

# 2023–24 NYC High-Impact Tutoring Initiative: Provider Application

Thank you for taking the time to complete this application. The information we gather will help to identify partners who are the right fit to take part in the next phase of the ExpandedED Schools and NYC Public Schools' collaborative initiative scaling High-Impact Tutoring in schools across New York City.

**The priority submission deadline for this application is March 15, 2023.** Applications received by this priority deadline are guaranteed feedback on their applications with the opportunity to make adjustments prior to the **final submission deadline of March 31, 2023.**

The application will remain open until March 31, 2023 for providers who would like to be considered. Applications from providers after March 31, 2023 will be accepted. Those applications may not be eligible for consideration in Phase 2 but will be reviewed on a rolling basis for future inclusion in the initiative.

*\*If you have questions regarding the completion of this form, please contact Melanie Ojefua, VP High-Impact Tutoring at [mojefua@expandedschools.org](mailto:mojefua@expandedschools.org)*

## \* Required

1. Tutoring Provider Company / Organization: \*

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2. Brief Description of Program (1–3 sentences): \*

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3. Location of Vendor Headquarters (City, State): \*

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4. Business Structure \*

*Mark only one oval.*

Partnership

LLC

C Corp

B Corp

Non-profit

Other: \_\_\_\_\_

5. States in which program is currently being implemented: \*

*Check all that apply.*

- Alabama
- Alaska
- Arizona
- Arkansas
- California
- Colorado
- Connecticut
- Delaware
- Florida
- Georgia
- Hawaii
- Idaho
- Illinois
- Indiana
- Iowa
- Kansas
- Kentucky
- Louisiana
- Maine
- Maryland
- Massachusetts
- Michigan
- Minnesota
- Mississippi
- Missouri
- Montana
- Nebraska
- Nevada
- New Hampshire
- New Jersey
- New Mexico
- New York
- North Carolina
- North Dakota

- Ohio
- Oklahoma
- Oregon
- Pennsylvania
- Rhode Island
- South Carolina
- South Dakota
- Tennessee
- Texas
- Utah
- Vermont
- Virginia
- Washington
- West Virginia
- Wisconsin
- Wyoming
- None

6. Website:

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7. Your Name: \*

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8. Your Role: \*

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9. Phone Number: \*

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10. Email Address: \*

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### Program Model and Alignment

11. Which elements of tutoring support does your program provide (select all that apply): \*

*Check all that apply.*

- Instructional Materials
- Training & Ongoing Support for Tutors
- Human Capital Solutions (hiring, placement and management of tutors)
- Other: \_\_\_\_\_

12. If your program supports implementation, how is tutoring delivered in your model? (select all that apply): \*

*Check all that apply.*

- In-Person
- Virtual, synchronous
- Virtual, asynchronous

13. Does the program support English Language Arts? \*

*Mark only one oval.*

- Yes
- No

14. If yes, indicate grade spans that are part of the English Language Arts program (check all that apply)

*Check all that apply.*

- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

15. If yes, is the English Language Arts program aligned to Next Generation Learning Standards?

*Mark only one oval.*

- Yes
- No
- N/A (The program is either math-focused or a tutor workforce solution only)

16. If yes, is the English Language Arts program aligned to the Science of Reading?

*Mark only one oval.*

- Yes
- No
- N/A (The program is either math-focused or a tutor workforce solution only)

17. If the program uses a set Literacy (K-2) curriculum, please list the name(s) of the curricular materials below:

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18. Does the program support Math? \*

*Mark only one oval.*

Yes

No

19. If yes, indicate grade spans that are part of the Math program (check all that apply)

*Check all that apply.*

K

1

2

3

4

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6

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20. If yes, is the Math program aligned to Next Generation Learning Standards?

