

Q17. Connecticut High-Dosage Tutoring Program: Approved Tutor Provider Survey

The purpose of this survey is to build a list of 3-5 high-quality tutor providers to support Connecticut's High-Dosage Tutoring (HDT) program. The HDT program is a new state initiative that aims to implement a research-based model to accelerate mathematics recovery for priority students in Grades 6-9 in SY2023. Recognizing the challenge of recruiting and training individuals to provide tutoring services in middle- and high-school math, the Connecticut State Department of Education (CSDE) invites organizations to submit information that can be shared with local education agencies participating in the HDT program.

Please refer to the associated [HDT Vendor Survey Guidance Document](#) for more information regarding this program and the assessment process. The application questions in this Qualtrics survey can also be found in this Document.

Survey responses for each question should be limited to a max of 200 words. Submissions will be accepted until April 7, 2023 at 5:00PM.

Q1. Organization Name:

Tutor Me LA LLC dba Tutor Me Education

Q2. Organization Address:

1093 Broxton Ave. #240, Los Angeles, CA 90024

Q3. Organization Website:

<https://tutormeeducation.com/>

Q4. Organization Point of Contact Name:

Dr. Daniel Mak

Q18. Organization Point of Contact Role:

Senior Director of School Partnerships

Q19. Organization Point of Contact Email:

Daniel@TutorMeEducation.com

Q20. Organization Point of Contact Phone Number:

415-367-3853

Q6. Briefly describe your organization, including its mission, leadership, years of operation, number of students served, and other notable points.

Tutor Me Education has been a leader in supporting students due to learning-loss through high-dosage tutoring for over 12 years. Tutor Me Education has been vetted by the State Board of Education and is an official vendor for the TEA (Texas Education Agency) tutor corps. We are currently contracted with over 150+ districts to provide HDT services. Additionally, we are listed as a provider on the National Student Support Accelerator. Our program follows evidence-based criteria for high-impact tutoring and effectively designed tutoring programs outlined by the EdResearch for Recovery Project, J-PAL, etc. Our team has strategically been structured to include leadership from essential backgrounds in education management, social work, and district success. Our approach includes a research-based methodology which includes pre/interim/post assessments, individualized lesson plans (ILP), and progress reporting. This has and continues to be the reason why our program is effectively tailored for all K-12 students. We provide high-quality, effective support and enrichment to over 150 school districts. Our partnerships have been geared towards serving over 1,000,000+ PreK-12 Youth. Informational Video: <https://www.youtube.com/watch?v=ZuYfS2vsO6Q&feature=youtu.be>

Q6. Provide an overview of the tutoring services your organization provides, including grade levels, time of day, content areas, frequency, teacher-student ratio, and instructional model, including in-person or virtual.

Tutor Me Education has extensive experience working with K-12 students in Mathematics and ELA through 5 tutoring models: In-Person During the School Day, In-Person Before or After the School Day, Virtual Synchronous Scheduled Sessions, On Demand Virtual Synchronous, Credit Requirement Completion Focus. The majority of our services are provided on-campus. TME offers 1:1 and group tutoring sessions following a research-backed model that includes pre/interim/post assessments, individualized lesson plans (ILP), and progress reporting. The number of students for both in-person and virtual instruction can range between 1-4. Tutoring sessions occur 3-5/week for a minimum of 30 minutes per session. TME assigns a full-time program educational director who will be dedicated in ensuring students are satisfied, the program is effective, while providing 24/hour support. With over 87 administrators and 8,800 instructors, TME is equipped with leadership and support needed to ensure student success and transparent reporting with each of our partners.

Q22. Briefly describe the curriculum, digital tools/online platforms (including how students access the platform), and instructional materials your organization uses and how they align to Tier 1 instruction and Connecticut Core Standards. Please also include middle and high school math programs your organization/tutors are familiar with.

