Blueprint:
Scaling Effective Tutoring in New York City

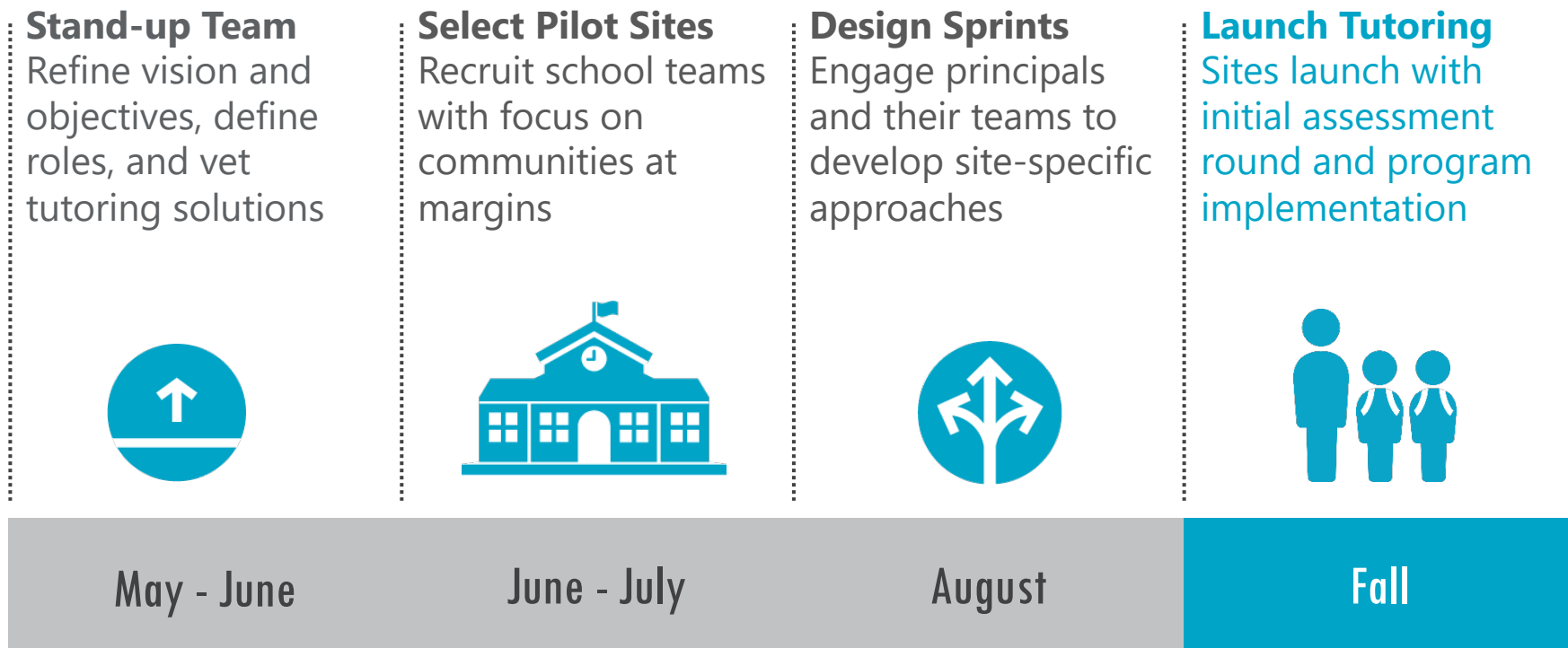Spring 2022

THEORY OF CHANGE

Students have experienced interrupted learning due to the COVID-19 pandemic; schools – even before the pandemic – have rarely provided kids who fall behind adequate opportunities to catch up; and enrollment in teacher preparation programs is decreasing in tandem with a predicted spike in retirements and resignations. Implementing effective tutoring is an opportunity to address all three of these challenges by catching kids up, transforming how schools approach teaching and learning, and creating a diverse and strong teacher pipeline. However, scaling effective tutoring in New York City requires an organizing entity to influence the local education ecosystem and build capacity.

Impact at scale will require building beyond an initial coalition of the ready and willing. An organizing entity will need to bolster the capacity of NYC DOE and CMOs to support principals and their teams at ~1875 schools with designing and implementing effective tutoring. In parallel, strategic big bets from the philanthropic community will be necessary to expand access to innovative tutoring solutions – solutions with the potential to transform outcomes for kids at the margins, the school experience of students who are academically struggling, and the way diverse and talented future educators are sourced and trained. As tutoring scales, a key role of the organizing entity will be continuing to engage across the stakeholder groups involved in tutoring, including educators, parents/caregivers, and students. Learning from their outcomes and experiences will be key to improving efficacy, building local demand for tutoring, and helping the field learn.

Immediately, this organization will equip principals to pilot tutoring during the 2022-2023 school year, learning from local efforts to implement tutoring this past school year and in summer 2021 and 2022. School year pilots will unlock barriers to implementing effective tutoring and scaling impact, while also establishing proof points for what is possible in the future.

RECOMMENDATIONS

We propose standing up a tutoring team to serve as an organizing entity and launch an initial cohort of effective tutoring pilot sites this fall.

Stand-up Team
Refine vision and objectives, define roles, and vet tutoring solutions

Select Pilot Sites
Recruit school teams with focus on communities at margins

Design Sprints
Engage principals and their teams to develop site-specific approaches

Launch Tutoring
Sites launch with initial assessment round and program implementation

| May - June | June - July | August | Fall |

To maximize long term success, this summer the focus should be on creating the conditions for success next school year and beyond.

Multiple models have shown promise around the country for implementing and scaling tutoring. To scale in New York we recommend the engaged coalition partner approach.

DISTRICT APPROACH	EXEMPLAR	IDEAL USE CASE	NEW YORK CITY APPLICATIONS
Direct-run	Guilford County, NC	Small to mid-sized system or individual school building with substantial tutoring expertise and capacity to scale quickly and widely.	• NYC DOE district • Small/mid-sized charter network
Right-fit Provider Partner	Metro Nashville	System with a vision and existing structures for effective tutoring, where a high-capacity CBO and/or TA partner with tutoring and scaling expertise is well-positioned to lead tutoring.	• NYC DOE borough office • Mid-sized/large charter network
Engaged Coalition Partner	Washington, DC	System with a vision for tutoring, where central office has the expertise and capacity to collaborate with CBOs and tutoring providers on implementing and scaling.	• NYC DOE city-wide strategy • Large charter network

The engaged coalition partner model has the most potential for successfully scaling effective tutoring across NYC DOE school sites quickly, widely, and with quality.

ENGAGED COALITION PARTNERSHIP
Recommended Year 1 Operational Roles

Lead Role

Supporting Role

Stage	Description	Philanthropy	Federal & Local Govt.	Backbone Org.	DOE Central Office	District Supts.	Building Leaders	Tutoring Providers	University Partners
Funding	Fund program cost or strategize funding streams	✓	✓						
Design	Engage in design sprint process (site-based) to effectively plan toward goals and increase capacity			✓	✓	✓	✓		
Program Quality	Compile and provide a list of vetted high-quality, high-dosage tutoring providers to sites			✓	✓				
Program Quality	Oversee key success metrics and ensure implementation happens with fidelity	✓	✓	✓	✓	✓			
Program Quality	Foster investment at school leadership level			✓	✓	✓	✓		
Operations	Set up data platform/processes to collect key progress metrics across sites			✓	✓				
Operations	Identify student needs and create a list of targeted schools/student groups eligible to receive tutoring services			✓	✓	✓	✓		
Operations	Align tutoring curriculum to district/school priorities and student needs			✓	✓	✓	✓	✓	
Operations	Ensure that day-to-day operations are in place			✓	✓	✓	✓	✓	
Operations	Ensure that data collection happens with fidelity			✓	✓	✓	✓	✓	
Operations	Manage line of communication between teachers, tutors, students, caregivers						✓	✓	
People	Recruit tutors			✓				✓	✓
People	Create high-quality training program and system of ongoing tutor support			✓	✓	✓	✓	✓	✓
People	Strengthen tutor-to-teacher workforce pipeline			✓	✓			✓	✓
People	Train tutors prior to launch							✓	✓

The first cohort of effective tutoring sites in fall 2022-3 should be manageably sized and focused on what we know from research works.

