

Outcomes-Based Contracting (OBC) for Tutoring: Should your District Consider it?



WHAT IS OBC?

A contract between a school district and a tutoring provider that requires a significant portion of the contractor payout to be contingent on both the district and the tutoring provider meeting pre-defined outcomes including student attendance for the district and measurable academic student growth for the tutoring provider.

CHARACTERISTICS OF OBC



POTENTIAL CHALLENGES AND SOLUTIONS?

Potential Challenge		Solution Strategy
Lack of District Capacity	OBC requires additional district capacity as procurement and academic departments must work together	Ensure district departments understand and are part of the decision to use OBC
Contract Development Complexity	OBC requires the district and provider to agree to atypical contract terms such as student attendance rates, student growth rates, etc.	Be transparent about and allocate the appropriate amount of time for RFP and contract development
Data Collection	OBC requires tutoring data to be collected and tracked to understand whether contract terms and outcomes are met	Establish data collection systems, including provider and district responsibilities, prior to program launch
Meeting Implementation Metrics	OBC requires quality implementation such as ensuring students attend tutoring sessions, space is available, etc.	Ensure program leaders are part of program design and programmatic aspects of contract terms. Clearly communicate implementation expectations to school-level staff.



OBC CAN WORK

This exploratory study of OBC between school districts and tutoring providers provides promising evidence that the OBC framework can work as intended in practice. Districts and vendors reported increased engagement throughout the course of their contract that was productive in helping them achieve mutually agreed upon goals.