Tutor Me Education's instructional math program is tailored to Tier 1 instruction and Connecticut Core Standards. In addition to providing academic support our program addresses student's social and emotional needs. TME believes in a personalized approach rather than utilizing a "cookie-cutter" and "one size fits all" approach. Thus our instructors pull from our own proprietary curriculum in addition to a resource bank of materials from dozens of curricula like Eureka Math, iReady, Renaissance, Amplify, Booknook, Edmentum and many more. For both in-person and virtual services, each campus will have a custom webpage and log in which students and faculty can access to request tutoring, conduct sessions, and review reports for over 130 metrics. Our platform includes face-to-face live instruction and chatbox, session recording functionality for playback, interactive online whiteboard functionality, document screen sharing and editing, and much more. Virtual instructors can also utilize any preferred platform required by the institution as needed. All materials including assessment tools, supplemental curriculum, and test booklets are provided as needed. TME is continuously striving to stay abreast of the most up to date COVID impacted learning loss research, high-dosage/high-impact tutoring research and impact, and Connecticut LEAs' key priorities and strategies given unfinished learning.

Q8. Describe the tutors your organization employs, the training they receive (including pre-service and in-service training, cultural-competency training, and bilingual competencies, especially related to supporting Spanish-speaking students), and their experience working with high-needs students (students with disabilities, students receiving Free- or Reduced-Priced Meals, and English Language Learners). Are your tutors experienced in leading tutoring sessions without the supervision of school staff?

TME tutors specialize in serving a wide demographic of populations including foster youth, McKinney–Vento youth, disadvantaged youth, students with learning differences, special needs (including dyslexia, autism, ADHD) and ELD support. TME highly qualified tutors go through an array of qualifications and clearances. They must have a BA/BS degree and teaching certificate from a world-renowned or competitive university, 4 years' experience tutoring students, and require academic background checks or background checks as required under Education Code Section 45125.1 through procedures established by the Connecticut Department of Justice and FBI. All TME tutors also go through a rigorous tutor orientation on trauma enforced practices, school crisis training, compliance/quality management review of all documentation: sign code of conduct/ethics policies, complete free online Child Abuse Mandated Reporter Training provided by the Connecticut Department of Social Services, review personalized placement process, to be able to meet the individual student and school's specific tutoring needs. In addition to pre-service training, tutors participate in ongoing training seminars, courses, and conferences. They are highly trained and well-equipped in leading tutoring sessions independently. They will also provide appropriate accommodations and support to students with disabilities. A strong majority of our tutors are bilingual in Spanish but many are also versed in Mandarin, Russian, etc.

Q9. Describe how your organization uses data-driven instruction, formative assessments, formative assessment practices during the tutoring sessions, and other tools to gauge student learning and growth.

TME starts the tutoring program with a research-based pre-test based on the grade level and subject matter requested. Once the pre-test is scored we have a better understanding of the area and level of need. An Individualized Learning Plan (ILP) is then created. TME adds to the curriculum by adding learning manipulatives that are directly related to the tutoring standard/strand for which the student is being tutored. Learning manipulatives will vary depending on the grade level, subject matter and the educational need. Finally, a post-assessment will be implemented to track progress and measure improvement. We expect instructors to tutor and assist students in their learning by helping students in developing their knowledge of the specific subject matter, setting student goals, assisting students in understanding the specific standard/strand and reaching their target goal. In addition to metrics from formative Pre & Post Assessments, we also spend time observing the students and analyzing what their understanding is of the subject they are being tutored, and to master the subject standard they are being tutored.

Q10. Describe how your tutors collaborate and communicate with teachers, families, and school officials to maximize the impact of tutoring and student learning outside of regular tutoring sessions.

We take a comprehensive approach on learning which is constructed through facilitation of engaging, individualized instruction as well as collaboration with teachers, schools, social workers, parents, and experienced instructors with proven track records. TME may offer multiple forms of outreach for parent involvement through in-person and virtual workshops. Tools and strategies are provided to assist families with ongoing support outside of the classroom. Based on each student's assessment results, the parent workshops will help direct parents to appropriate involvement needed to aid student improvement. TME takes many measures to ensure that the communication with family members or teachers is ongoing through check-in by phone, emailed notes after each session, and much more. Communication does not stop with family and case-workers. Establishing communication with school teachers and necessary admin is crucial. A meeting is set up between the teacher/CWDE education specialist to discuss academic standing, scope of services, and create an ongoing reporting plan. The tutor will then be included in the conversation and communication will continue through email with the participation of all parties.

Q11. Describe any relevant experience working in Connecticut public school districts.

