

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:

Simplify Math Engagement Center LLC

Q2. Organization Address:

3924 Donerin Way

Q3. Organization Website:

eurekii.com

Q4. Organization Point of Contact Name:

Phyllis Hillwig

Q18. Organization Point of Contact Role:

Managing Director

Q19. Organization Point of Contact Email:

phyllis@eurekii.com

Q20. Organization Point of Contact Phone Number:

4435621086

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

Simplify Math Engagement Center LLC (DBA Eurekii)'s mission is to help you discover your passion for learning math through rigor and fun. Math is a powerful, beautiful, and terribly misunderstood subject. Our mission for everyone we work with including teachers, para educators and students is to help them fall in-love with math. Our approach blends motivational psychology, best practices in learning theory and math content pedagogy. We are a four-year old certified minority-owned, woman owned business based out of Maryland. Our growth has been organic and strategic, through the old fashioned way of doing good work and letting our customers and data tell our story. We work as a team not a bunch of individual collective tutors. We invest in training and perfecting our craft in math and engaging students. We have worked with thousands of students across Maryland and hundreds of para educators and teachers to bring challenge and fun into math classrooms. 95% of our schools show strong results. Eurekii is run by Phyllis Hillwig, who has an EdD in math from Columbia University. Dr. Hillwig has been in education for over 30 years, teaching high school and college math as well as running a successful business servicing major publishers. We are in over 20 schools supporting the high dosage tutoring, enrichment, and training. 100% of our schools would recommend us because we produce results and the students and teachers love us. We are large enough to serve, but small enough to care.

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.

Over 90% of our tutoring is in mathematics focused on grades 3-9. We tutor two or three times a week during the school day during math class or intervention blocks. We have one live instructor to every four students and the same live instructor is with the same group of students for a minimum of 9 weeks. We are often given students who are multiple-grade levels behind that need catching up, but we are also given students for enrichment purposes. Regardless, we use our engagement trackers to ensure students are in productive discourse in their sessions and measure their growth through pre-post testing, student and teacher surveys. We coordinate with the teachers so they see results and progress. We have monthly leadership check-ins to go ensure students are tracking. We tutor virtually to save school costs. Our sessions start with something fun to get students comfortable and build relationships with them. We move to a multi-step problem or puzzle related to grade-level content. We take brain breaks, students collect points along the way, and we end with something fun like a fluency game or challenge. Our work has inspired interest from schools to train para-educators and community members to engage students in math during the school day in-person. Using our content, pedagogy and engagement techniques, schools are building their own in-person math talent pipeline. We build in-person math capacity by recruiting, vetting, training, and recommending talent and provide math PD.

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.

Because of our founders' experience in content development for major publishers, we are quite familiar with most math content instructional materials in the market. Because our live instructors work with your school's needs, we will adapt our instruction to the curriculum you are using so we are in alignment. Some of the products we have used include Illustrative Mathematics, traditional publishers (McGraw, Savvas) open educational resources such as EngageNY and OpenStax, as well as IB and Philips Exeter math. There is also Khan and IXL for additional practice. We also use 3Act Math and STI math to build conceptual understanding. We also have our multi-step puzzles we use to help build problem-solving skills in a visual way. We use many math games, free and licensed and tools like Whiteboard.fi. Our platform of choice is Zoom but we have used Google Meet and are exploring other tutoring platforms like Pearl. In reviewing your Tier 1 instruction and Connecticut Core standards, which is focused on developing concept understanding, problem-solving and fluency and focusing on key grade-level concepts, we have strong resource alignment with your standards. All students should receive Tier 1 instruction but also have the opportunity for differentiated intervention instruction, which is where we can come in to support in close alignment with the classroom teacher and already adopted tools such as Imagine Math, Edmentum or Apex Learning. We send links to post for students.

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-Price Meals, and English Language Learners). Are your tutors experienced in leading tutoring sessions without the supervision of school staff?

