

High-Impact Tutoring Community of Practice

Welcome!

Please rename yourself to include your organization and/or district.

October 18, 2023



October 18, 2023 | ExpandEDSchools.org

Agenda

I. Welcome + Framing (15 min)

- o ExpandedED/NYCPS Introductions
- o Participant Introductions/Icebreaker
- o Community Agreements

II. Updates (10 min)

- o Year 1 Reflection
- o Year 2 Implementation
- o Initiative Goals

III. Scale Model Deepdive (50 min)

- o Tennessee All Corps
- o Denver Public Schools HIT Program

IV. HIT Policy Working Group Introduction (10 min)

V. Closing (5 min)

- o Feedback survey

Introductions



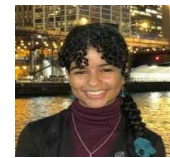
Saskia Trill, PhD
CEO & President



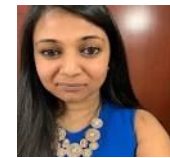
Marina Cofield
COO



Melanie Gardner-Ojefua
VP, High-Impact Tutoring



Ava Lehner
Program Director,
Policy & Sustainability



Jacquelyn Lekhraj
Director,
Implementation



Sameer Talati
Strategic Partnerships



Rebekah Nelson
Strategic Partnerships



Gregory Savitz
Strategic Partnerships

Participant Introductions



Go to

www.menti.com

Enter the code

2257 9191



Or use QR code

Community Agreements



Stay engaged



Expect and accept a lack of closure



Speak your Truth



Bring your identity

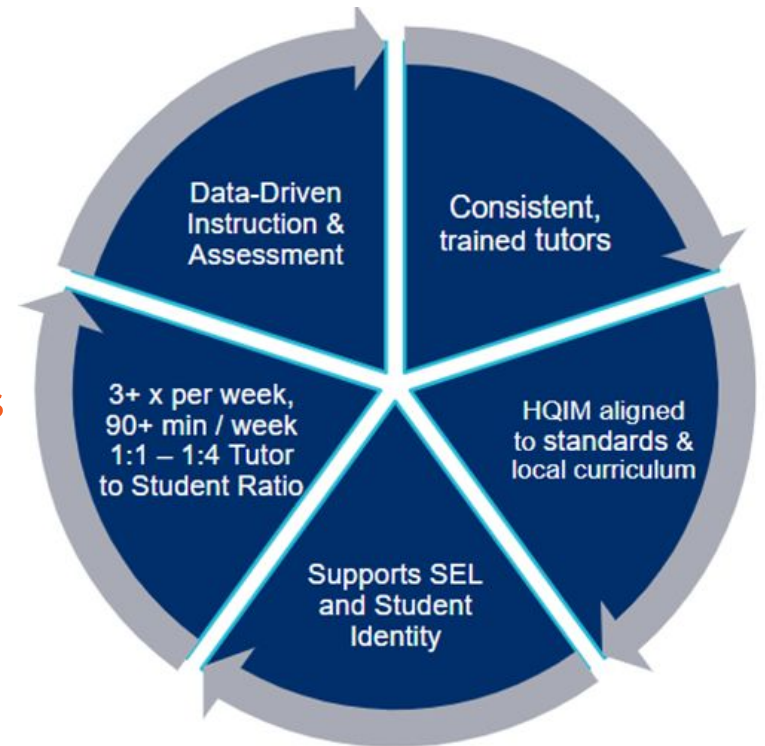


Bring a willingness to learn and unlearn

Adapted from Glenn E. Singleton & Curtis Linton, *Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools*. 2006. pp.58-65. Thousand Oaks, CA: Corwin.

High-Impact Tutoring Definition

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.



Goals for the HIT Initiative

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: 3,500 NYC Students | Year 2: 5,000 NYC Students |
Year 3: 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.

