

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:

Great Oaks (GO) Foundation

Q2. Organization Address:

38 Delancey Street, 2nd Floor, New York, NY 10002

Q3. Organization Website:

<https://gofellows.org/>

Q4. Organization Point of Contact Name:

Christy Venable

Q18. Organization Point of Contact Role:

Director of Philanthropy & Special Initiatives

Q19. Organization Point of Contact Email:

cvenable@greatoakscharter.org

Q20. Organization Point of Contact Phone Number:

9175219283

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

The mission of the Great Oaks Foundation (GO Foundation, or GO) is to provide students with access to a quality education through high-dosage tutoring, otherwise known as high-impact tutoring (HDT, or HIT). GO envisions an America where every child has the support of a tutor to enable them to realize their full human potential. The GO Foundation executes its mission through the implementation of the GO Fellowship, a HIT program in which individuals – typically recent college graduates – give a year of service through the federal AmeriCorps program and deliver small group tutorial in English and math to groups of up to 4 students during the school day, as well act as near-peer mentors. GO calls these tutors “Fellows” because of the broad role they play in schools by instructing for mastery, mentoring for leadership, and developing a community. GO Fellows are recruited and trained by GO, and GO’s partner schools, and placed in public schools serving 3,000+ children annually in historically under-resourced communities across the Northeast US. GO’s tutors learn effective math and ELA interventions to maximize student achievement gains, and the GO Foundation works closely with partner schools to ensure integration of HIT into the school model. Fellows also serve as mentors and role models for students, and help families stay connected to school communities by proactively acting as a point of contact and resource. GO President Michael Duffy founded the organization in

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.

The program is offered to district and charter school students in grades 3-12. Students will receive school curriculum-based, individualized HIT in ELA and math for at least 90 minutes per subject, per week, totaling over 100 hours of individualized instruction for each student per year. GO Fellows serve full-time from August through June and provide math and ELA tutoring services both in-person and virtually. The GO model is uniquely designed to serve every student in a cohort for the entirety of the school year. The GO Fellowship program is designed to integrate fully into the schools with which GO works. GO tutors provide tutorials either during pull out intervention blocks where multiple tutorial groups meet with their assigned tutors at the same time or as push-in support in classes where students are assigned to small group stations. Leveraging over a decade of experience, research, and implementation, GO has defined a set of roles and responsibilities that best position Fellows to provide learning opportunities that lead to academic success. The average tutor-student ratio is 4:1.

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.

The GO Fellowship program’s content area focus is ELA and math. The program content directly ties to the core instruction of the academic day. School leadership, curriculum owners, and classroom teachers will work together to create packets for small-group tutorials that are responsive to the specific needs of the students. In ELA, this often focuses on close reading, including reading comprehension, as well as writing skills. The tutors work together with the classroom teachers to select texts that are rigorous and culturally-responsive. In math, tutorial focuses on problem solving that enhances the lesson plans in the classroom. By operating from a school-derived curriculum, the problem sets are always responsive to the speed at which the class is progressing. This partnership is a core part of the program. Additionally, GO focuses on 3 areas: 1. learning mindset, 2. sense of personal identity, and 3. sense of self-efficacy. GO Fellows are more than tutors and mentors, they are a key part of the glue that makes the school experience cohesive for students. In GO program sites, all children have a champion, and oftentimes many champions--someone who will not let them fall through the cracks. GO’s tutors are in regular touch with families, support after school and Saturday programs, and are a set of adults present and supportive throughout the school.

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?

The GO Foundation prioritizes recruiting Fellows (tutors) from the communities it serves. Of the Fellows serving with GO during the 2022-2023 school year, 74% identify as persons of color, and cumulatively speak 21 different languages, which further enhances GO's ability to bridge the gap between student to family. The GO Foundation's 'Arc of Fellow Development' training model commences once a Fellow is admitted to the GO Fellowship program and throughout the service year. Pre-service training in August focuses on GO's Instruct-Mentor-Develop program model: creating the conditions for successful academic instruction; mentoring youth; developing a strong community; and emphasizing diversity, equity and inclusion. Throughout the year, Fellows receive skill-building training with tracking and analyzing data, communication, teamwork, problem solving, growth mindset, and self-management/organizational skills. Additionally, Fellows develop first-hand knowledge of the education system, including its challenges and opportunities. The GO team uses Fellows' survey data, performance review data, and student achievement data to inform the design of effective Fellows training. Each spring, GO hosts a 'Beyond The Corps' event that provides access to career advice, employers, and graduate school representatives to support Fellows' plans for the future.

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.

The GO Foundation is accountable to AmeriCorps for student growth over the course of the year, which is typically measured using nationally-normed assessments, as well as the number of students served—a measure provided to GO by the partner schools and confirmed by monthly walkthroughs and weekly check-ins, using data such as exit tickets, interim assessments, grades, and other metrics for evaluating mastery. In addition to those accountability metrics, the GO Foundation pursues a number of other metrics. These metrics include demographics, attendance, grades, and behavior measured by school culture outcomes, which the partner schools provide. GO also administers 7 surveys to the Fellows, students, families, and partner school staff throughout the year, typically through the Qualtrics platform where data is gathered regarding the perceived effectiveness of the program. The GO Foundation then uses all of these measures to make pivots in professional development, spark conversations with partner schools, and, ultimately, evaluate whether model changes are needed. Additionally, the GO Foundation requires a minimum of a fall and spring administration of a nationally-normed growth assessment, typically iReady, NWEA MAP, STAR, or Exact Path.

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.

As part of the GO Fellowship program's 10 Elements, GO Fellows communicate home regularly with families of students served. They also set aside regular times for Fellow-Teacher Collaboration, during which they review student data with the teachers they work with. GO also expects and encourages full participation by Fellows in grade team or department meetings, as well as school professional development.

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

The GO Foundation currently partners with charter schools in Bridgeport and Hartford, CT.

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.

N/A

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

The GO Foundation's cost per pupil is about \$4,000.

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

No

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

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

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

Location Data

Location: ([40.7033,-74.0039](#))

Source: GeolIP Estimation

