td>
<td>52.86%</td>
</tr>
<tr>
<td>% Multi-Racial</td>
<td>0.51%</td>
</tr>
<tr>
<td>% Native American</td>
<td>1.16%</td>
</tr>
<tr>
<td>% White</td>
<td>2.14%</td>
</tr>
<tr>
<td>% Students with Disabilities</td>
<td>22.99%</td>
</tr>
<tr>
<td>% English Language Learners</td>
<td>17.79%</td>
</tr>
<tr>
<td>% Poverty*</td>
<td>89.93% - 91.11%</td>
</tr>
</tbody>
</table>

*Schools with 95%+ do not report exact values*
Tutoring Time

- In-School
- Before or After School
- Combination of Both
- Awaiting Confirmation

10 (15.4%)
44 (67.7%)

ExpandED Schools
Tutoring Model

- In-Person: 47 (72.3%)
- Virtual: 12 (18.5%)
- Combination of Both: 5 (7.7%)
- Awaiting Confirmation:
HIT Panel Discussion

Derricka Saunders  
Literacy Lead  
05M154

Michael Koenig  
Teacher  
18K272

Ruby Sheets  
Bilingual Math Teacher  
19K089

Elisabeth Silverberg  
Assistant Principal  
32K106
Plan for Year 2 and Beyond

Year 1
- 3,500
- 10 Community School Districts
- 5-7 Schools per District

Year 2
- 5,000
- 10 Community School Districts
- 8 Schools per District

Year 3
- 6,500
- 12 Community School Districts
- 8 Schools per District

15,000
Reaching 5,000 Students in Year 2 (2023-24)

10 districts

8 schools

50-70 students per school
Year 2 (2023-24) School Design Timeline

**Superintendent Meeting**
ExpandED will brief superintendents on HIT this school year and plan for 23-24. Superintendents will receive parameters for school selection and expansion (deadline 4/17).

**April 3**
New Principal Orientation
Principals will receive initiative overview and guidance about forming a school-based HIT team.

**April 25**

**May 16th (St. John's)**

**May 25th (Lehman)**

**Design Sprint + In-Person Provider Fair**
- HIT School Panel
- Y1 schools will reflect on HIT program and begin planning for 23-24
- New schools learn about parameters and flexibility of school design

**July 1**

**Final Design + Budget Plans Due**
Program Managers visit schools to continue to help schools finalize plans for 23-24. Schools must submit personalized quote obtained from vendor.

**August**

**SAM Released**
Schools have the opportunity to pay providers and have preliminary meetings ahead of launch.

**October**

**Tutoring Launches**
HIT launches for the fall cohort.
Year 2 (2023-24) Provider Selection Process

Survey Submission
New and returning providers complete an updated survey to be considered for selection.
- Clear parameters for HIT
- More detailed efficacy, curriculum and cost data

Tutoring Provider Orientation
Selected providers learn about the HIT initiative, including key criteria and school matching process.

March 15 - April 14

March 15 - 31
Provider Vetting & Selection
With support from TNTP, ExpandED will review and score survey responses against research-based HIT criteria.

May 2

May 16th (St. Johns)
May 25th (Lehman)

Provider Fair
Providers share information about their services and answered schools' questions to inform match-making.
**Budget Breakdown**

- **~$1,000 per student**
- **50-70 students**
- **October - June**

### EXAMPLE SCENARIOS

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Math</th>
<th>Literacy + Math</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>• Provider A</strong> provides materials, training/support and in-person tutors for <strong>30 K students</strong> for <strong>$20K</strong></td>
<td><strong>• Provider D</strong> provides materials and training/support for <strong>6K</strong> and <strong>Provider E</strong> provides parallel training/support and tutors for <strong>30K</strong> to tutor <strong>70 6th, 7th, and 8th grade students</strong></td>
<td><strong>• Provider E</strong> provides materials, training/support, and tutors for <strong>13 2nd grade students</strong> in literacy for <strong>$25K</strong></td>
<td><strong>• Provider F</strong> provides materials, training/support and tutors to <strong>24 1st grade students</strong> for <strong>$22K</strong> in the <strong>Fall</strong></td>
</tr>
<tr>
<td><strong>• Provider B</strong> provides materials, training/support and in-person tutors for <strong>12 first grade students</strong> for <strong>$25K</strong></td>
<td></td>
<td><strong>• Provider D</strong> provides materials and training/support to math teachers who tutor <strong>40 8th grade students</strong> for <strong>$5.5K</strong></td>
<td><strong>• Provider G</strong> provides materials, training/support to <strong>24 2nd grade students</strong> for <strong>$24K</strong> in the <strong>Spring</strong></td>
</tr>
<tr>
<td><strong>• Provider C</strong> provides materials, training/support and tutors for virtual tutoring to <strong>18 2nd grade students</strong> for <strong>$18K</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **70 Students for $36K**
- **53 Students for $30.5K**
- **48 Students for $46K**
New schools transition to Room 406
Complete the general information regarding your HIT program.
   ○ What was the intended plan for your HIT program?