*Mark only one oval.*

Yes

No

N/A (The program is either English Language Arts-focused or a tutor workforce solution only)

21. If the program uses a set Math (6-8) curriculum, please list the name(s) of the curricular materials below:

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### Methodology & Approach

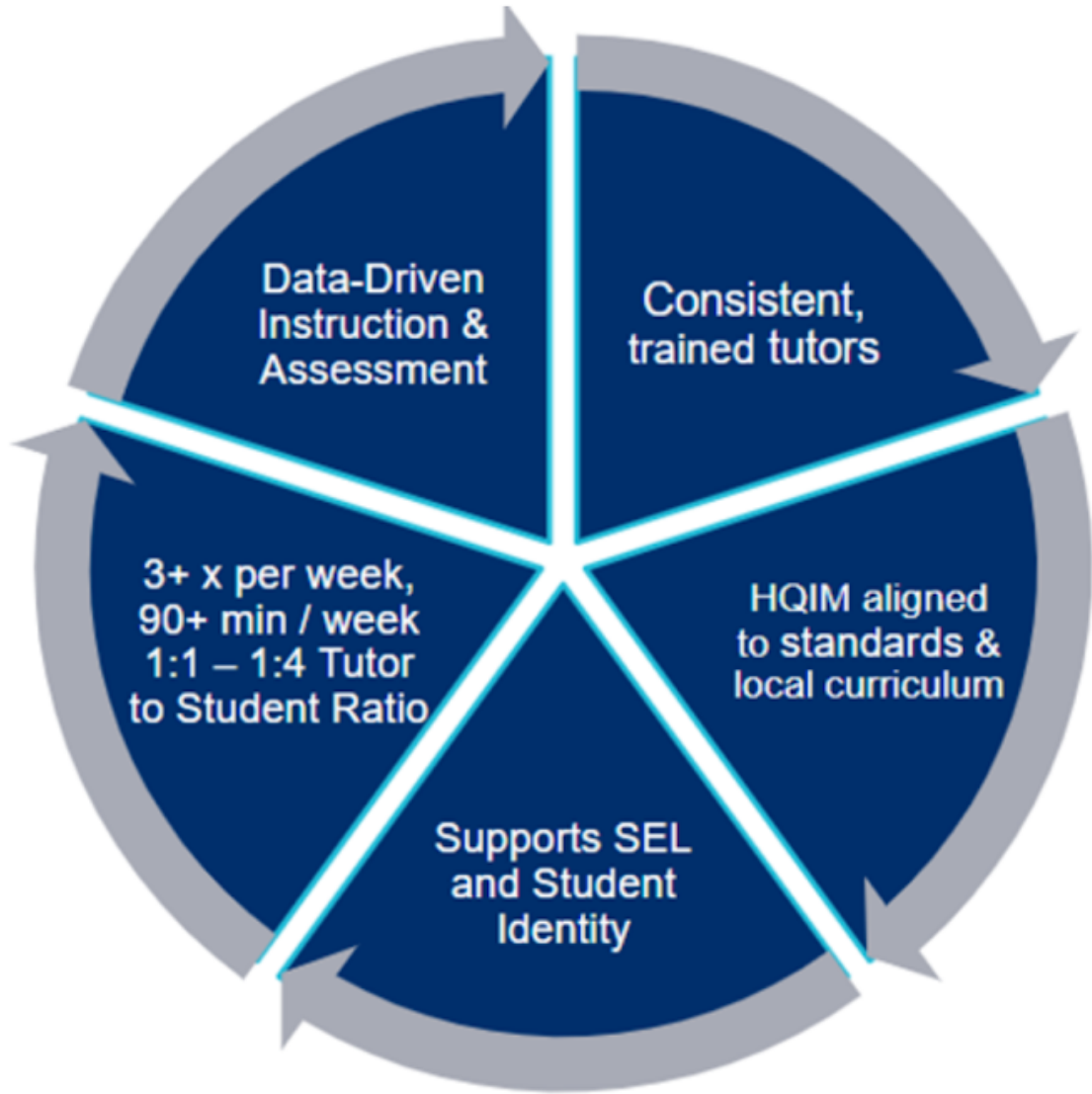
The NYC High-Impact Tutoring Initiative ascribes to the following definition and parameters, and looks to develop partnerships with providers who either currently align with these parameters or are willing to adjust their program in order to align in the near future.

