

Evidence-based Practices for Supplemental Instruction and Support Services

December 16, 2021

Today's Agenda

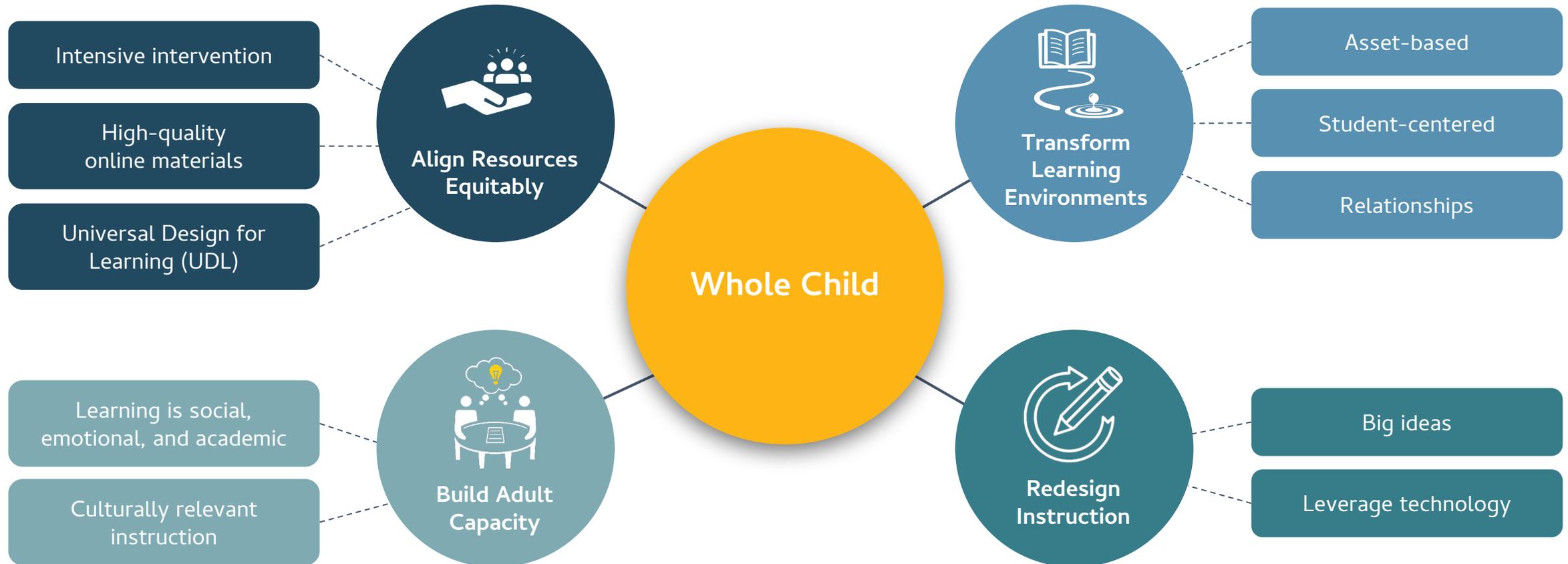
Part I: Introductions and Context

Part II: The Evidence on Tutoring

Part III: LEA Example

Part IV: Next Steps

Statewide Vision for the Whole Child Design



Professional Learning Initiatives in the 2021-2022 Budget Act

Topic	Description	Funding	RFP Deadlines
Evidence-Based Learning Acceleration	Establish, in partnership with (a) selected COE(s), a statewide professional development infrastructure to expand the use of evidence-based accelerated learning strategies in mathematics, literacy, and language development	\$50M	December 1, 2021 <i>(Posted November 30, 2021)</i> Applications due: January 28, 2022
Professional Learning to Support Literacy	Identify local educational agencies (LEAs) to provide professional learning opportunities for educators in the areas of evidence-based literacy, intensive literacy interventions, and support of pupils' executive functioning skills to strengthen reading instruction for all pupils	\$10M	N/A <i>(Posted November 29, 2021)</i> Applications due: January 28, 2022
High-Quality Online Instructional Materials	Designate a COE to identify and curate a repository of high quality open educational resources for use by LEAs	\$15M	December 15, 2021