People

The DOE plans for a pilot cohort of ~60 tutoring sites, which requires recruiting/assigning ~1,000 tutors in district schools.

Programmatic Quality

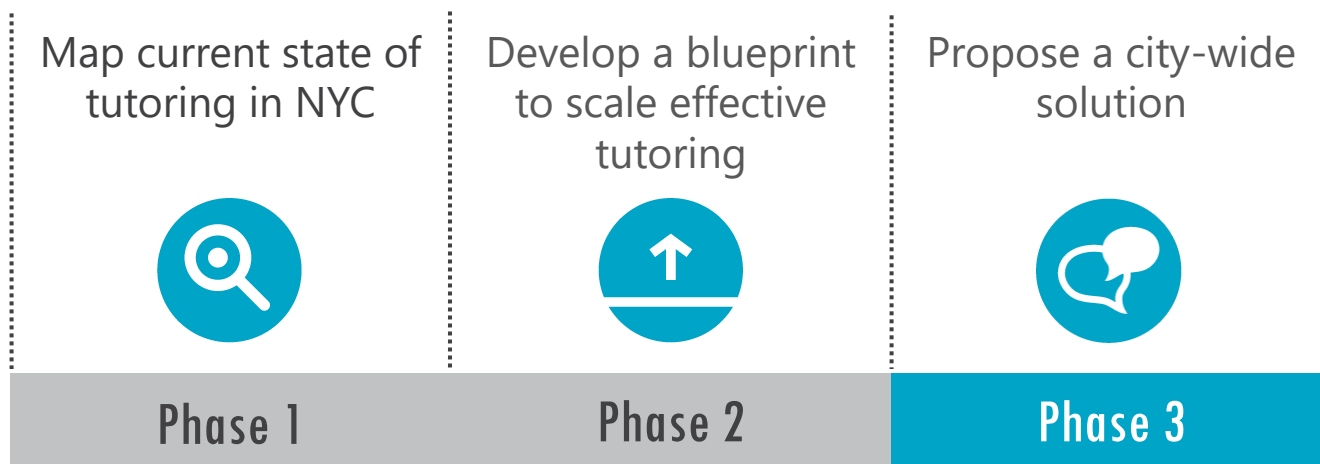NYC DOE students would engage in tutoring focused on literacy K-2 and math 6-8.

Operations

The backbone organization should build out a tutoring team of 12 managers, 2 directors, and an executive director.

Year 1 goals should be establishing local proof points and developing the strategy to partner with CUNY on a sustainable and transformative tutor-teacher pipeline.

TNTP reimagine teaching

PROJECT BACKGROUND & SUMMARY RESEARCH FINDINGS

TNTP and Watershed Advisors developed a strategy to foster a city-wide ecosystem of accessible, effective tutoring K-12 in New York City.

Map current state of tutoring in NYC	Develop a blueprint to scale effective tutoring	Propose a city-wide solution
Phase 1	Phase 2	Phase 3

This project is supported by funding from:

AMERICA ACHIEVES

FOUNDATION gray.

HECKSCHER FOUNDATION for CHILDREN

ROBIN HOOD

Our definition of effective tutoring comes from EdResearch for Recovery, a collaboration between the Annenberg Institute at Brown and UVA.

WHAT MAKES TUTORING EFFECTIVE

FREQUENCY	Tutoring is most likely to be effective when delivered in high doses through tutoring programs with three or more sessions per week or intensive, week-long, small-group programs taught by talented teachers.	**GROUP SIZE**	Tutors can effectively instruct up to three or four students at a time. However, moving beyond this number can quickly become small group instruction, which is less personalized and requires a higher degree of skill to do well. One-to-one tutoring is likely most effective but also more costly.
PERSONNEL	Because the skills required for tutoring are different from the skills required for effective classroom teaching, a wide variety of tutors (including volunteers and college students) can successfully improve student outcomes, if they receive adequate training and ongoing support.	**FOCUS**	Researchers have found tutoring to be effective at all grade levels—even for high school students who have fallen quite far behind. The evidence is strongest, with the most research available, for reading-focused tutoring for students in early grades (particularly grades K-2) and for math-focused tutoring for older students.
MEASUREMENT	Tutoring programs that support data use and ongoing informal assessments allow tutors to more effectively tailor their instruction for individual students.	**RELATIONSHIPS**	Ensuring students have a consistent tutor over time may facilitate positive tutor-student relationships and a stronger understanding of students' learning needs.
CURRICULUM	Using high-quality instructional materials that are aligned with classroom content allows tutors to reinforce and support teachers' classroom instruction.	**SCHEDULING**	Tutoring interventions that are conducted during the school day tend to result in greater learning gains than those that are after-school or during the summer.
DELIVERY MODE	Most research has focused on in-person tutoring, but there is emerging evidence that tutoring can be effective when delivered at a distance.	**PRIORITIZATION**	Programs that target lower-performing students can support those students who most need personalized instruction but can also create a negative stigma where tutoring is perceived as a punishment. Programs that target all students in a lower-performing grade level or school benefit from broader organizational commitment and the perception that tutoring is for everyone but are more costly

Current as of May 22, 2022

Source: Accelerating Student Learning with High Dosage Tutoring (Annenberg, University of VIrginia)

TNTP reimagine teaching

We mapped the current state of tutoring city-wide by engaging stakeholders to inform and refine our recommendations.

Engaged the tutoring ecosystem

Interviewed **65 leaders** from the DOE, tutoring providers, CBOs and funders, identified **Subject Matter Experts** for on-going support with research and outputs, and formed an **Advisory Council** to help refine our strategy and outputs.

Reviewed tutoring pilot data

Examined **implementation data** from Summer Rising's Readers on the Rise, District 29's current pilot, and single site pilots like Haven Academy Charter School's afterschool tutoring program.

Synthesized what the field is learning

Distilled what is working or promising in **6 cities** around the country scaling effective tutoring and **refreshed our point of view** on what is effective tutoring, as the field learns in real time.

Contributing Voices

DOE LEADERS & THE COMMUNITY [1]
- Cabinet, Superintendents, & Central staff
- Principals
- Teachers and tutors
- Parents/caregivers and students

SUBJECT MATTER EXPERTS
- AJ Gutierrez, Saga
- Jaynemarie Angbah, Charles and Lynn Schusterman Family Philanthropies
- Katharine Pace Miles, CUNY
- Larry Berger, Amplify
- Saskia Trail, ExpandED

ADVISORY COUNCIL
- Alan Safran, Saga
- Dia Bryant, Ed Trust
- Shael Polakow-Suransky, Bank Street
- Sue Lehmann
- Tim Daly, Ed Navigator
- Steven Hodas, iZone
- Brad Haggerty, Teaching Lab

VOICES FROM THE FIELD
- Cat Peretti, CityTutor DC
- Danielle Guindo, Read Alliance

- Debbie Meyer, Summer Rising
- Gayle Villani, Go Project
- Joel Rose, One Classroom
- Keri Randolph, Metro Nashville
- Kim Sweet, Advocates for Children
- Lucy Herz, Student Support Network
- Maddy Sims, Center for Public Research & Leadership
- Meghan Wells, Hollyhock Foundation
- Naomi Peña, District 1 CEC
- Sandra Escamilla, Children's Aid Society
- Sarah Johnson, Teaching Lab

1. Focus groups of teachers/tutors and parents/caregivers were facilitated in February & March 2022..

TNTP reimagine teaching

We learned from the perspectives and experiences of ~250 New Yorkers of diverse backgrounds through our stakeholder engagement.

STAKEHOLDER ENGAGMENT

Modes: Focus groups, interviews, & surveys

Translation: Spanish, Chinese Mandarin, & Haitian Creole

Reach: All 5 boroughs

Affiliations: DOE, charter & independent

PARTICIPANTS

Teachers: ~45

Tutors: ~45

Parents & Caregivers: ~145

Students: ~5

Our focus groups included New Yorkers who teach and/or have MLL students, students of color, students with disabilities or thinking/learning differences, and economically disadvantaged students.

