

## Model Legislation for High Dosage Tutoring/High Intensity Tutoring

### Legislative Context

(1) Significant interruptions to in-person learning due to the covid-19 pandemic have led to potentially devastating and long-lasting negative impacts on student achievement, impacting every part of society;

These negative impacts on student achievement are not equal and students furthest from privilege are at risk of falling behind the most;

Research suggests that while all students may fall behind as much as seven months because of interruptions to in-person learning due to the covid-19 pandemic, students who identify as black, latino, or lower income may fall behind as much as ten months, exacerbating already entrenched inequities;

Responding to learning loss and the widening of opportunity gaps could be the greatest challenge our state faces over the next few years, and the state has an urgent and immediate need to provide additional support to ensure students are well prepared for the future;

With scarce resources, it is imperative to know which academic interventions yield the best results for students so that resources are deployed judiciously and effectively;

While there are many interventions that have a positive impact on student achievement, one intervention, backed by a strong body of research, has consistently been shown to be the most effective in every grade, from kindergarten through twelfth grade;

Studies have consistently shown, in multiple diverse settings, that "high-impact tutoring", also referred to as "high-dosage tutoring", has short and long term benefits for students.<sup>1</sup> The University of Chicago Urban Education Labs published its latest paper and calculated a return of investment of six dollars for every dollar spent on high impact tutoring.<sup>2</sup> In addition to addressing COVID-19 learning loss, it can be transformative in the way we think about school design in the long term. Tutoring provides significant positive impact on students from all backgrounds, but especially students furthest from opportunity; and

When such tutoring is implemented, students average more than four months of additional learning in elementary literacy, thereby strengthening vital early reading and writing skills, and gains as high as 2.5 years (.37 standard deviations) of growth in high school math<sup>3</sup>

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<sup>1</sup> A [presentation](#) from the University of Chicago highlighting the short and long term benefits of high impact tutoring

<sup>2</sup> A [University of Chicago study](#) compares the return on investment of high impact tutoring to other well known national initiatives.

<sup>3</sup> A recent [meta analysis](#) on high impact tutoring from researchers at JPAL North America highlights the impact of tutoring on students.

## Implementation of High Dosage Tutoring

(2) Therefore, local education providers including charter schools should be incentivized to implement high-impact tutoring as one of the interventions schools have access to as they create plans to recover from learning loss or unfinished learning that has taken place because of the pandemic.

(A) There is created in the department the state-wide high-impact tutoring program to provide grants to local education providers and charter schools to implement high-impact tutoring programs prioritizing low-income or underserved students to address student learning loss or unfinished learning resulting from the covid-19 pandemic. A local education provider or group of providers, including public charter schools, may apply for a grant.

(3) A local education provider awarded a grant shall use the grant money to implement a high-impact tutoring program that is substantially consistent with the local education provider's program plan submitted to the department

(a) This program, a local education provider's program plan must address the following elements of research-based, high-quality, high-impact tutoring programs:

- (i) tutoring is provided in groups of four or fewer students;
- (ii) the same tutor tutors the group of students throughout the school year;
- (iii) tutoring is provided a minimum of three times per week with at least 30-50 minutes of instruction;
- (iv) tutoring is implemented throughout the school day, not as a before- or after-school program, and is supplemental to core academic instruction, have opportunities for enrichment, and not a replacement for such instruction;
- (v) high-quality trained tutors provide the tutoring, including teachers, paraprofessionals, teaching candidates, recently retired teachers, community providers, AmeriCorps members, and other individuals who have received training;
- (vi) the program emphasizes student attendance and educator support,
- (vii) the program uses a high-quality curriculum that is aligned with academic standards and practices;
- (viii) the program prioritizes coordination between classroom educators, tutors, and school leaders
- (ix) tutoring is data-driven, with interim assessments to monitor student progress, and
- (x) the program provides ongoing professional training and development for tutors.

(b) the student benefits associated with high-impact tutoring are greater when the program plan contains all of the elements set forth in the prior subsection. However, if a local education provider's program plan is not consistent with all of the elements set forth in the prior subsection, the local education provider shall include in its application the reason for the modification or omission of program elements and how the local education provider intends to achieve the same desired student outcomes through its high-impact tutoring program.

(c) it is recommended that the State Department of Education count high impact, in-school tutoring toward instructional learning time (or "seat time") for students. More generally, schools implementing

high-impact tutoring are encouraged to think creatively about seat time and scheduling so that students have consistent access to non-core-academic instruction.