Education Initiatives Funding and Programs in the 2021-2022 Budget Act

Topic	Description	Funding
CA Community Schools Partnership Program	Provide local educational agencies with funding to support community schools through strategies that coordinate and provide health, mental health, and pupil support and implement strategies to coordinate a wide range of initiatives, as well as ongoing efforts to implement multi-tiered systems of support, social and emotional learning, and college and career readiness.	\$3B
Expanded Learning Opportunities	Provide local educational agencies with funding for afterschool and summer school enrichment programs for transitional kindergarten through sixth grade through the ELO Grants and Program Support	\$1B ongoing, \$750M one-time
Universal PK Programs	Provide local educational agencies with funding so that by 2025-2026, all California four-year olds will have an option to attend preschool in the year before kindergarten, including Transitional Kindergarten, as part of a mixed delivery system, through Universal Transitional Kindergarten and California Preschool Program.	\$300 million for planning and implementation, \$490 million for facilities, \$600 million growing to \$2.7 billion ongoing

Service Initiatives in the 2021-2022 Budget Act

Topic	Description	Funding
CA for ALL College Fellowship	In partnership with the University of California, California State University, California Community Colleges, and private California university systems. This program provides 6,250 part-time service opportunities to college students in critical issue areas such as climate action, education and youth development, specifically tutoring and mentoring, health, and disaster response.	\$146.3 million one-time (\$127.5 million federal American Rescue Plan Act of 2021 (ARPA) funds and \$18.8 million General Fund)
Student Success Coach Grant Program	Establish student success coaches in communities to establish relationships with K-12 students and collaborate with teachers to help prepare students with skills to achieve their goals.	\$15M one-time

J-PAL Presenters



Kim Dadisman

Senior Policy Research
Manager, J-PAL North
America, MIT



Laina Sonterblum

Senior Policy Associate, J-PAL
North America, MIT

J-PAL North America

Our mission is to **reduce poverty** by ensuring that **policy is informed by scientific evidence**



Setting the Context

- Millions of US students are behind grade level
- Falling behind early impacts students into adulthood
- Students of color and students from low-income communities are more likely to fall behind and to attend under-resourced schools lacking sufficient student supports
- Covid-19 has exacerbated these issues, pushing students further behind and widening race- and income-based educational gaps