TNTP reimagine teaching

We found the key tutoring design considerations of people, programmatic quality, and operations each hold substantial challenges specific to NYC.

People

Access to well-trained tutors remains an issue. Opportunities exist to develop pipelines and strong training experiences citywide. School-based human capital dedicated to supporting tutoring initiatives is integral to success.

Programmatic Quality

Schools implementing tutoring have a variety of models. They range from research-based and highly individualized to homework help, without a vetted list of effective tutoring solutions.

Operations

Operational challenges vary by delivery method (e.g. in-day with school staff, during OST with a CBO partner, etc.) and the operational capacity of a school site, with some schools, districts, and local organizations primed to pilot.

Our project team developed its recommendations through substantial engagement with NYC DOE, including cabinet and other senior-level leaders.

KEY DOE LEADERS

Cabinet:

- Carolyne Quintana, *Deputy Chancellor of Teaching + Learning*
- Jade Grieve, *Chief of Student Pathways*
- Julie Shapiro, *CEO of The Fund for Public Schools*
- Savita Bharadwa, *Chief Strategy Officer*

Senior Leaders: Ailish Brady, Andrew Fletcher, & Jason Borges

MODES OF ENGAGEMENT

Interviews

Input on strategy & feedback on draft deliverables

Collaboration on content development

The unique nature of the New York City's education eco-system significantly influenced our findings – four key aspects are especially critical to tutoring.

SUPERINTENDENT LEADERSHIP

Superintendents will drive implementation of key initiatives, including tutoring. They will oversee key success metrics to ensure implementation and data collection happen with fidelity, foster investment with school leaders, and identify participating schools.

PRINCIPAL AUTONOMY

Principals have uncommon agency in New York City. They can reimagine how time is used in their buildings so students get effective tutoring and initially scaling will hinge on how many principals prioritize tutoring.

CURRENT EVENTS

The New York City DOE is understandably stretched navigating a pandemic, a new administration, and a significant shift in strategy, along with the change management the new direction will require.

OPPORTUNITY FOR A PIPELINE PLAY

CUNY has built the foundation for a first of its kind in the nation dual impact, tutor-to-teacher pipeline at scale, which could leverage existing New York City education entities like City Year, Great Oaks, Saga, SYEP, Teaching Fellows, TFA, and more.

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A citywide initiative to scale high impact tutoring is tightly aligned with the Chancellor Banks' four pillars.

Reimaging the Student Experience

Tutoring is proven-effective academically and creates an additional relationship for students with a caring adult, which boost attendance and the likelihood of graduating with a pathway to the middle class and beyond.

Scaling, sustaining, and restoring what works

Scaling and sustaining evidence-based tutoring citywide will build on the lessons learned from early pilots to benefit all NYC DOE students; it will also recruit and help to train the future educators our next generation of students will need.

Prioritizing wellness and its link to student success

Research shows mentorship and the SEL links built during a quality tutoring relationship can help build a student's feeling of belonging throughout their academic day, contributing to wellness and whole child development.

Engaging families to be our true partners

A key, sustained aspect of developing the strategy for scaling tutoring has been family and community engagement; on-going inclusion of caregiver voices in the implementation of tutoring will be critical to operationalizing it successfully.

Current as of May 22, 2022

However, if the NYC DOE implements high-quality instructional materials system-wide, tutoring should anchor to those curriculum solutions.

TESTIMONIALS

"I want them to use whatever [curriculum] the school is using so that teachers and tutors are in alignment and kids are able to learn the concepts coherently. "
- DOE Parent

"When tutors use content that is not aligned to classroom instruction, it causes a lot of confusion for students. It's critical that we agree upon a common research-based curriculum."
– DOE Principal

"Tutors need a deep content knowledge in connection with the existing curriculum that's happening during the school day."
- NYC Tutor

SPOTLIGHT: LOUISIANA

Louisiana has connected its tutoring strategy and resources to their state-approved high-quality core instructional materials. Louisiana's Department of Education wrote that their tutoring resources are designed as "proactive supports to upcoming classroom content in order to ensure students' readiness for grade-level" instruction. Louisiana's efforts in this space are a textbook example of instructional program coherence and high-quality learning acceleration experiences that leverage tutoring.

Tutoring will accelerate learning most effectively when tutors are trained on high-quality instructional materials also being used for core instruction.

THE PATH TO SCALE FOR NEW YORK CITY

An entity to scale effective tutoring could be structured in a variety of ways, each with different advantages and challenges.

MODEL	BENEFITS	CONSIDERATIONS
New Organization	• Could focus exclusively on tutoring • Opportunity to be innovative, nimble, and iterative	• Long runway to impact while staffing, incorporating, and fundraising • No network of relationships, track record of success, or organizational infrastructure • Start-up expenses, eligibility limitations for some federal funding
Collaborative Across Aligned Organizations	• Existing networks of relationships with schools and districts/networks and track records of successful partnerships to build on • Organizational infrastructure (development, HR, etc.)	• Complexity of determining roles/responsibility across peer organizations and effective on-going collaboration • Tutoring would be one priority among others, across organizations, each with different priorities • Would need to eventually spin out either into the DOE or as an independent organization
New Team at an Aligned Organization	• Existing networks of relationships with schools and districts/networks and track record of successful partnerships to build on • Organizational infrastructure (development, HR, etc.)	• Tutoring would be one priority among others • Might need to hire personnel with tutoring expertise • Would need to eventually spin out either into the DOE or as an independent organization

A new team focused on tutoring at an existing organization is the model with the highest likelihood for success scaling tutoring in New York City.

The new team, housed at an organization playing a "backbone" role, should partner with the DOE and build the city's collective capacity to scale tutoring.

People

Create partnerships between tutoring providers, public and private IHEs, and CBOs to develop a tutor to certified teacher pipeline of diverse, talented New Yorkers from a variety of entry points (e.g. SYEP, Americorps, part-time tutors).

Programmatic Quality

Provide technical assistance to build the capacity of NYC's principals and LEAs to design, implement and continuously improve tutoring programs grounded in research and targeting students at the margins

Operations

Coordinate across schools and tutoring providers to eliminate barriers to accessing effective tutoring, especially for students at the margins. Ultimately, transfer ownership of scaling effective tutoring to a dedicated team at the NYC DOE.

The NYC DOE should eventually absorb the team to ensure effective tutoring becomes a sustained way to improve student achievement and source teachers.

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To stand up and house a team that can scale effective tutoring in New York City, a backbone organization must have specific features and capabilities.

	FEATURE	CRITERIA
People	Workforce	Access to and/or ability to help recruit and train 1,000 direct service tutors
	Local Partnership	Existing partnerships and relationships with tutoring provider(s), local higher ed institutions, NYC CBOs, and city agencies
Programmatic Quality	Research-Based Direct Service	History of direct service designed at the margins for maximum impact and accessibility and demonstrated support of research-based tenets of effective tutoring
	Technical Assistance	Capacity to provide or secure TA support, e.g. running design sprints with principals, tutoring partner selection, and continuous improvement
Operations	Financial	Capacity to sub-contract with technical assistance partners
	Organizational Infrastructure	Organization with key functions (e.g. HR and development), currently serving 5K+ young people in all 5 boroughs of NYC
	Openness to a New Team	Able to hired and embed a Tutoring Launch Team consisting of 15 members, right away
	Capacity for Sustainable Growth	Ability to scale a program over 3-5 years and then potentially transfer ownership to DOE

TNTP reimagine teaching

We engaged a targeted group of city-based organizations to determine their fit for playing the backbone organization role and scaling effective tutoring.

EXAMPLES OF LEADING BACKBONE CANDIDATES

Children's Aid	CUNY	ExpandED	New Visions for Public Schools	Teach For America - NY	United Neighborhood Houses	United Way

ExpandED is best-positioned. They meet all our criteria, have strong relationships across the DOE, partner with schools in each district, and are committed to high impact tutoring.

In partnership with the DOE, ExpandED will focus on building capacity for effective tutoring both directly and in coordination with other local CBOs.