**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 for a minimum cycle length of 10 weeks, with a typical focus on math or literacy. The cohesion of these elements is necessary for high-impact tutoring to be effective.**

We ask that you respond to the following questions to best assess if your program would be a successful match for our partner schools.



22. Based on the parameters listed above and the image below, is your program currently able to meet all of these requirements? \*



Mark only one oval.

Yes

Not Yet

23. If you answered “Not Yet,” what elements (ratio, frequency, dosage, consistency, etc.) would your program need to modify in order to meet the initiative parameters?

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24. If you answered “Not Yet,” what type of support would your program need to receive in order to align to the HIT parameters listed above?

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25. **Ratio:** What is the current Tutor : Student ratio in the program? (Select all that apply) \*

*Check all that apply.*

1:1

1:2

1:3

1:4

1:5

Other: \_\_\_\_\_

26. **Frequency:** How many tutoring sessions **per week** are currently prescribed in the program? \*

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27. **Dosage:** What is the current duration of each tutoring session in the program (in minutes)? \*

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28. **Cycle:** How many weeks of tutoring are currently included in one "cycle" of the program? \*

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29. **Minimum:** How many weeks are currently required for full participation in the program? \*

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30. **Consistency:** For what duration (weeks or months) is the pairing of student(s) to tutor consistent? \*

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31. **Participation Goals:** Detail any systems that support ensuring that enrolled students achieve the program's dosage goals. \*

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### Programmatic Components

Describe the ways that your program incorporates the following components. In areas that are not applicable or currently not a program focus, please write "NA."

32. Relationship building between tutor and student: \*

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33. Support of student social-emotional wellbeing: \*

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34. Incorporation of culturally-responsive teaching practices: \*

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35. Instructional materials that are affirming and relevant to students from diverse backgrounds: \*

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36. Are systems in place to align the program with local school curriculum? \*

*Mark only one oval.*

Yes

No

NA - The program is a tutor workforce solution only

37. If yes, describe below:

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38. Does the program have support in place to serve Multi-Lingual Learners? \*

*Mark only one oval.*

Yes

No

39. If yes, describe below:

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40. If no, describe any efforts to implement Multi-Lingual Learner supports in the future (if applicable):

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41. Are program materials available in languages other than English? \*

*Mark only one oval.*

Yes

No

42. If yes, indicate languages below:

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43. For programs providing tutor workforce, in which language(s) are tutors available to provide instruction?

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44. Does the program have support in place to serve students with disabilities? \*

*Mark only one oval.*

Yes

No

45. If yes, describe below:

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46. If no, describe any efforts to implement supports for students with disabilities in the future (if applicable):

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Academic Efficacy

47. As proof of program efficacy, findings can be presented from (check all that apply): \*

*Check all that apply.*

- Randomized Control Trial
- Quasi-Experimental Study
- External Validation
- Significant academic growth on third party and/or growth assessment
- None of the Above
- Other: \_\_\_\_\_

48. Please upload all efficacy data checked off above as part of your application. \*

Use the naming convention listed below:

"Organization\_Program Name\_Title of Efficacy Document"

Files submitted:

Tutor Training and Capacity

49. For what duration are tutor-student pairings guaranteed to be consistent in your program? \*

*Mark only one oval.*

- Up to 1 month
- Up to 2 months
- Up to 3 months
- Greater than 3 months
- One full cycle of tutoring (define below)
- For entirety of enrollment in program during one school year
- For entirety of enrollment in program indefinitely
- Other: \_\_\_\_\_



50. If your program keeps tutor-student pairings consistent for one full cycle of tutoring (as indicated above), please define the duration of that cycle below:

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51. How are students and tutors matched? \*

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52. Describe the program's **pre-service training** for tutors in the following areas: \*