Today's Agenda

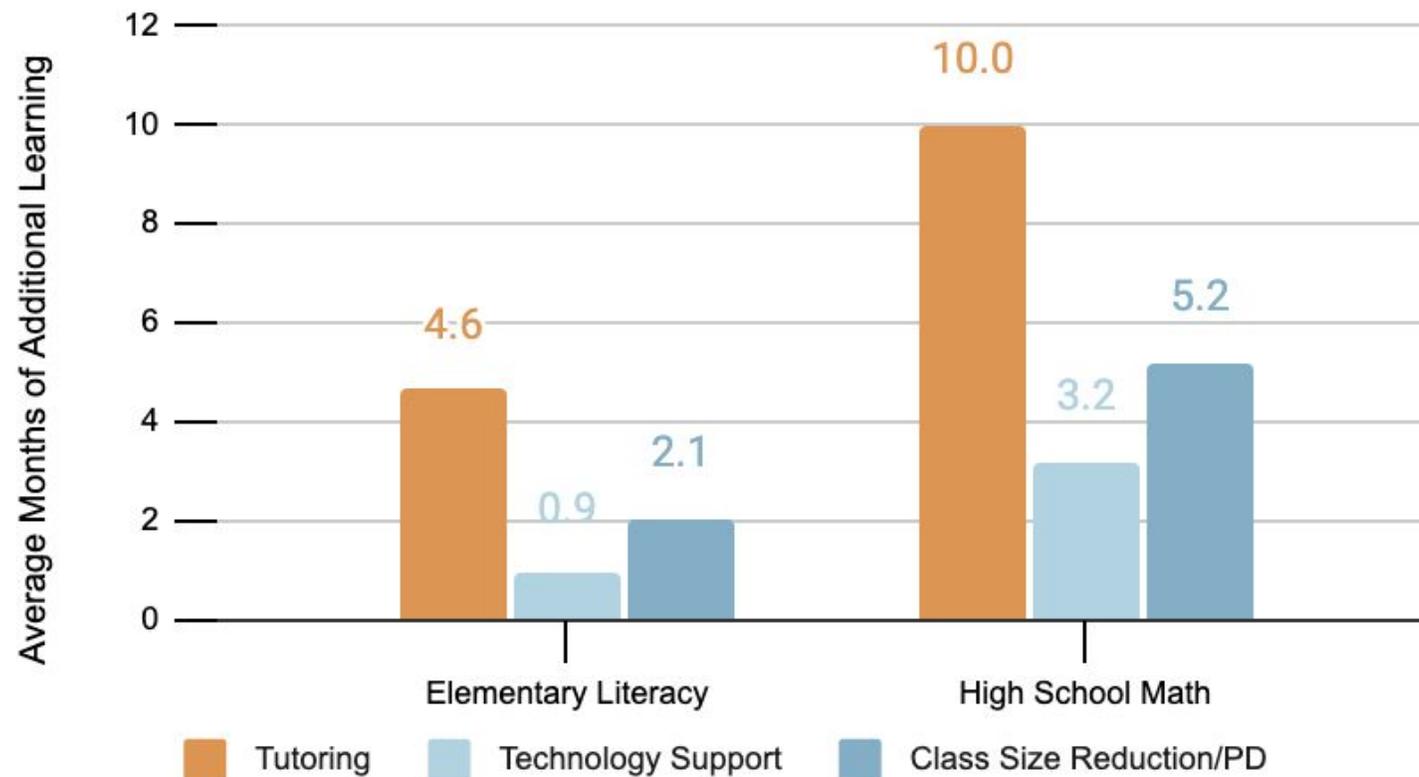
Part I: Introductions and Context

Part II: The Evidence on Tutoring

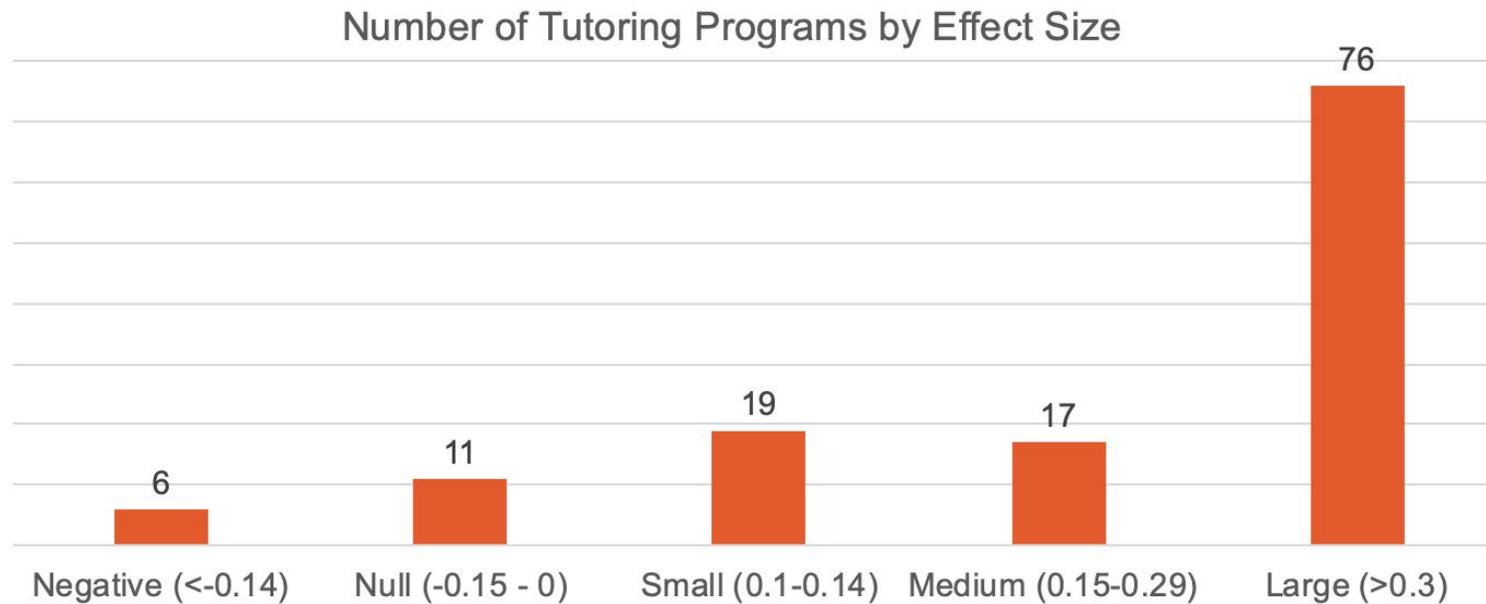
Part III: LEA Example

Part IV: Next Steps

Tutoring is **more effective** than other tested academic interventions



Research shows that tutoring programs consistently led to **large improvements in learning outcomes** for students