Year 1 Reflection (2022-2023)



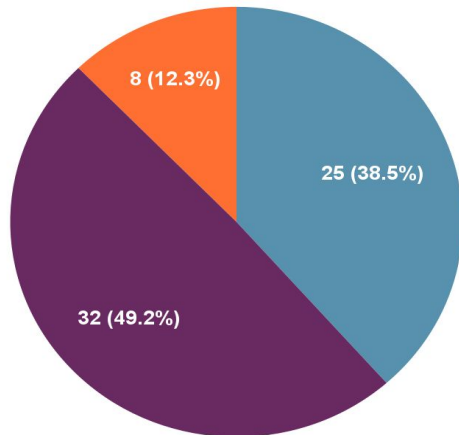
65
Schools



~3300
Students

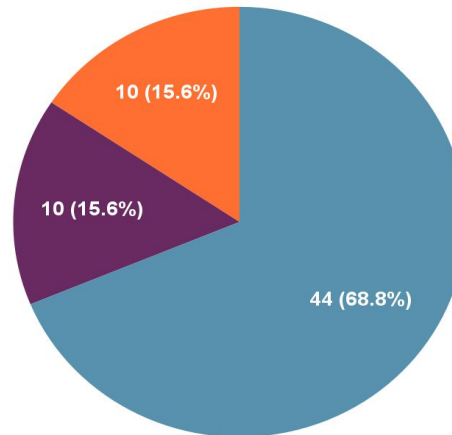
Content Area Breakdown

● Math ● ELA ● ELA + Math



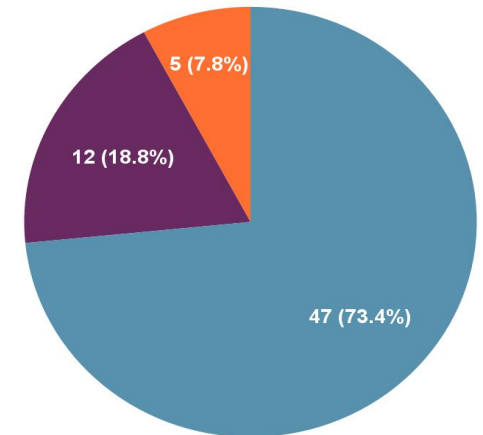
Tutoring Time

● During School ● Before or Afterschool ● Combination of Both



Tutoring Model

● In-Person ● Virtual ● Combination of Both



Year 2 Implementation (2023-24)



80

Schools



~5000

Students

Tutor Provider Directory

Search through our math and ELA tutoring providers.

[VIEW PROVIDERS](#)

Resource Library

Browse through our collection of high-impact tutoring resources.

[EXPLORE RESOURCES](#)

NYCPS HIT Model

Implementation

- Schools can choose from a list of vetted providers and build a program model that best fits the needs of their school
- Implementation is supported by ExpandedED, a backbone organization, to ensure that HIT programming is implemented with fidelity

Funding

- Funding disbursed to schools for HIT implementation is sourced through ESSER funds
- \$15 million over three years (2022–2025)

Legislation

- There is currently no legislation establishing HIT as a permanent intervention method for students in NYC

Scale Model Deep Dive Introduction

Three pillars to establish a sustainable HIT initiative:

- Implementation
- Funding
- Legislation

Deep Dives:

- Tennessee All Corps
- Denver Public Schools HIT



Scale Model Deep Dive (Breakout Rooms)

- **Individual Read Time (15 min)**
 - Read through/watch the resources for your specific HIT model
 - [Tennessee All Corps](#)
 - [Denver Public Schools HIT](#)
- **Breakout Room Discussion (15 min)**
 - Take notes in [Jamboard](#)
 - Reflect on your HIT model using the guiding questions:
 1. What made the implementation model effective? How does that model lend itself to scalability?
 2. What made the funding model effective?
 3. How can we use what we've learned from these models to modify our HIT model while considering the context of the NYCPS ecosystem?
- **Whole Group Share-Out (15 min)**
 - Group spokesperson shares
 - Use post-it notes to make comments, ask questions, show resonance, etc.

Policy Working Group

- Establishing a policy working group that will meet monthly for one hour outside of the CoP
- Anyone can join with or without policy experience
 - We may ask group members to commit a moderate amount of work (i.e. research, proposal drafts etc.) outside of the monthly meeting
- **First Policy Working Group meeting: Wednesday, November 8th
12:00pm - 1:00pm**
 - **Topic:** Developing a SY23-24 plan of action to achieve NYCPS <> ExpandedED HIT policy goals.

Feedback Survey

- **Follow-Up Survey:**
 - Feedback [Survey](#)
- **Important Dates:**
 - Next Community of Practice: Wednesday, December 13th
9:30am–11:00am
 - 1st Policy Working Group: Wednesday, November 8th 12:00pm
– 1:00pm

Thank You!



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