Q1: Align & Prepare	Q2: Launch	Q3: Learn & Refine	Q4: Study & Plan
JUNE - AUGUST	**SEPTEMBER - NOVEMBER**	**DECEMBER - FEBRUARY**	**MARCH - JUNE**
• Align on roles and responsibilities for DOE, ExpandED and other Year 1 community partners • Stand up tutoring teams at ExpandED and DOE • Develop a NYC tutoring learning agenda • Compile a list of quality tutoring providers for NYC, likely via RFP • Identify superintendents and schools for first high impact tutoring cohort • Run design sprints • Plan and build the infrastructure to collect data, support schools, and solicit on-going community input	• Support implementation of school-specific tutoring models, including helping schools match with right-fit tutoring providers • Identify and eliminate or mitigate operational barriers to launching and scaling tutoring • Launch communities of practice and advisory committees of tutoring experts and community stakeholders • Capture and codify learnings from Summer 1 and Year 1 Launch • Invite Year 1, Round 2 cohort to participate	• Define goals for Summer 2 and revisit focus for tutoring and criteria for tutoring providers • Engage in Continuous Improvement support for Cohort 1 and capture strong and promising practices • Implement learning agenda • Convene communities of practice and advisory committees • Update the strategy for scaling tutoring citywide based on successes and learnings • Support Year 1, Round 2 to design and implement	• Engage in Continuous Improvement support for Cohort 1 and capture strong and promising practices • Convene communities of practice and advisory committees • Collect and analyze outcome and experience data citywide • Recruit and plan for Cohort 2 during Year 2 and to expand the role of community partners • Plan for Summer 2, both tutoring implementations and capacity building for Year 2

Current as of May 22, 2022

The backbone organization will scale effective tutoring initially to the grade levels and subjects we know from the research works best, then across K-12.

■ Students ■ Tutors

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Students	10,000	37,500	75,000	120,000	160,000
Tutors	1,000	5,225	10,500	16,725	22,225
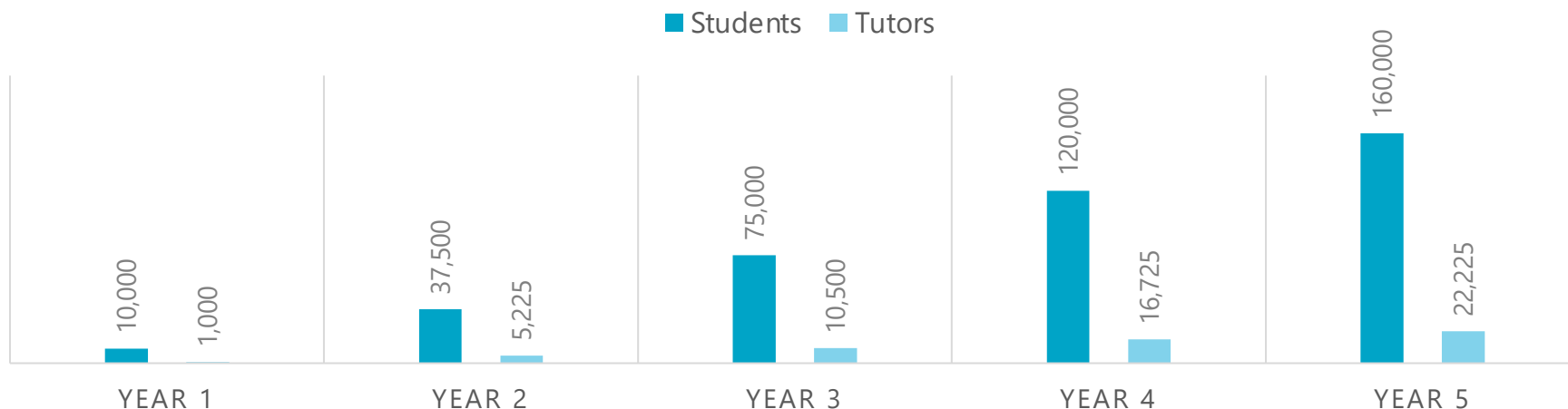
Years 1-3 will focus on reaching the 20% of students struggling the most in K-2 literacy and 6-8 math. By Year 5 the goal is to reach 20% of all students K-12.

ROLE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
MANAGERS	12	14	15	15	15
DIRECTORS	2	2	2	3	3
LEADER	1	1	1	1	1

The backbone organization's tutoring team would scale incrementally as technical assistance reduced and the field learns more about achieving impact at scale.

There are multiple possible scenarios to reach scale with high impact tutoring in New York City over a multi-year timeframe.

■ DOE Supt. Initiative   ■ Organic adoption at DOE sites

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
DOE Supt. Initiative	3,750	7,500	15,000	30,000	60,000
Organic adoption at DOE sites	6,250	30,000	60,000	90,000	100,000
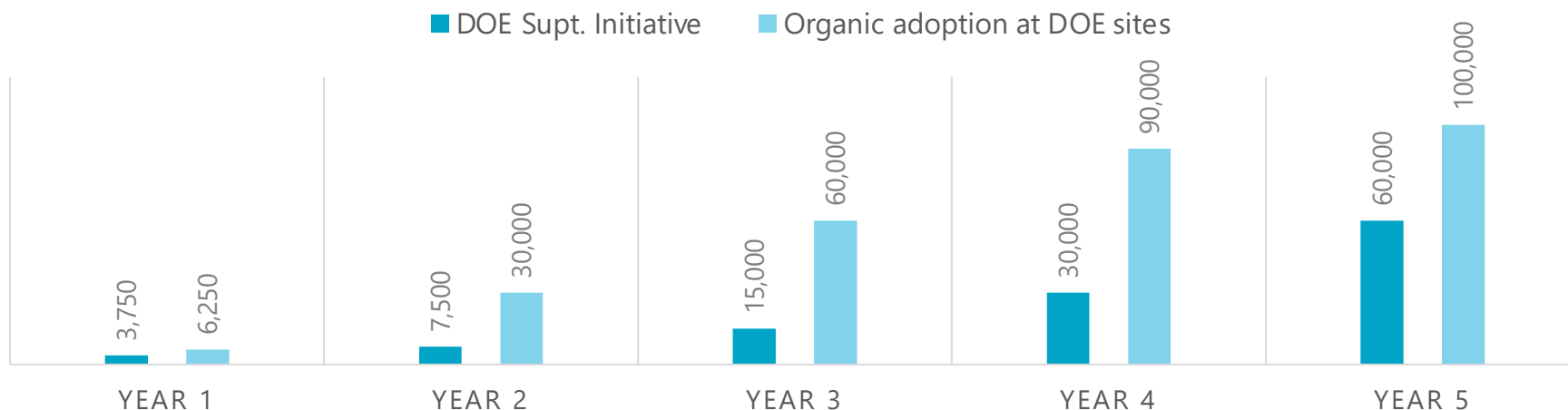
In parallel with the backbone and superintendent-led initiative, other DOE sites will opt to partner with high impact tutoring providers. The backbone could potentially support organic adopters with efficacy.

■ DOE Supt. Initiative   ■ Other DOE sites   ■ Charter   ■ Parochial

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
DOE Supt. Initiative	3,750	7,500	15,000	30,000	60,000
Other DOE sites	6,250	15,000	30,000	45,000	50,000
Charter	0	11,250	22,500	33,750	37,500
Parochial	0	3,750	7,500	11,250	12,500
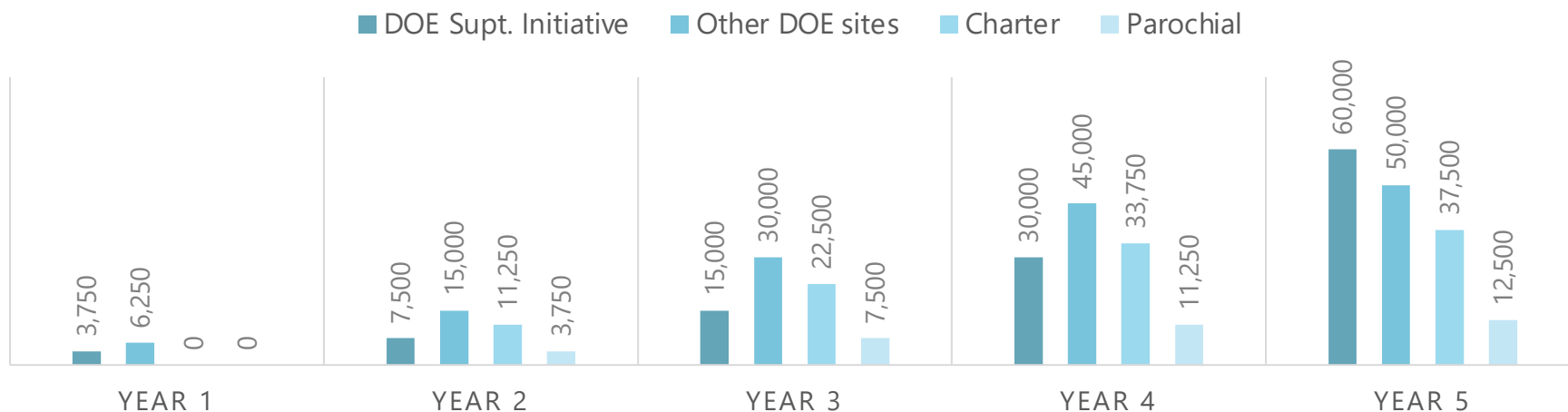
The citywide tutoring initiative could also support school operators beyond just the DOE that mostly enroll students from historically marginalized communities, like charters and some parochial schools.