What went well?
   ○ What were the key indicators for success?

What could be improved?
   ○ What are some recommendations for improvement?

Turn and Talk:
   ○ What is one area where you feel like your school is well positioned to support HIT?
   ○ What is one area already on your mind from this list as a place you may need support to improve?
## Committing to High-Impact Tutoring

<table>
<thead>
<tr>
<th>Feature</th>
<th>Requirement</th>
<th>Flexibility</th>
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</thead>
<tbody>
<tr>
<td>Relationship-Based</td>
<td>Adults trained in relationship-building and SEL support</td>
<td><strong>Personnel:</strong> School Staff and/or external provider tutors</td>
</tr>
<tr>
<td>Tutor Effectiveness</td>
<td>Prepared, trained, supervised and closely supported</td>
<td><strong>Tutor Support:</strong> HIT Manager on-site or through external provider</td>
</tr>
<tr>
<td>Supported by HQIM</td>
<td>Grounded in research, standards-aligned</td>
<td><strong>Materials:</strong> Core HQIM, external provider curricular materials</td>
</tr>
<tr>
<td>Occurs Frequently</td>
<td>At least 3x per week At least 90 min weekly</td>
<td><strong>Timing:</strong> During School Day, After or Before School</td>
</tr>
<tr>
<td>Organized in Small Groups</td>
<td>Max group size of 4 (1:1 ideal)</td>
<td><strong>Model:</strong> In-Person, Virtual, Hybrid</td>
</tr>
<tr>
<td>Collaborative with Schools</td>
<td>Tutors connect with teachers</td>
<td><strong>Partnership:</strong> Selection of vetted providers for best alignment</td>
</tr>
<tr>
<td>Data Driven</td>
<td>Tutors must use regular assessment data to inform session content, groupings</td>
<td><strong>Data Tools:</strong> Schools determine data in use for progress monitoring and refinement</td>
</tr>
<tr>
<td>Student Reach</td>
<td>50-70 Students</td>
<td><strong>Selection:</strong> Data- and human-informed student selection</td>
</tr>
<tr>
<td>Cost Effective</td>
<td>Maximum cost per school: $70K</td>
<td></td>
</tr>
</tbody>
</table>

**Source:** CityTutorDC
Core instruction, intervention, and extended time must be aligned to maximize advancement of grade-level standards, so we can accelerate student learning.
Making a Plan

- What curricular area will be the focus?
- How will students be identified?
- Who is on the school-based HIT team?
- Who are the other stakeholders?
- When will tutoring happen?
- How will tutoring happen?
Identify Your Students

WHAT IS YOUR FOCUS?

K-2 ELA

and/or

6-8 Math

HOW WILL YOU IDENTIFY STUDENTS?

- *Assessment / Benchmark Data*
- Teacher Referral
- Attendance Data
- Grades
- Caregiver Input
Who is on the HIT School Team?

WHO IS ON THE SCHOOL-BASED HIT TEAM?

- Who will be responsible for identifying students?
- Who will coordinate and ensure curricular alignment?
- Who will be responsible for managing schedules, space and workforce?
- Who will be responsible for approving budgetary needs and procurement?
- Who else has a stake in HIT?

WHO ARE THE OTHER STAKEHOLDERS?

- Who else in your school do you need to engage with about HIT?
- Who do you anticipate being a challenge to engage with?
- How will you engage families and caregivers about HIT?
- What will communication look like when students are identified and throughout participation?

Source: Modified from CityTutor DC materials
When will tutoring happen?