Tutor Me Education's (TME) qualifications to provide high-dosage tutoring services for Connecticut Department of Education (CSDE) are extensive in experience, demographics, and modality. TME has over 12 years of experience working with elementary, middle, highschool, college, and graduate students. We are a leader in educational services for large school districts (100K+ Students) and provide high-quality, effective support and enrichment. Our partnerships with 150+ districts and institutions are geared towards serving PreK-12 Youth and include Montgomery County Public Schools (MCPS), New York State Education Department (NYSED), Los Angeles County of Education (LACOE), Dallas Independent School District (DISD), Austin Independent School District (AISD), Arlington Independent School District (AISD), Florida Department of Education (FDOE), Texarkana School District (TSD), Terrell Independent School District (TISD), Corpus Christi Independent School District (CCISD), Edinburg CISD, La Academia De Estrellas (LADE), Cristo Rey Fort Worth, Seguin Independent School District (SISD), Everett Public Schools (EPS), Aristoi Classical Academy (ACA), Sonoma County Department of Education (SCDOE), Tulare County Department of Education (TCDOE), Magnolia Science Academy Schools (MSAS), Roseland Unified School District (RUSD), Fairfield Suisun Unified School District (FSUSD), San Diego Unified School District (SDUSD), and many more.

Q13. If available, please provide any data or evaluations of your tutoring model as evidence of the program's overall effectiveness. Data showcasing progress made in middle and/or high school math is of particular value to this project.

We have conducted case studies and collected data that suggests our interventions have led to higher attendance and matriculation rates, acceptance to colleges, and improved state scores. Please view the findings of our study below. During the 2018-2019 academic calendar, grade 4-12 students enrolled in our tutoring program completed pre and post assessments in Math, Reading & Language Arts. Parents also completed anonymous satisfaction surveys online at the end of the program. Sample size and levels of statistical significance are listed in tables below. Statistically significant differences (denoted by p-values) are highlighted in green. For statistical analysis of program effectiveness, non-parametric Wilcoxon Signed-rank tests were conducted to analyze data. In this case, these tests evaluate the difference between pre and post assessment scores and "parent satisfaction survey scores" using paired sample data collected at two points in time. This test selection was appropriate to determine the level of significance in student gain scores because the data were paired and the sample sizes were not uniform, often too small to run classical tests of hypotheses. Significance levels based on overall student gains for 2018-2019 were analyzed and were highly significant beyond the .0001 level, meaning these differences would happen by chance less than 1 time in 10,000 observations. See analysis of the data in the charts below.

Q14. Please provide an estimate of your organization's cost per pupil.

\$49-\$399/pupil per year

Q15. Is your organization currently under contract with a Connecticut district?

No but we have received many requests from districts in Connecticut to receive services but lack the funds. Our partnerships with 150+ districts and institutions are geared towards serving PreK-12 Youth and include Montgomery County Public Schools (MCPS), New York State Education Department (NYSED), Los Angeles County of Education (LACOE), Dallas Independent School District (DISD), Austin Independent School District (AISD), Arlington Independent School District (AISD), Florida Department of Education (FDOE), Texarkana School District (TSD), Terrell Independent School District (TISD), Corpus Christi Independent School District (CCISD), Edinburg CISD, La Academia De Estrellas (LADE), Cristo Rey Fort Worth, Seguin Independent School District (SISD), Everett Public Schools (EPS), Aristoi Classical Academy (ACA), Sonoma County Department of Education (SCDOE), Tulare County Department of Education (TCDOE), Magnolia Science Academy Schools (MSAS), Roseland Unified School District (RUSD), Fairfield Suisun Unified School District (FSUSD), San Diego Unified School District (SDUSD), and many more.

Q16. Is your organization currently under contract with another state? If yes, please upload the current contract.

[Tutor_Me_Education_Execution.pdf](#)

251.9KB

application/pdf

Q25. Please use this space to upload any relevant data or evaluations you would like to include for consideration.

[Demonstrated Effectiveness \(1\)\(2\).pdf](#)

82.8KB

application/pdf

Q23. Click the button below to submit your application. Be sure to retain a copy of your application for your records!

Location Data

Location: [\(34.0544, -118.2441\)](#)

Source: GeoIP Estimation