TNTP reimagine teaching

Our Theory of Change requires a team focused on capacity building and technical assistance, which may eventually be absorbed by the NYC DOE.

CATEGORY	FY23	FY24	FY25	FY26	FY27
Operating Budget	$2M	$2M	$2M	$2M	$2M
Personnel	$1,450,000	$1,700,000	$1,850,000	$1,950,000	$1,950,000
Technical Assistance	$500,000	$250,000	$100,000	$0	$0
Other Direct Costs	$50,000	$50,000	$50,000	$50,000	$50,000
FTE Head Count	15	17	18	19	19

A PUBLIC-PRIVATE PARTNERSHIP

Scaling effective tutoring will be a collaboration between the New York City DOE, the backbone organization, the city's philanthropic community, Accelerate (a new national organization focused on high-impact tutoring), and hopefully CUNY, as well other institutions of higher education. The DOE would invest in tutoring services for its K-12 students and private philanthropy will support capacity building and implementation.

Current as of May 22, 2022

TNTP reimagine teaching

The NYC DOE received nearly $7 billion in education-related emergency federal funding, which can be spent through fiscal year 2025.

2 federal laws provide emergency education funding, the Coronavirus Response and Relief Supplemental Appropriations Act (CRSSA) and the American Rescue Plan Act (ARPA).

FY21-FY25 Cumulative Federal Emergency Fund Distribution

Current as of May 22, 2022

	FY 21	FY 22	FY 23	FY 24	FY 25
ARPA		$1.89	$1.33	$1.22	$0.73
CRSSA	$0.27	$1.26	$0.45	$0.17	

■ CRSSA Total Eligible Funding*   ■ ARPA Total Eligible Funding^
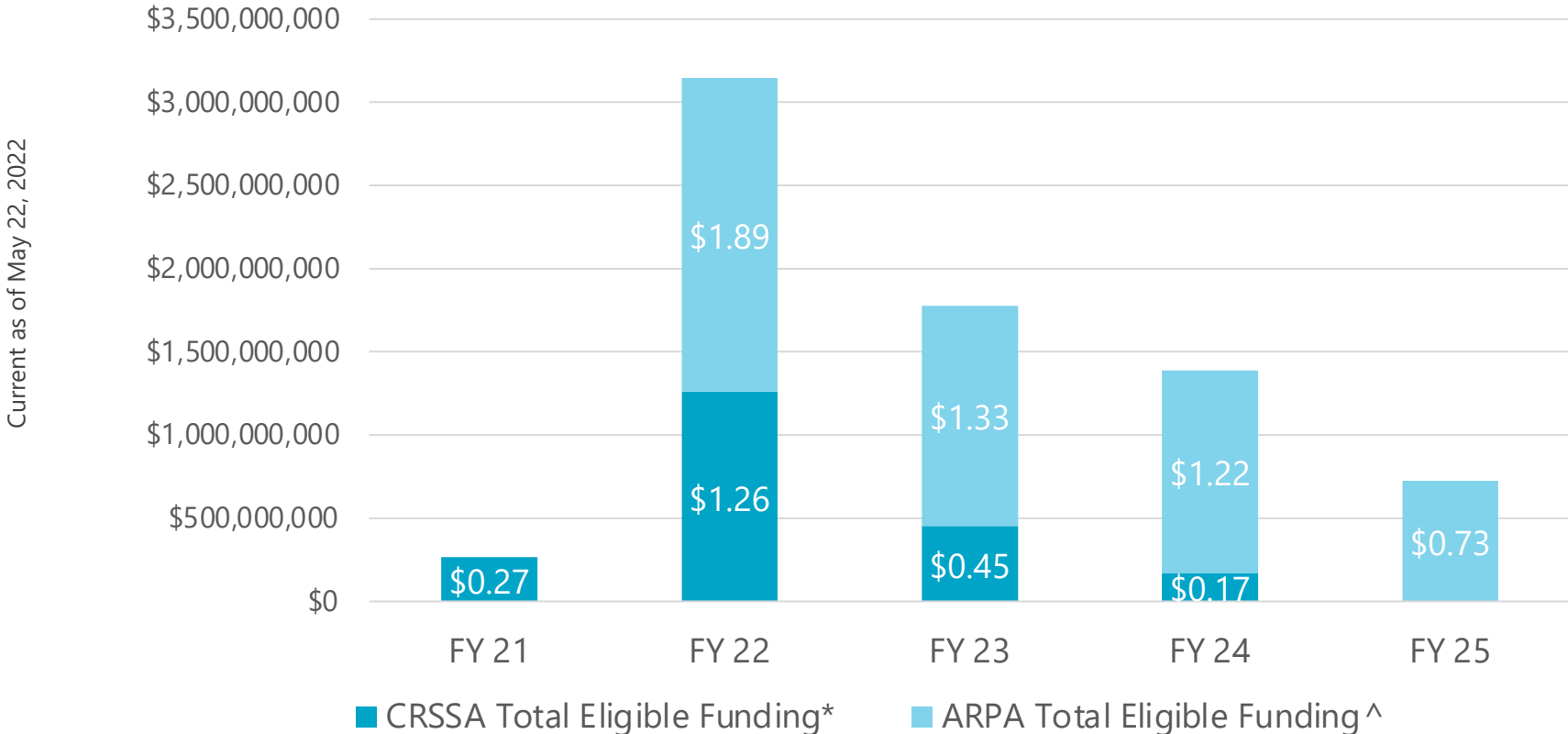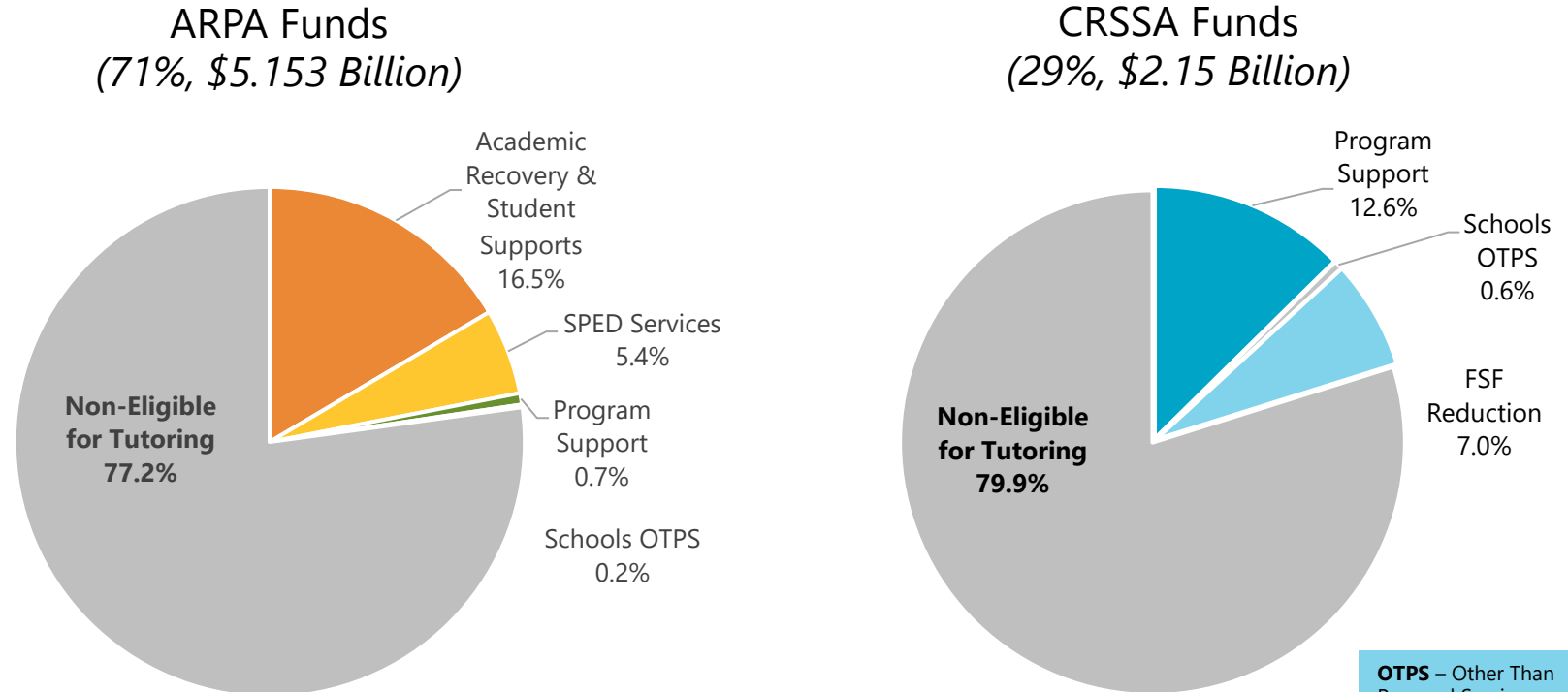
*$2.1B funds were appropriated in the 21-22 enacted NY state budget and must be spent between March 13, 2020 – September 30, 2023
^$4.8B and $336M in ARPA funding must be spent between March 2021 – September 30, 2024