Talent recruiting, training, and management is a strategic initiative for us. It is ongoing, and prioritized. We cast our net wide, looking for non-traditional candidates as long as they have the willingness to learn or relearn math, have people skills to engage with students and work as a team to learn best practices in content pedagogy. Potential candidates must present a lesson to us showing their ability to engage others. They have to take a math test to determine the level of math that they are able to tutor. Because of our work in Baltimore City, we have tutors who are Spanish speakers, but we also train our tutors in best practices to engage English Language Learners which include visualizing problems, color-coding and labeling, vocabulary in context, as well as ensuring speech to text availability. Almost all of our students are Title 1 in Baltimore City and qualify for free and reduced lunch. Our tutors go through extensive training that includes shadowing other senior tutors. They are not allowed to work with students on their own until they have passed our engagement and content tests. They are experienced in leading sessions without school staff. Each school has a tutor team that works together to plan, sub, and coordinate lesson delivery ideas. We record sessions and analyze them as part of training. Our CEO will audit sessions regularly. Tutors are paid for ongoing training. Because we work as a team, performance metrics are based on student engagement and score

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.

One of the reasons 95% of our schools renew is because we are proactive and focused on data informing instruction and progress. We use data from the schools to determine what skills our assigned group of students need. We use pre and post-testing to ensure growth using formative assessments. We also give students problems they have not seen before, so they use similar or past skills to strengthen brain connections. In fact, we want students to get used to problems they have not seen before, and use number sense, prior knowledge, and reasoning, to hone in on what they need to know to solve the problem. They build grit, productive struggle, and practice fluency. This will help them when they get to district-level testing. Here's an example: if the student is in 6th grade learning ratios, we may start with a word problem - example: A school has one teacher for every 25 students. If there were 600 students, how many teachers does the school have? Without telling them much about ratios, students can make a table, or use pictures to formulate the answer. Instructing them on writing an equation to solve the problem will help them connect their understanding to the equation. If a student struggles with the needed multiplication facts to solve the problem, we will review those facts in a fluency game. Our engagement trackers show scores (3 -actively participating and understanding to 0 - no participation) so we can share with teachers and audit our tutors for student engagement.

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.

Each school gets assigned a team leader that is in charge of the tutors working in the school. The team leader is a senior member of the Eurekii staff and is responsible for auditing tutoring sessions for quality and engagement, subbing as needed if tutors are out or late, and reporting back to school leadership on progress. Before any tutoring program begins the team leader as well as the Eurekii Senior Team member gets a list of the students from the school principal or teachers as well as goals for students. The team leader coordinates with teachers daily in real-time using our engagement trackers and shares progress with what is being taught in small groups and how the students are engaging. Our job is to support the teachers work. If the has a specific task or worksheet for us to work on, we will do that. We track engagement scores, pre-post testing and take student surveys to make sure the students find the sessions valuable. We set regular meetings with the principal and school leadership to go over progress with students. Since our tutors are live and custom to the teacher and schools' curriculum and are capable of teaching a small group lesson, the teachers therefore do not have to watch our work but to use the daily and weekly data we provide to see student engagement and growth.

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

We have not worked with Connecticut Public Schools Districts in the past. We are a four-year old company that is growing to ensure we have quality control and strong referential customers. In looking at the Connecticut High-Dosage Tutoring Program Guidance Document, the students we would be serving are very similar to those we currently serve in Baltimore City. The Connecticut Core and the test you are using is similar to Maryland Comprehensive Assessment Program so we believe we are a strong fit for this initiative.

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 our attachments you will find a few documents that will be evidence of our effectiveness: 1. Our proprietary Engagement trackers we use to ensure ongoing and daily engagement. We look for trends in their participation because without it, it is unlikely they are learning. 2. Getting data from the schools directly with respect to BOY, MOY, testing for us to ensure our group of students are growing. 3. Surveys from students (middle and high school math) that give us data about their experience with us. 4. Data reports in general of the work we are doing including case studies 5. ESSA Tier 2 information that links our philosophy to our research-based best practices.

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

Our prices range between \$95-\$125 per instructor/tutor working with a group of 4 students. In addition to the tutoring time, we include prep and administration reporting time. Depending on the volume of work and the planning and prep required, the costs are negotiable. We guarantee our work, so if the school, teacher, system is not 100% satisfied, we do not charge. It's that simple.

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

No, we are not under contract with Connecticut district.

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

[CC of BCPS Contract with Simplify Math Engage \(1\) \(2\).pdf](#)

876.1KB

application/pdf

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

[Eurekii Data Submissions 071222.docx \(1\).pdf](#)

3.2MB

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: ([39.4126](#), [-76.5789](#))

Source: GeolIP Estimation