- Content
- Curricular Program
- Instructional Practices
- Relationship Building

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53. Describe any other elements of the preparation process prior to tutors beginning the program:

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54. Is tutor support and supervision embedded in the program? \*

*Mark only one oval.*

Yes

No

55. If yes, describe below:

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56. If no, elaborate on expectations for host sites in terms of support and supervision:

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57. How are tutors recruited for participation in the program? Are there specific spaces (universities, community-based organizations, training programs, etc.) utilized for recruitment? \*

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58. What are the minimum qualifications for tutors to be considered for hire in the program? \*

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59. Have tutors in the program been fingerprinted and received background clearance to work in NYC public schools? \*

*Mark only one oval.*

Yes

No

Other: \_\_\_\_\_

60. For a September 2023 launch, by what date would you need a NYC school site to confirm participation with your program in order to ensure adequate time for staffing and onboarding? \*

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61. For a January 2024 launch, by what date would you need a NYC school site to confirm participation with your program in order to ensure adequate time for staffing and onboarding? \*

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Assessment, Data and Compliance

62. Does the program have the ability to securely collect, store and share data in the following areas: \*

Mark only one oval per row.

	Yes	No	N/A
<b>Tutoring Services Provided</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Tutor Personnel Info (demographic data, education, retention, etc.)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Assessments</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Experience Surveys</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student Attendance</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Tutor Attendance</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

63. What type of instructional and performance data is collected from students in the program? \*

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64. How is this data used? \*

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65. What systems are used to monitor progress within the program? \*

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#### Implementation Experience

66. Is the program currently implemented in NYC? \*

*Mark only one oval.*

Yes

No

67. Has the program been implemented in NYC prior to school year 2022-23? \*

*Mark only one oval.*

Yes

No

68. If yes to either of the above, please describe NYC implementation focus, scope and scale:

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69. Do you have NYC-specific efficacy data? \*

*Mark only one oval.*

Yes

No

70. Has the program been implemented in an urban setting outside of NYC? \*

*Mark only one oval.*

Yes

No

71. If yes, please describe the location, focus, scope, and scale of your urban implementation(s):

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72. If yes, do you have efficacy data from non-NYC urban implementation?

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Procurement

73. For use in NYC contracts, indicate if the program holds the certifications below (check all that apply):

*Check all that apply.*

- Multiple Task Award Contract (MTAC)
- Minority and Women-Owned Business Enterprises (MWBE)

74. Which MTAC does the program hold (if applicable)?

*Check all that apply.*

- R1179 - Teacher Training
- R1151 - Tutoring
- R1253 - Math
- R1256 - Literacy
- Other: \_\_\_\_\_

75. If the program currently has a NYC Vendor ID, please list the Vendor ID number below:

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76. Has the program initiated or completed the NYC Dept of Education's ERMA process? \*

*Mark only one oval.*

- Initiated
- Completed
- Neither
- I don't know

77. If the program is in the process of securing certifications, please elaborate below:

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78. Is the program affiliated with an institute of higher education? \*

*Mark only one oval.*

- Yes
- No

79. If yes, please list the institution(s) below and explain the partnership:

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80. Does the program utilize a freemium delivery model? \*

*Mark only one oval.*

Yes

No

Other: \_\_\_\_\_

81. **Cost Structure:**

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Please upload your cost structure below detailing the cost of delivery for 24 students, 3 sessions per week for 10 weeks with a 30-minute minimum per session for a maximum tutor: student ratio of 1:4. If there is a difference in your cost structure based on mode of delivery (in-person, virtual, hybrid) or ratio (1:1 to 1:4), please be sure to include that in your cost structure.

Please be sure to include your organization name in the title of your document.

Files submitted:

82. What is the average cost per student? \*

\_\_\_\_\_

83. How many students does the program have the capacity to serve beginning in September 2023?

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84. How many students does the program have the capacity to serve beginning in January 2024?

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85. Is there any other information that you would like to share with us regarding your services?

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