Sources: Office of the NY State Comptroller, NYC Department of Education Response to the COVID-19 Pandemic (September, 2021).
Mayor's Office of Management and Budget, P-12 Education Stimulus. (February, 2022).
NYC Department of Education, Updates on American Rescue Plan (ARP-ESSER) & on Foundation Aid Funding (as of FY 2022 Adopted Budget).

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~$1.61 billion of the $7.3 billion total from ARPA and CRSSA may be usable through FY25 for tutoring initiatives. :

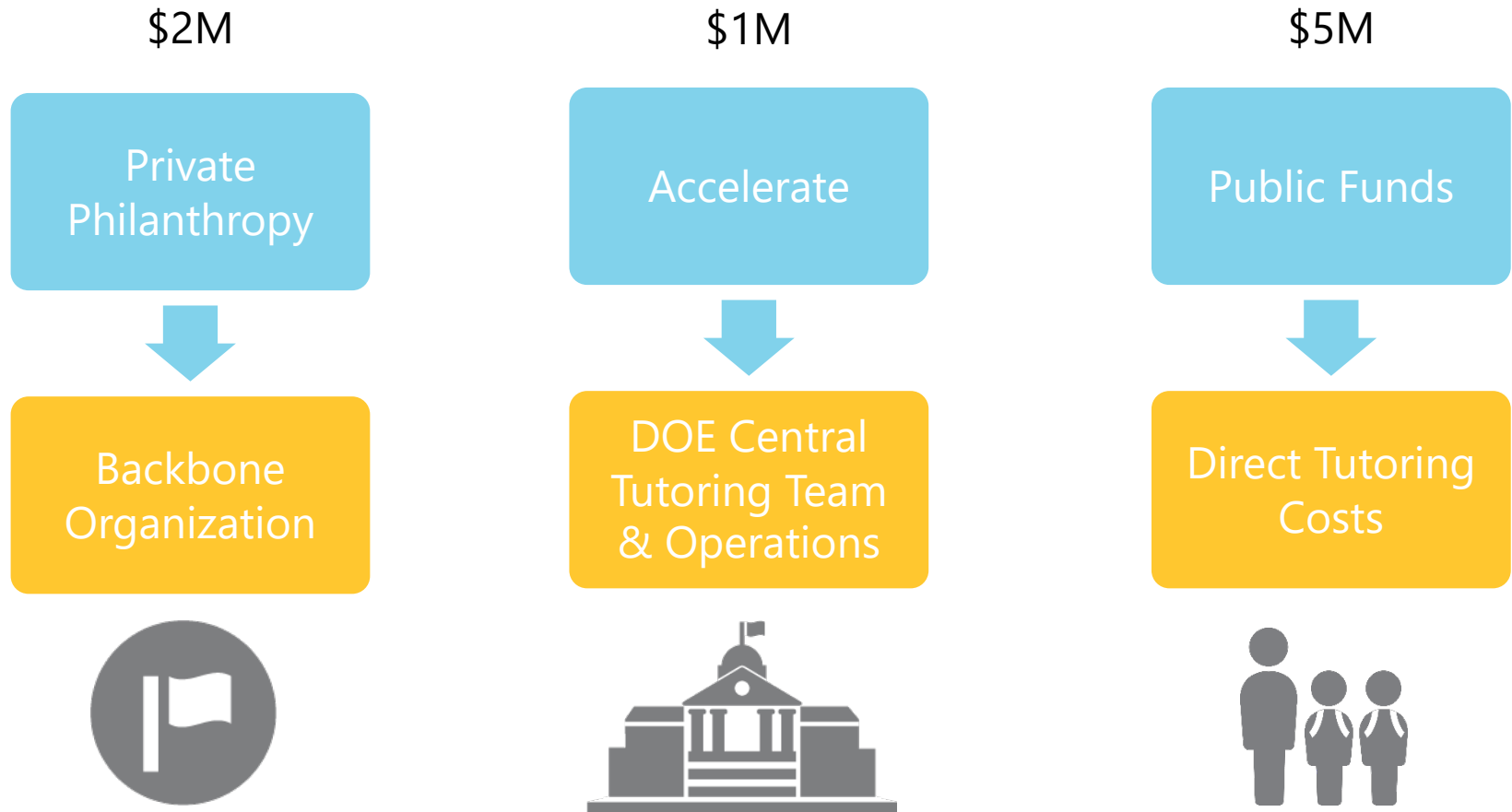## FY21-FY25 Cumulative Federal Emergency Fund - $7.3 billion

Current as of May 22, 2022

ARPA Funds
(71%, $5.153 Billion)

- Academic Recovery & Student Supports 16.5%
- SPED Services 5.4%
- Program Support 0.7%
- Schools OTPS 0.2%
- **Non-Eligible for Tutoring 77.2%**

CRSSA Funds
(29%, $2.15 Billion)

- Program Support 12.6%
- Schools OTPS 0.6%
- FSF Reduction 7.0%
- **Non-Eligible for Tutoring 79.9%**

OTPS – Other Than Personal Service: expenses such as contractual services
FSF – Fair Student Funding: ensuring every school receives 100% of funding through the city's formula

22% of funds, or $1.61B, may be available for tutoring

Sources: Office of the NY State Comptroller, NYC Department of Education Response to the COVID-19 Pandemic (September, 2021).
Mayor's Office of Management and Budget, P-12 Education Stimulus. (February, 2022).
NYC Department of Education, Updates on American Rescue Plan (ARP-ESSER) & on Foundation Aid Funding (as of FY 2022 Adopted Budget).

TNTP reimagine teaching

We envision a public-private partnership to scale high impact tutoring in New York City with three channels of funding.

YEAR 1: 2022-3 SCHOOL YEAR – 10,000 Students

$2M	$1M	$5M
Private Philanthropy	**Accelerate**	**Public Funds**
↓	↓	↓
Backbone Organization	**DOE Central Tutoring Team & Operations**	**Direct Tutoring Costs**

These figures represent proposed new funding and are not meant to be exhaustive, since philanthropy has played a critical role in piloting and supporting direct tutoring costs already, and will continue to.

