

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:

Kelly Education, Tutoring Solutions Center of Excellence

Q2. Organization Address:

999 West Big Beaver Road Troy, MI 48084-4782

Q3. Organization Website:

Tutoring Staffing Solutions | Kelly Education

Q4. Organization Point of Contact Name:

Stephanie Wall, Ed.D., SHRM-CP

Q18. Organization Point of Contact Role:

Director of the Tutoring Solutions Center of Excellence, Kelly Education

Q19. Organization Point of Contact Email:

stephanie.wall@kellyservices.com

Q20. Organization Point of Contact Phone Number:

407.408.0527

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

Kelly® began in 1946 by William R. Kelly who possessed a fledgling idea of helping companies with business needs. Under CEO Peter Quigley's current leadership, Kelly develops innovative workforce solutions by identifying what's next in the world of work. Kelly® Education, a Kelly business unit, is one of the country's most trusted sources of education talent, serving thousands of schools and millions of students since 1997. We deliver customized workforce solutions, including recruiting, hiring, and professional development across the full continuum of education. Led by Nicola Soares, Kelly Education connects academic partners with quality educational staff they need to provide the best learning experience for students. With summer learning slide, COVID-19, and socio-economic disparities in education exacerbating gaps in learning, Kelly Education established the Tutoring Solutions Center of Excellence, directed by Dr. Stephanie Wall and her team of education experts. Tutoring Solutions leverages over 25 years of direct knowledge of classrooms, curriculum, students, and workforce strategy to deliver high-dosage, scalable, and equitable tutoring programs. We focus on recruiting, vetting, training, and supporting qualified, high-impact tutors to serve unique student populations while offering our Accelerated Certification and Education (ACE) program for those looking for an onramp to a teaching career.

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.

For course recovery, learning acceleration, or preparation for next grade levels, Kelly Education delivers culturally competent, in-person tutors who produce transformative academic interventions in math/other content areas through high-dosage tutoring. Tutoring Solutions are executed at the volume and scale required in time for a desired start date. Our dedicated team partners with state/district leaders and hard-working teachers: Implementation of a research-based, high-impact tutoring program—defined by the National Student Support Accelerator—centered on best-practices, teacher/district-leader buy-in, and efficient timelines Oversight of tutoring workforce—screening and onboarding, training and professional development, performance management, administrative tasks such as payroll Fully vetted, well-trained, consistent tutors to work with grade 6-9 students—push-in or pull-out—or in small groups, 1:4 or fewer High-dose sessions during the school day and throughout summer, specifically 30-minutes sessions three times/week—scheduled in full or half days to attract top-quality tutors Personalized, differentiated learning plans and just-in-time scaffolding using your curriculum, helping students catch up to grade-level content/skills Whole-student support through strong relationships, including with multilingual and specialized student groups to equitably reach all learners Documentation of progress and participation, ensuring data-driven sessions and learning success

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.

We collaborate with CSDE LEAs to access their assessments, curriculum, and ancillary materials—a research-based best practice defined by the NSSA. This collaboration ensures we tutor appropriate student populations, address content learners are struggling with, and use high-quality instructional materials dovetailing directly with Tier 1 instruction, Connecticut Core Standards, and classroom coursework. During implementation, our Client Manager of Curriculum works together with a district point person or site facilitator to access curriculum and materials. She then oversees tutors who create paced lessons based on the scope and sequence of standards and areas of emphasis outlined by school course requirements. Not only will she be ensuring sessions are connected to LEA classrooms and their units of study, but she will also be supporting Kelly Education tutors as they provide individualized sessions in math aligned to instructional goals. Most of our partnering LEAs provide access to classroom computers or a computer lab for any virtual access to curricular resources that may be required or useful. Our tutors are familiar working with Bridges math, i-Ready math, Imagine Math, ST Math, Nearpod, Ratataz, and Go Math.

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?

