NATIONAL STUDENT
SUPPORT ACCELERATOR

equalizing access to quality tutoring

Tutoring Provider Learning Community Highlights

Building the Community

Representatives from 40 tutoring providers including 11 higher education institutions learned about each other's tutoring models, shared challenges and discussed solutions. Providers ranged from smaller community based organizations to larger national programs, covering a range of content areas, grade levels, tutor recruitment strategies, and more. All participants took advantage of the opportunity to learn from each other to improve outcomes for the students they serve.

Learning from Districts and States

Dr. Lilia Nanez (Ector County Public Schools), Spencer Ellis (Colorado Department of Education) and moderator Elizabeth Kelly, (TNTP) shared practical insights and guidance for how to build successful district and state partnerships. Key takeaways included:

- Approach as a partnership - build trust by understanding the goals of the district and adapting your program to problem-solve *with* the district to meet those goals.

- Be able to clearly articulate and demonstrate how your program advances equitable outcomes.

- Become sophisticated with data - provide timely data to track student growth and programmatic activity and outcomes to support continuous improvement and make the case for sustainability.

- Improve access to bilingual tutors.

- Deliver on promises holistically - fidelity of delivery and pedagogy, optimization of resources, understanding the inputs and seeing the journey to outputs.

Using Data to Build Sustainability

Jenn Krajewski (Proven Tutoring) led a discussion with Luke Kohlmoos (Accelerate), Carly Robinson (Stanford/NSSA), and Steph Spangler (Bellwether) on the importance of data, how to think about which data to collect, and how to communicate what the data says. Key takeaways included:

- Providers need to talk about data with district partners from the beginning. Think upfront about your logic model, what you think your program does, what strategies in your program work, and mapping that out into the outcomes to define effectiveness measures. As Luke said - 'figure out what you are badass at and then measure it.'

- At a basic level, data needs to be at the student level and connected over time to unlock everything else you want to know. Data at a minimum should include attendance and student academic progress with

student motivation/engagement and other SEL measures, teacher data, and tutor characteristics also important.

- The decisions you make early on about how your program is delivered and implemented impact what you can say about the program and the evidence you can collect. Be thoughtful and seek out support.

- Data collection, analysis, and reporting out all include equity components which require active decision-making to ensure equity.

- Logistics and mechanics of data collection are often challenging. Providers should be vulnerable with school partners and keep the focus on understanding what is going on to improve student outcomes.

- Attention spans are short, and the process is complex, break information down to make it simple for the audience.