

### 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:

Q2. Organization Address:

Q3. Organization Website:

Q4. Organization Point of Contact Name:

Q18. Organization Point of Contact Role:

Q19. Organization Point of Contact Email:

Q20. Organization Point of Contact Phone Number:

203-654-6297

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

For over 30 years, TFA has worked towards the mission of expanding educational opportunities for kids in low-income communities across 52 regions through our national teaching corps of 3,330 who teach 247,200 students and our alumni base of 65,000, many of whom continue to teach and contribute to achieving education equity beyond their TFA commitment. Given the impacts of the COVID-19 on students' social, emotional, and academic achievement, in 2020, TFA launched another intervention: our national tutoring corps, the Ignite Fellowship. The Ignite Fellowship recruits, trains, and places undergraduate students in part-time tutoring roles in high-needs schools serving disadvantaged students. Together, our tutors alongside our teachers and alumni, form a collective movement that works towards TFA's vision that by 2030, twice as many children in communities where we work will reach key educational milestones, indicating that they are on a path to economic mobility and co-creating a future filled with possibility. For the past 8 years, TFA's Chief Executive Officer, Elisa Villanueva Beard, a Phoenix 2008 TFA teacher, has been leading the organization, as well as TFA's twenty-person National Board. Katie Tennesen Hooten, a Phoenix 2002 TFA teacher, leads our national tutoring corps. Both Elisa and Katie are former educators with collectively over 40 years of experience as in education and as nonprofit executives.

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.

TFA's Ignite Fellowship is a national tutoring corps, composed mostly of current college students, and is designed to accelerate learning and foster belonging within students. Fellows connect with 2-4 students virtually during the school day for 3 hours a week for 10-12 weeks - per semester - focusing on supporting students in elementary literacy or middle school math. TFA works directly with Fellows to prepare them to be successful with students. Additionally, we recruit and hire exceptional veteran teacher trainers who train Fellows based at their school to onboard them to the local school community and tutoring curriculum, which is set by the school. Each veteran trainer works with 10-12 Fellows. The purpose of TFA's Ignite Fellowship is threefold: first, Fellows have a direct and immediate impact on students and schools; second, the program creates shifts toward equitable 21st-century learning by ensuring that every child is getting what they need to be successful; third, the Fellowship is a unique opportunity for undergraduate students to deepen their understanding and commitment to educational equity increasing their likelihood of going into education (over 50% of tutors applied to our teaching corps after tutoring). Our program design and instructional model are defined by The Annenberg Institute's National Student Support Accelerator at Brown University (Robinson et. al, 2021) TFA's 30 years of insights and research on what is required of strong educators.

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.

TFA Ignite focuses on school embeddedness so that it accelerates what the school is already working on with its students. Specifically, the Ignite team sets the vision for student impact together with the school; uses the school's curriculum for sessions; and partners with a school-based trainer to solicit feedback, customize learning objectives, and provide ongoing support to Fellows. It is the responsibility of the school-based trainer to ensure that the work of the Fellows is informed by and aligned to the Tier 1 instruction of the classroom and Connecticut Common Core Standards. The support of the Ignite Fellows is considered to be a Tier 2 support. Ignite Fellows connect with their students digitally. The students will use the digital tools available to them in their classrooms. Ignite Fellows will connect with students using the school approved digital platform (e.g., Zoom, Google Meet, Microsoft Teams, Cisco WebEx). Additionally, TFA Ignite is deeply focused on social-emotional learning and fostering belonging. We use student surveys to understand the impact we're having in those dimensions, which is well documented.

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?

TFA's recruitment team has a track record of 30 years of success and will recruit two types of applicants: (1) undergrad and graduate students, who participate in an interview process (2) accepted teacher corps applicants, previous Ignite Fellows, or TFA teacher corps alumni 61% identify as BIPOC and 45% identify as coming from a low-income background. Fellows receive training from TFA and ongoing support from their school-based trainer. Ignite is grounded in a student-centered, accelerated learning approach that prioritizes individualizing grade-level work while building in lower-grade concepts, as needed. The foundation of our training is a commitment to culturally relevant pedagogy and grounded in The Annenberg Institute's National Student Support Accelerator's tutoring best practices. All Fellows receive 10 hours of pre-tutoring training each semester that is focused on preparing them to effectively lead sessions with students. Fellows customize learning strategies by using lessons developed by their trainer, a school-based veteran educator, that addresses students' individual learning needs. Additionally, Fellows work with their trainer bi-weekly to practice and receive feedback on their customized lessons and can opt into ongoing learning opportunities hosted by TFA and/or their trainer. All tutors are trained to lead sessions without supervision. We have Spanish speaking Fellows that can be matched in schools where Spanish speaking is preferred.