TNTP reimagine teaching

THE OPPORTUNITY FOR PHILANTHROPY

Momentum is growing for a first-of-its-kind public-private partnership to scale effective tutoring in New York City with three main goals.

CLOSE

Close academic achievement gaps created or exacerbated by interrupted learning during the pandemic.

TRANSFORM

Transform how schools provide instruction so fewer students fall behind in the future.

BUILD

Build an innovative and transformational pipeline for educator talent, which is diverse, strong, and sustainable.

Tutoring can achieve its potential in New York City if community engagement continues to drive the strategy and the backbone receives $10M over 5 years for a tutoring team.

In addition to supporting the backbone organization, philanthropy can also advance efforts tutoring to scale tutoring citywide in others strategic ways.

Investing in technical assistance

Technical assistance will be necessary to support the backbone organization in areas where they are not yet staffed or not yet robust, as well as ensure continuous improvement and collaboration across sites.

Making big bets, especially on innovation

Established, high-capacity tutoring providers and promising early-stage tutoring ventures both have the potential for significant impact – the right strategic bets could dovetail with a citywide strategy of getting to scale.

Defraying the cost of becoming a teacher

The biggest barrier tutors face to becoming licensed teachers is cost, both in dollars (tuition, testing fees, etc.) and the opportunity cost of time – mitigating or eliminating the impact of cost will be key to the pipeline play.

Studying the potential for dual impact in NYC

Significant interest and the foundational conditions exist (notably due to CUNY) to build a substantial, sustainable, and transformational tutor-to-teacher pipeline, which could be New York's unique value-add to the field.   .

CASE STUDIES

The effort to scale effective tutoring in New York City can learn from snapshots of tutoring and non-tutoring initiatives in the city's recent history.

INITIATIVE	SUMMARY
iZone360	An initiative that earned buy-in from principals and across the NYC DOE, which enabled it to scale.
Tutoring Initiative at New Visions	New York City example of matching school sites with right-fit tutoring providers.
CUNY Collaboration with Reading Rescue/Reading Ready	An existing tutoring initiative implementing high quality and dual-impact tutoring in New York City.
Universal Pre-K	A program that scaled citywide, in close partnership with the Mayor's office.

iZone 360: An initiative that earned buy-in from principals and across the NYC DOE, which enabled it to scale.

In Spring 2010, the NYC DOE launched iZone360, an ambitious and intentional education innovation program, with strong support from Mayor Bloomberg and Chancellor Klein. iZone360 served a community of schools committed to whole school redesign through the integration of components, practices, and models of highly successful personalized learning. The ultimate aim was to build change management theories with school leaders so schools were prepared to reorient in service of personalizing their central approach to educating students. The initiative's success in scaling in NYC schools came from their strategies used to foster buy-in universally for their program.

iZone 360: Successes to Learn from

People

Coalition of the Willing: Through a rigorous application process, iZone360 recruitment encouraged those who wanted to be active participants to complete the application, ensuring active and engaged school participation. The application was a starting point for leaders to embark on the metacognition surrounding why they wanted to redesign their schools. For the tutoring initiative, having a coalition of willing and schools willing to actively engage will be key for effective communication in troubleshooting any operational issues.

Gauging Buy In: The application questions asked about buy-in at the leadership level as well as staff and caregiver/community levels. iZone360 found willing participants primed to actively engage in the school redesign work with the DOE using the application as a screener. Having a similar application phase in the tutoring initiative can help gauge where each school is in terms of their interests and priorities while also informing schools what it might take to partake in the initiative.

Programmatic Quality

Change Management & Empowerment: iZone360 did not offer specific programs, but rather a process that changed mindsets of school leaders that they could reinvent the way their schools supported students. iZone360 provided the space, tools, and learning experience of empowering principals and schools to design and implement programs that made sense for them and their students. While this is not necessarily a focal point of the tutoring initiative, helping to instill a change management mindset about high-quality tutoring being available to accelerate student learning can be key in principal and school willingness to engage in the initiative.

Operations

Buzz Developed Momentum: Press, local and national CBOs, philanthropy, and prominent research institutions helped shine positive light to all the work NYC DOE schools were doing, and principals/communities appreciated this. Schools & iZone360 office had a level autonomy and felt no resistance in garnering support for their vision/work. For the tutoring initiative, if the backbone organization is able to create public spotlight moments on schools that show growth across different metrics, this can further reinforce principals' buy-in for the work.

Significant Funding Sources: By providing large funding, schools had the resources and freedom to trial and error through initiatives. The two main funding streams, the Fund for Public Schools and private partnerships, allowed iZone360 to provide all the resources schools needed to go through the redesign process. For the tutoring initiative, it is unclear how much of the federal emergency funding and philanthropy funding will be available, so it is key to set up an infrastructure to build schools' capacity in a way that does not require large recurring funding.

Mayoral & Chancellor Support: This central and aligned messaging was necessary to garner citywide support and ultimately a smooth pathway to scaling. Garnering the Mayor and/or the Chancellor's public support for the tutoring initiative will help position the work as a priority for the DOE and local organizations.

Proactive, Focused Messaging: iZone360 spent much of their funding in messaging, branding, and hosting events/receptions to engage with schools. A lot of money and time went into crafting the exact messaging of their work specific to each level of stakeholder, propelling the momentum for iZone360 to scale. For the tutoring initiative, the backbone organization's ability to bring a citywide "Call to Action" and spread the word in the effectiveness of high-quality tutoring for students will help with school leadership buy-in.

TNTP reimagine teaching

Tutoring Initiative at New Visions: New York City example of matching school sites with right-fit tutoring providers.

New Visions partners with various educational stakeholders to design curriculum and provide college and career readiness instruction that is relevant to the students they serve. New Visions supported schools within their charter and affinity network to select right-fit tutoring providers and partners. An internal vetting process was employed by New Visions to assess quality tutoring providers for schools. After this process, Saga Education and CUNY Tutor Corps were selected, with each program offering high quality tutoring, but with varying attributes and accommodations. The vetting process alongside the offering of providers allowed New Visions to make right-fit recommendations to schools while ensuring high quality tutoring for students.

Current as of May 22, 2022

People

Leader Buy-In: New Visions established relationships with schools and leaders and generated buy-in for tutoring initiatives. Despite the challenges of a mid-year rollout, New Visions implemented a small pilot at Bronx Engineering & Technology Academy (BETA) because of the network's existing relationship with the school leader.

Additional Staffing Support: New Visions offers Continuous Improvement Coaches to schools within the New Visions network and affinity schools. These coaches check-in with schools and leaders using information from the data portal to drive decisions related to programming and support for the upcoming semester.

Programmatic Quality

Right-fit Matching: Offering the choice of providers was a benefit for the variable needs of schools across NYC. School leaders were able to select a right-fit provider by assessing various factors including the mode of instruction (virtual vs. in-person), curricular needs, and school day schedule. This was particularly relevant in light of fluctuating school needs at the onset of the pandemic.

Research-proven Results: Saga Education's program and curriculum have a proven track record of success in other large school districts across the country. In Chicago Public Schools, the Education Lab found that Saga tutoring can double or triple math learning in a school year.[1] Saga requires high-fidelity to its approach and design, which limits it to school-day implementation.

Operations

Data Management: The existing New Visions Data Portal empowers New Visions staff to help schools think through their student needs based on data and provide thought partnership on how to structure tutoring. Moreover, the efficient data tracking system allows for progress monitoring and sharing of the data between schools and providers. New Visions uses their Data Portal and the data collected from Saga to evaluate programmatic quality and elevate best practices.

Vet Providers: New Visions' expertise and connections ensures a menu of high quality options for schools. Additionally, their long-standing relationships with schools across NYC allows New Visions to find right-fit providers based on prior collaborations.

Streamline Communication: Based on intimate understanding of both the school and provider-based needs and staffing structure, New Visions bridges communication gaps and strengthens communication practices - both during troubleshooting in the implementation phase as well as supporting ongoing transparent communication processes.

Current as of May 22, 2022

TNTP reimagine teaching

CUNY Collaboration with Reading Rescue/Reading Ready: An existing tutoring initiative implementing high quality and dual-impact tutoring in New York City.