**DURING SCHOOL DAY**

Considerations:

- Schedule Constraints
- Location / Space Issues
- Staffing Capacity
- Virtual / In-Person
- Students Pulled from Classes v. Tutors Push Into Classes

**OUTSIDE OF SCHOOL TIME**

Considerations:

- Schedule Constraints
- Location / Space Issues
- Staffing Capacity
- Virtual / In-Person
- Attendance & Transportation
- Barriers to Participation

Source: Modified from CityTutor DC materials
How will tutoring happen?

**INSTRUCTIONAL MATERIALS**
- Use Intervention / Support Materials from School’s Core HQIM Curriculum
- Partner with instructional material tutoring provider whose Tutoring Curriculum HQIM aligns with school curriculum

**PERSONNEL**
- Leverage school-based staff as tutors (teachers, paras, etc.)
- Partner with workforce solution tutoring provider that supplies tutors on site or virtually

**TUTOR SUPPORT**
- Rely on school-based staff to support, coach and supervise tutors
- Partner with implementation support tutoring provider that provides support, coaching and supervision to tutors
<table>
<thead>
<tr>
<th>Category</th>
<th>Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>Delays in fingerprinting, background checks</td>
</tr>
<tr>
<td>Plan Clarity</td>
<td>Launch plan not specific enough to match with aligned providers</td>
</tr>
<tr>
<td>Budget</td>
<td>Provider proposals are beyond what sites can afford</td>
</tr>
<tr>
<td>Lead Time to Launch</td>
<td>Providers need lead time to launch; delays in decision-making directly result in delays in hiring for and starting program</td>
</tr>
<tr>
<td>Student Selection</td>
<td>Focus on selecting students who consistently attend school for greatest impact; HIT requires frequency</td>
</tr>
<tr>
<td>Emotions</td>
<td>School-site staff and caregivers often have feelings about pulling students out in particular time frames that must be addressed early</td>
</tr>
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</table>
Lunch

D’Angelo Ballroom
NYC HIT Standards (Roles + Responsibilities)

- Individually, review the NYC HIT Standards document (10 min)
  - Be sure to pay attention to the responsibilities of all stakeholders (tutoring provider, tutor and school)

- As a school team discuss the implications for your HIT Launch Plan (10 min)
  - Are there any adjustments that need to be made to your plan?
  - What questions do you have for prospective tutoring providers?
NYC HIT Provider Fair Details

- Alphabetical Order
  - A - K (outside ballroom)
  - L - W (416 C)

<table>
<thead>
<tr>
<th>ELA</th>
<th>ELA + Math</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amplify</td>
<td>Once</td>
<td>Brainfuse</td>
</tr>
<tr>
<td>Chapter One</td>
<td>On Your Mark Education</td>
<td>Braintrust Tutors</td>
</tr>
<tr>
<td>CUNY Reading Corps</td>
<td>Read Alliance</td>
<td>Club X Youthniversity</td>
</tr>
<tr>
<td>Enhanced Core Reading Instruction</td>
<td>Reading Partners</td>
<td>Intervene K-12</td>
</tr>
<tr>
<td>EnrichedNYC</td>
<td>Springboard Collaborative</td>
<td>K-12 Connect</td>
</tr>
<tr>
<td>Helps Education Fund</td>
<td>Success for All</td>
<td>Lindamood-Bell Learning Processes</td>
</tr>
<tr>
<td>LLI - NTP</td>
<td>TinyIvy</td>
<td>Littera Education</td>
</tr>
<tr>
<td>Literacy Trust</td>
<td>Wilson Language</td>
<td>SmartStart Education</td>
</tr>
</tbody>
</table>
Next Steps

● Submit Final Launch Plan + Budget (Due 7/1)
  ○ Program Managers will schedule in-person and virtual meetings to help finalize plans.
  ○ Budget Plans must include a quote from the tutoring provider for the services described in your plan.
  ○ For general questions reach out to your program manager.
  ○ For procurement questions reach out to Andrew Fletcher at afletcher2@schools.nyc.gov

● Evaluation (by Metis Associates)
  ○ Surveys
  ○ Focus Groups

● Community of Practice
  ○ June 6th: 9:30am - 11:00am (via Zoom)
    ○ Theory of Action + Sustainability
Exit Feedback

GLOWS
What worked well for you in today’s session?

GROWS
What do you wish had happened in this session that didn’t?

NEXT STEPS
What are you looking for immediate support to work through?