**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.

School-based trainers use the school's assessment tools to both set student learning growth goals for tutoring and to inform student groups. As part of Tier 2 instruction, ongoing student performance data is also collected using the school's assessment tools (e.g., IABs). School-based trainers use and share this data with Fellows so that tutoring sessions can be customized based on student needs. Specifically, trainers hold collaboration meetings with Fellows every 1-2 weeks where they discuss student growth and learning and Fellows practice specific tutoring skills. School based-trainers also conduct observations of the sessions and provide feedback to each Fellow at least twice per semester using the moves for high-impact tutoring rubric. Students are assessed at the start and close of the semester to understand progress against academic growth goals. Additionally, we partner with Panorama Education to collect and understand student social-emotional learning outcomes. Ignite student surveys measure growth in belonging and engagement through pre- and post-surveys. In addition to measuring growth through the program, our survey measures Ignite program outcomes of accelerating learning, fostering belonging, and creating a strong and meaningful experience.

**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.

Ignite privileges embedding into the school's curriculum to maximize lift and alignment with the school and student experience and to facilitate strong collaboration and communication. The school-based trainer is the primary partner for collaboration and communication with each Fellow and the classroom teachers. The school-based trainer and Fellow have collaboration meetings every 1-2 weeks. The school-based trainer also sets up communication structures with Fellows at the start of each semester and Fellows receive training on the individual school's context and vision so that Fellows can effectively collaborate. We know it is critical for school officials and families to know about the Ignite support being provided to students and how students are progressing. To that end, TFA's regional contact - Dr. Dolores Garcia-Blocker - will work with the school-based trainers and school officials to determine best practices, specific to the school's context, for communication and collaborate on the systems and structures needed in the classroom and at the school to do this effectively with teachers and families.

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

TFA CT's Executive Director and point of contact for the Ignite Fellowship in Connecticut has over 35 years experience in K-12 public education. Over 20 of those years have been in Connecticut: New Haven, Hartford, and Bridgeport Public Schools. Dr. Garcia-Blocker has served at every level of a school system. She has been a teacher, assistant principal, principal, central office supervisor/director, chief of academics, and chief of staff and has held these roles in Connecticut. Dr. Garcia-Blocker also has experience in Washington, DC and New York City Public Schools, as well as in Westchester County, NY.

**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.

In the first year of Ignite, 728 Fellows tutored 2300 students across 728 student learning groups. In its second year, Ignite doubled, matching 1650 Fellows with 5000 students. After the first year of the program, 99% of Ignite partner schools reported that students in Ignite sessions grew in academic learning, growth mindset and engagement. Additionally, 95% of students reported that Ignite Fellows taught them in the way they learned best. We also found an increase in how much students said they mattered to others at school, growing 14% in 10 weeks, from 62% to 76%. To meet demand from school partners, Ignite doubled in size from 728 Fellows who partnered with 2,300 students across 46 schools in 9 communities across the country in FY22 to 1,650 Fellows in FY23, who are partnering with 5,000 students across 70+ schools in 23 communities. By FY25, we plan to quadruple in size to over 3,000 student learning groups. We are currently partnering with Dr. Susanna Loeb, Professor at the Stanford School of Graduate School of Education, and the Annenberg Institute on an external evaluation of the program to understand how the tutoring program impacts student outcomes and whether participation in the program influences tutors to become teachers.

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

The estimated cost full cost per pupil is \$1000 per semester or \$2000 for the year, assuming a 1:3 Fellow to student ratio. This includes a stipend for the school-based trainer, a stipend for the Fellow, and Teach For America costs to recruit, select, and train each Fellow.

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

We have historically placed our corps members to teach in Bridgeport, Hartford, New Haven, Stamford, and Norwalk. We continue to have alumni educators working in school districts throughout the state. Currently, we have 250 K-12 educators in Connecticut and 58 school-based leaders as well as alumni working in policy, advocacy, and organizing roles. As part of our 2030 goal to have twice as many children in the communities where we serve reach key educational milestones indicating they are on a path to economic mobility, we will continue to work in New Haven, Hartford, and Bridgeport Public Schools and are looking to develop a partnership with Waterbury Public Schools. Regarding Ignite, we are entering into a contract with New Haven Public Schools to provide high dosage tutoring in 3 turnaround K-8 schools, which are part of our 2030 goal footprint. The focus of the tutoring will be in both elementary reading and middle school math. The exact grade levels where the tutoring will happen is yet to be determined.

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.

[2021.22 TFA Ignite Impact Report \(1\).pdf](#)

1.2MB

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:** ([39.9914](#), [-83.0034](#))

**Source:** GeolIP Estimation