The City University of New York (CUNY) Reading Rescue/Reading Ready Initiative demonstrates how high-quality tutoring can both improve literacy outcomes for students and develop a tutor-to-teacher pipeline, leading to dual-impact in NYC. A partnership across the Benedict Silverman Foundation, NYC Universal Literacy, NYC Young Men's Initiative, 6 other foundations, and the CUNY Reading Rescue/Reading Ready provides literacy interventions 3-5 times per week for 1st and 2nd grade students across ~75 NYC schools.[1] The program is well-received by schools[2] and is well-positioned to scale, with a large pool of qualified tutors, capability to implement high-quality instruction, and school partnerships across the 5 boroughs. Students receiving tutoring from the CUNY Reading Rescue/Reading Ready program have shown significant growth in intervention levels and foundational literacy skills. [3]

People

Tutor-to-Teacher Pipeline: CUNY leverages its pre-service undergraduate and graduate students to act as tutors. Recruitment often takes place through the central office of CUNY and reaches more than 15,000 education students. In spring 2022, they received 1,300 tutoring applications through this outreach.

Tutor Training: Through CUNY coursework, pre-service teachers undergo 30 hours of field work and gain experience through tutoring. All tutors receive at least 12 hours of training for Reading Rescue and 6 hours of training for Reading Ready and additional professional development training.

Tutor Oversight: Assessment of satisfaction, linguistic expertise, and tutor experience occurs regularly to support tutors and improve matching with students. Additionally, instructional leads observe and evaluate tutors using a fidelity and best practices checklist to improve tutoring skills.

Programmatic Quality

Research-proven Results: Both independent studies and studies by its parent organizations have shown the program to significantly increase reading levels. For instance, in a 2007 study, Reading Rescue students increased reading skills by a 0.32 effect size compared to students outside the program.[4] In 2018, a study found significant gains in reading skills in students enrolled in the program from pre-post assessments.[5][6]

Quality Delivery: By using pre-service teachers who are committed to education, along with systems that provide strong alignment to the curriculum, CUNY Reading Rescue/Reading Ready aims to maintain quality delivery of instruction. From individuals interviewed, this consistency in quality of delivery is a major reason in why it has shown clear literacy gains since its first evaluation in 2004

Focus: The program only focuses on two grade levels and only literacy skills. Its specificity in content and targeted grade-level is an advantage in that services can remain aligned while scaling without having to adapt to multiple subject areas and grade levels

Operations

Relationships with DOE: Identification and recruitment of high-needs schools based on the economic needs index and ELA proficiency scores is a result of working with the NYC DOE.[7] The CUNY Reading Rescue/ Reading Ready program and CUNY Office of Literacy Initiatives then works closely with schools to create school-level buy-in, identify students selected for the program, and figure out tutoring logistics.

Internal Capacity: The CUNY Reading Rescue/Reading Ready program uses its staff to drive implementation. This reduces the burden on school personnel through overseeing curriculum, tutor training, data collection, recruiting/hiring, and ongoing support for tutors.

Flexible Delivery: Virtual tutoring allows for flexibility in travel logistics and connecting tutors to students across the city.

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[4] Ehri, L. C., Dreyer, L. G., Flugman, B., & Gross, A. (2007). Reading Rescue: An Effective Tutoring Intervention Model for Language-minority Students Who Are Struggling Readers in First Grade. American Educational Research Journal, 44(2), 414–448.

[5] Miles, K.P., Lauterbach, M.D., Murano, D.M., & Dembek, G.A. (2019). Reading Rescue: A Follow-up on Effectiveness of an Intervention for Struggling Readers. The Journal of Educational Research, 112(2), 255-269.

[6] Miles, K.P., McFadden, K.E., Colenbrander, & D., Ehri, L.C. (2022). Maximizing Access to Reading Intervention: Comparing Small Group and One-to-one Protocols of Reading Rescue. Journal of Research in Reading, 00(00), 1-25.

TNTP reimagine teaching

UNIVERSAL PK: A program that scaled citywide, in close partnership with the Mayor's office.

Universal Pre-Kindergarten (UPK) was an initiative that demonstrated how mayoral support can bolster programmatic scaling throughout NYC. In 2002, the Mayor's Office was granted control over the NYC DOE, empowering the mayor to appoint key personnel and spearhead educational initiatives. The launch of UPK in 2015 highlighted the ways the unique organizational structure of NYC schools can be leveraged to facilitate widespread buy-in and prioritization.[1] The Mayor's Office, alongside the NYC DOE, partnered with schools and CBOs to vet and launch PK programs across the city. The Mayor's Office played an integral role, garnering support from stakeholders while they entrusted the DOE with operational and programmatic decisions. The initiative aimed to provide PK services for all NYC students ages 3+ and offered programs to all eligible students beginning in 2015. Mayoral prioritization was a crucial aspect of successful implementation , demonstrating how political support in conjunction with educational expertise can facilitate achieving scale in NYC.

[1] Delaney, K.K. & Neuman, S.B. (2018) Selling Pre-K: Media, Politics, and Policy in the Case of Universal Prekindergarten in New York City. Teachers College Record, 120(4), 1-31.

People

Buy-in: One of the biggest initiatives of former NYC Mayor Bill De Blasio, the Mayor's office played an integral role in the dissemination of communication and political aspects of the UPK launch, providing experienced campaigners to the DOE to serve as the communication team recruiting families for enrollment, increasing visibility and buy-in for UPK across NYC.

Mayoral Support: The Mayor's office provided key support in bringing together the necessary city agencies to collaborate with the DOE in ensuring UPK programmatic compliance, including critical agencies such as the Department of Buildings and the Department of Health. Mayoral support for a tutoring initiative could ensure involvement from appropriate stakeholders during program development and avoidance of preventable operational barriers impeding implementation.

Programmatic Quality

Vetting UPK Providers: As many CBOs already were providing early childhood services, in most cases a new program did not need to be created, rather existing providers needed to be assessed. Many of the scalability successes can be attributed to the DOE's ability to take the time and space to rigorously evaluate existing early childhood service providers instead of focusing on creating a new infrastructure. With Mayoral support for widespread buy-in, a backbone organization could have increased capacity to focus on the vetting process and programmatic quality of tutoring providers and solutions.

Operations

Existing Infrastructure: The DOE drove implementation, management and created a streamlined process for vetting providers and ensuring quality: a formal contract process included site visits, rubrics, and building supervision. Additionally, the DOE had existing systems in place to support CBOs through a vendor process. In scaling tutoring in NYC, mayoral support for the communication and political aspects of programming would allow the backbone organization to focus on operational logistics and infrastructure.

Professional Development: The NYC DOE implemented a series of professional development opportunities to support the influx of new UPK educators.[1] Mayoral buy-in for tutoring initiatives would ensure that the DOE is also involved with supporting tutors and schools with a suite of aligned professional support.

Current as of May 22, 2022

[1] (2019). Response to the Fiscal Year 2020 Preliminary Budget and Fiscal Year 2019 Preliminary Management Report. In council.nyc.gov (pp. 1–76). https://council.nyc.gov/budget/wp-content/uploads/sites/54/2019/04/Fiscal-2020-Preliminary-Budget-Response_FINAL.pdf *The New York City Council.*

Across the case studies, we also surfaced challenges that the backbone organization and DOE might face as well with scaling tutoring citywide.

CHALLENGES

Talent
- Recruiting and retaining staff with the right profile
- Differing levels of interest in remote work and comfort with in-person work
- Insufficient supply of talent overall to scale at desired pace, exacerbated by the pandemic with potential tutors specifically.

Operations
- Lack of clear ownership and/or accountability
- Barriers to data collection, management and sharing
- Challenges physically accessing some schools for tutor sites due to public transportation limitations.
- Engaging younger students virtually requires adult support

Financial
- Variability in funding
- Insufficient funds to make compensation for tutoring attractive
- Managing the requirements of diverse funding streams (i.e. public and private dollars)
- The complexity of managing multiple payroll processes

Some of these challenges can be mitigated and others might be possible to eliminate entirely, but success navigating them will impact the pace of scaling.

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