### **Allowable Uses for Grant Money**

(3) (a) The department shall determine allowable uses for grant money, which uses may include but need not be limited to hiring or contracting for tutors or providing stipends or other incentives to paraprofessionals, retired teachers, Americorps members, and community organizations to ensure tutoring capacity; developing curriculum and related supplies; covering costs associated with renting or purchasing physical space for tutoring; and covering administrative expenses. A local education provider may make a request to the department to use grant money for purposes other than those specified by the department if the proposed use of the grant money increases the effectiveness of the high-impact tutoring program.

(b) Local education providers including charter schools are required to offer tutors and other professionals offering tutoring services information about potential pathways into the teaching profession for the district, including learn and earn strategies in which the tutor works toward educator certification while providing high-impact tutoring services.

(c) Local education providers, charter schools, tutors, and other professionals offering tutoring services shall comply with all state and federal laws relating to health, safety, and antidiscrimination, including but not limited to titles vi and vii of the federal "civil rights act of 1964", pub.l. 88-352, as amended; the federal Americans with disabilities act of 1990", 42 u. S .c. Sec. 1201 et seq., as amended; section 504 of the federal rehabilitation Act of 1973", 29 u.s.c. sec. 794, as amended; and title ix of the Federal"education amendments of 1972", 20 u.s.c. secs. 1681 to 1688, as amended.

### **Program Application - Criteria - Awards.**

(1) To receive a grant, a local education provider shall submit an application to the department in the manner determined by the department. The local education provider shall demonstrate need for support through the grant program, as determined by the department, which may include serving a high percentage of low-income or underserved students, or serving students in a rural school district that cannot implement a high-impact tutoring program without financial support.

(2) a local education provider, groups of local education providers, and charter schools may apply for the grant. At a minimum, an application must include the local education provider's high-impact tutoring program plan that includes the following information:

- (a) how the local education provider's program plan addresses the elements of a high-impact tutoring program and how it modifies or omits elements and the reason for the modifications or omissions;
- (b) how students will be identified for participation in the program;
- (c) how many students are expected to be served through the program;
- (d) the projected cost of implementing the program;

- (e) how student academic progress and other program outcomes will be measured;
- (f) whether the local education provider will create its own program and whether it will partner with existing tutoring providers for implementation or tutor capacity and ongoing professional development and training;
- (g) which academic subjects will be the focus of the program;
- (h) who the local education provider will recruit to be tutors and how those tutors will be recruited and supported;
- (i) how tutoring will be delivered and how the delivery will accommodate remote learning;
- (j) whether tutors will follow a specific curriculum;
- (k) how the program will provide ongoing professional training and development for tutors and
- (l) how tutoring will be incorporated into the school day.

(3) The department shall review the applications received pursuant to this section, and the commissioner of education shall award grants after considering the alignment of the local Education provider's program plan with the elements of a high-impact tutoring program the number of students projected to be served and whether those students are low-income or underserved students, the needs of a rural local education provider for financial or technical support to implement a high-impact tutoring program, the cost of implementing the local education provider's high-impact tutoring program, the amount of available money for program grants, and any other criteria determined by the commissioner. The Commissioner shall determine the amount and duration of grants the goal of the grant awards is to serve as many students as possible through high-impact tutoring programs, including low-income and underserved students and students in rural areas, while ensuring that grant money is awarded to high-impact tutoring programs that are likely to achieve positive student outcomes.

### **Reporting Requirements**

(4) Subject to available money to award program grants, the department shall award and distribute program grants as. (1) on or before reporting deadlines established by the department, in each year in which a local education provider or group of providers receives a grant pursuant to the program, the provider or providers shall submit a report to the department that includes the information required by the department. At a minimum, the report must include the following information:

(a) the number of students who participated in the high-impact tutoring program and non identifying information, including demographic information, relating to those students;

(b) any adjustments made to the local education provider's program plan and the reason adjustments were made;

(c) how the local education provider maintained consistent access for participating students to non-core-academic instruction;

(d) how program grants were used by the local education provider and a summary of other resources used, if any, to provide high-impact tutoring beyond the resources provided through the program;

(e) the academic achievement results or other criteria used to place students in the high-impact tutoring program;

(f) the impact or student outcomes associated with the local education provider's high-impact tutoring program; and

(g) whether the local education provider's high-impact tutoring program will continue in the following fiscal year and, if not, the reason the tutoring program will not continue.

The Department shall submit a summarized report to the Education Committees of the House of Representatives and the senate, or any Successor committees, concerning the program, including, at a minimum, the grants awarded, the participating local education providers and charter schools, the duration of the program, and a summary of the information provided pursuant to this subsection.