We recruit/hire qualified tutors representing CT's multi-ethnic/multi-language populations: teachers, college graduates, retirees, paraprofessionals, etc. Through behavioral-focused interviews, we evaluate education levels/certificates, content competencies, teaching strengths, multilingual abilities. Mandatory background checks are the most comprehensive in the staffing industry. Pre-service onboarding covers KE policies, diversity, understanding unconscious bias, and methodology training through TutorSmarts®—student engagement, formative assessment practices, pacing, and more. Employees have access to SafeSchools for safety and compliance topics. We offer continual paid in-service/professional development, and our Tutor Manager Team provides support through supervision, coaching, and accountability to validate tutor performance. We have been providing individualized educational services to students with disabilities and IEPs for many years. We have worked tirelessly on training to give students compassionate, educated, and experienced tutors. Our culturally competent tutors often possess ESOL certificates/endorsements. Multilingual tutors conduct sessions in students' primary languages. Tutors are skilled working with unhoused students and those in foster care or at risk of dropping out of school. We focus on matching tutors who are sensitive to socio-emotional needs of students. Pre-approved locations for sessions are necessary without teacher/staff supervision.

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.

To maximize potential for large learning gains and provide equitable access to support, tutors emphasize curriculum-aligned instruction, entry points, and pre-requisite skills for mastering current grade-level content. Tutors—supported by our Client Manager of Curriculum and Tutor Managers—are specialists who understand curriculum to deliver interactive, personalized scaffolds and interventions for students to succeed. Kelly Education provides quality training on tutoring methodology so that tutors assess student understanding and progress through open-ended questions, informal/formal formative assessments, and pacing—adjusting sessions accordingly. Acquiring ongoing data is extremely useful to make tutoring adjustments, both within and across tutoring sessions. Kelly Education partners with districts to identify and furnish key insights on students' achievement. To do this, we send a Tutoring Solutions Feedback Form via a secure link to tutors. When a session is completed, tutors fill out information such as learning goals and outcomes; session details; observations about student preparedness, effort, and comprehension; additional notes and recommendations, etc. After sessions, students understand what they have accomplished through interactions with their tutors. Whether working on grade-level content or identified skill gaps, students leave with a firm grasp of how well they fulfilled the learning outcomes for sessions.

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.

Kelly Education values sharing transparent insights on student learning. Our team oversees progress information so that insightful, aggregate reports are provided to LEAs and school leadership every week for downstream improvements in learning outcomes and goals, tutor development and training, session quality, and program efficiency. During implementation, we work with LEAs to identify a point of contact for reporting session feedback/progress. We recognize the importance of teacher and family buy-in and involvement for optimal learning growth. Our team accommodates on-demand requests from teachers who would like to view student progress, updates on attendance, and continued support needs to share these in parent-teacher conferences. We work hard to ensure that tutoring complements and is coordinated with classroom instruction through regular communication between tutors and teachers. Partnership reviews are an opportunity for open, transparent, and regular communication since we share the responsibility for student learning. These partnership reviews, typically held quarterly, include key stakeholders and Kelly Education and review mutual expectations, discuss student and tutor performance, share data and trends, and make future goals. We place immense value on building strong relationships with partners through a foundation of available, approachable, and honest communication, so that together we focus on enabling student achievement.

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

We currently work with three Connecticut districts through our partnership with GEAR UP 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.

We deliver Tutoring Solutions to a growing number of districts to ensure their students have access to high-quality and equitable educational support and interventions, including— •A city school district in New Jersey with a diversity enrollment of 100%. Tutors provide small-group sessions focusing on math tutoring for middle school students and propelling student growth. •The fourth largest school district in Indiana and the largest in its county with close to 16,000 students. Our tutors deliver ELA sessions for elementary students and math tutoring to middle school students. •Several schools part of a large district in North Carolina educating over 51,000 students. Kelly Education tutors deliver ELA and math interventions to elementary and middle school students. •A suburban Chicago school district. Tutors provide in-person math sessions for grades 1-5 using the district's curricular resources. During the pandemic, we provided virtual instruction to their students, positively impacting student learning growth with 118 of 229 students exiting the program scoring above the 55th percentile on the NWEA MAP assessment. Anecdotal case study attached. •A county-wide district in Pennsylvania. We provide MTSS tutoring in reading/literacy to elementary students, some of whom have IEPs and 504 plans.

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

\$650 – \$780 per pupil per academic year for 30-minute sessions three times/week in small groups of 1:4, depending on education/certification of tutor

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

We currently have a contract with GEAR UP CT. Our response for the next question: We have received letters of award from several states. For legal reasons, we are unable to upload any contracts.

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.

[Kelly Education North Shore 112 Tutoring Solutions Case Study.pdf](#)

125.7KB
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: ([39.7067, -104.9694](#))

Source: GeolIP Estimation