Tutors

Evidence points to **professional tutors**—tutors that are **trained and paid**—as a highly effective tutor group

Program Delivery

Evidence suggests that tutoring is most effective when it occurs:

- At school during the school day
- **Three times a week** (or more for preschool - first graders)
- In **one-on-one** sessions for younger students, and in **small groups** for students older students

Grades and Subjects

- Reading tutoring is relatively more effective for the youngest students, while math tends to be more effective later in elementary school
- Focusing on key foundational skills—such as third grade literacy and eighth grade algebra—would impact approximately **1 million students** across California

Key Findings: Tutors

Evidence points to **professional tutors**—tutors that are **trained and paid**—as a highly effective tutor group

- Teachers and paraprofessionals had the largest impacts
- Other groups (e.g., volunteers, parents) also effective, but had less of an impact on average

Key Findings: Program Delivery

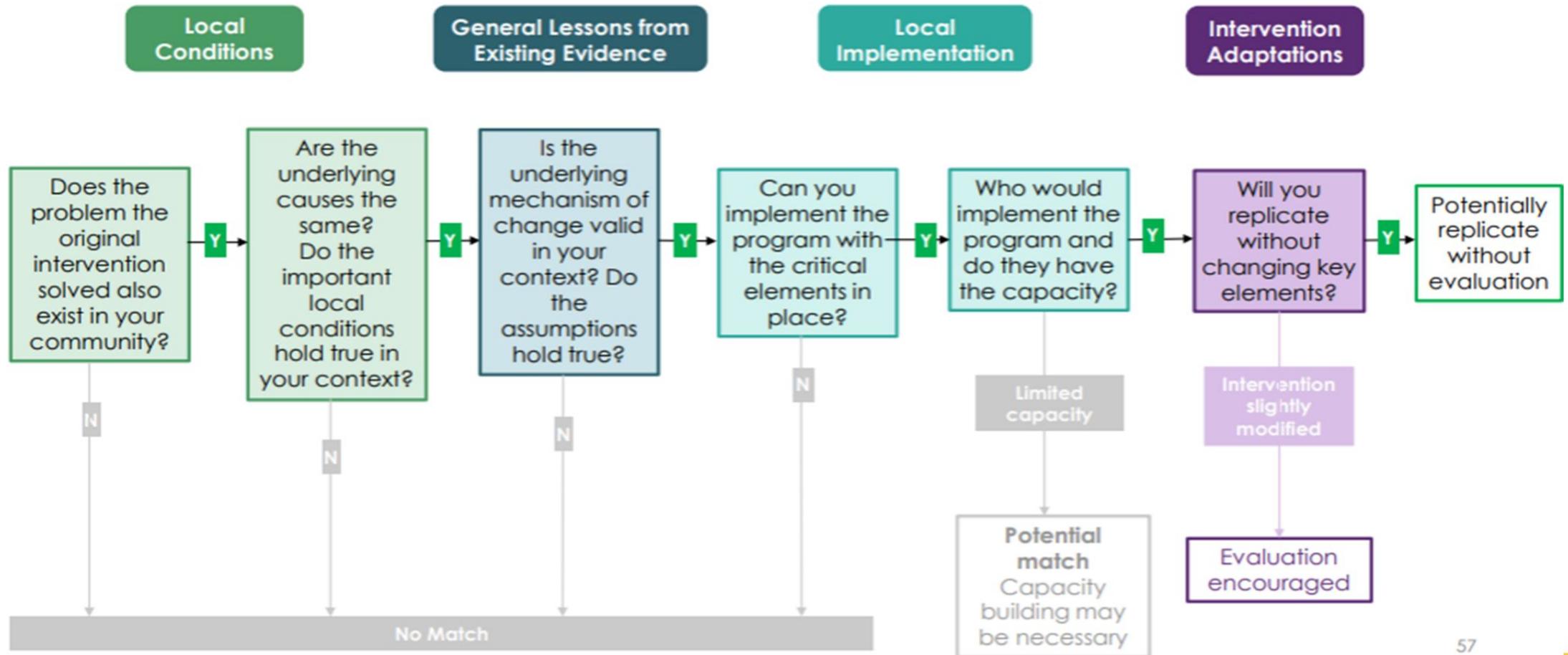
Evidence suggests that tutoring is most effective when it occurs:

- At school during the school day
- **Three times a week** (or more for preschool - first graders)
- In **one-on-one** sessions for younger students, and in **small groups** for students older students

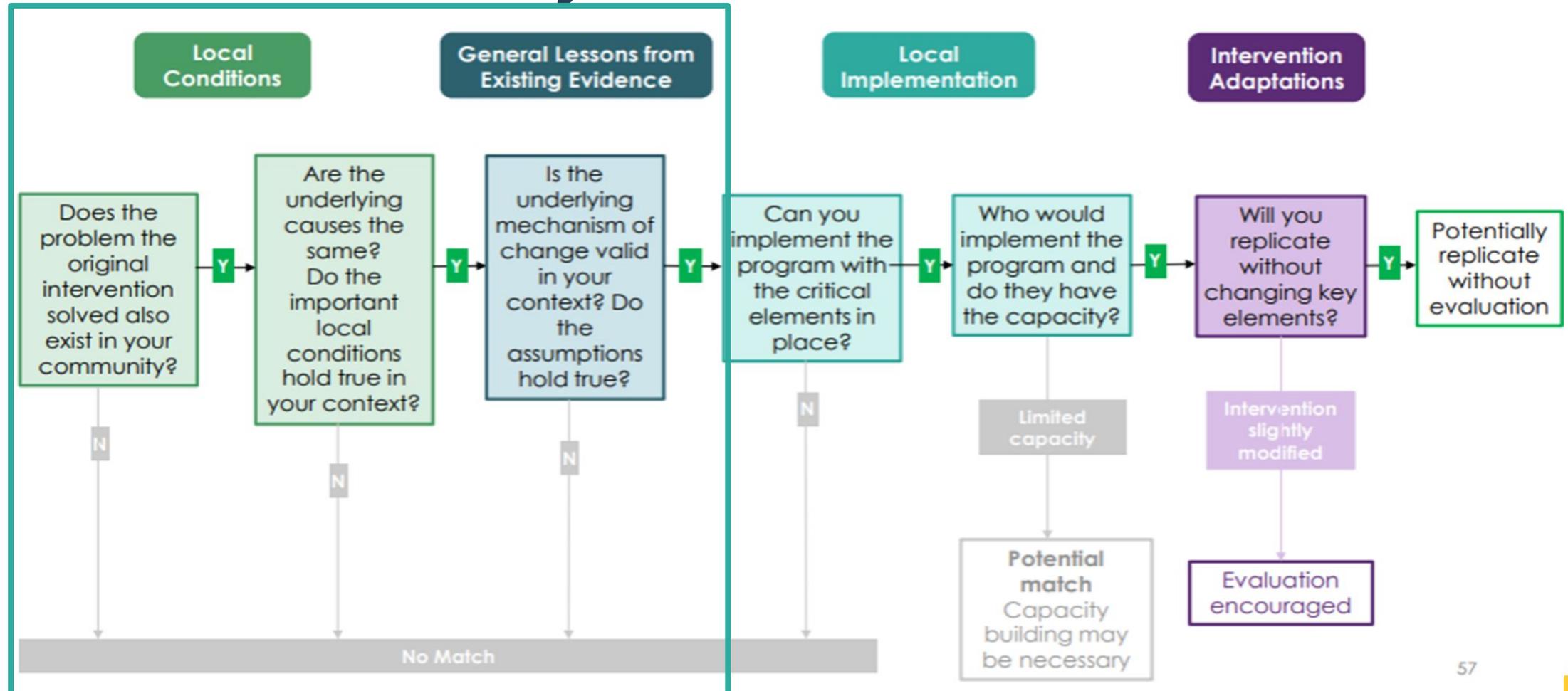
Key Findings: Grades & Subjects

- **Reading tutoring** is relatively more effective for the **youngest students**, while **math** tends to be more effective **later in elementary school**
- Focusing on **key foundational skills**—such as third grade literacy and eighth grade algebra—would impact approximately **1 million students** across California

Generalizability Framework



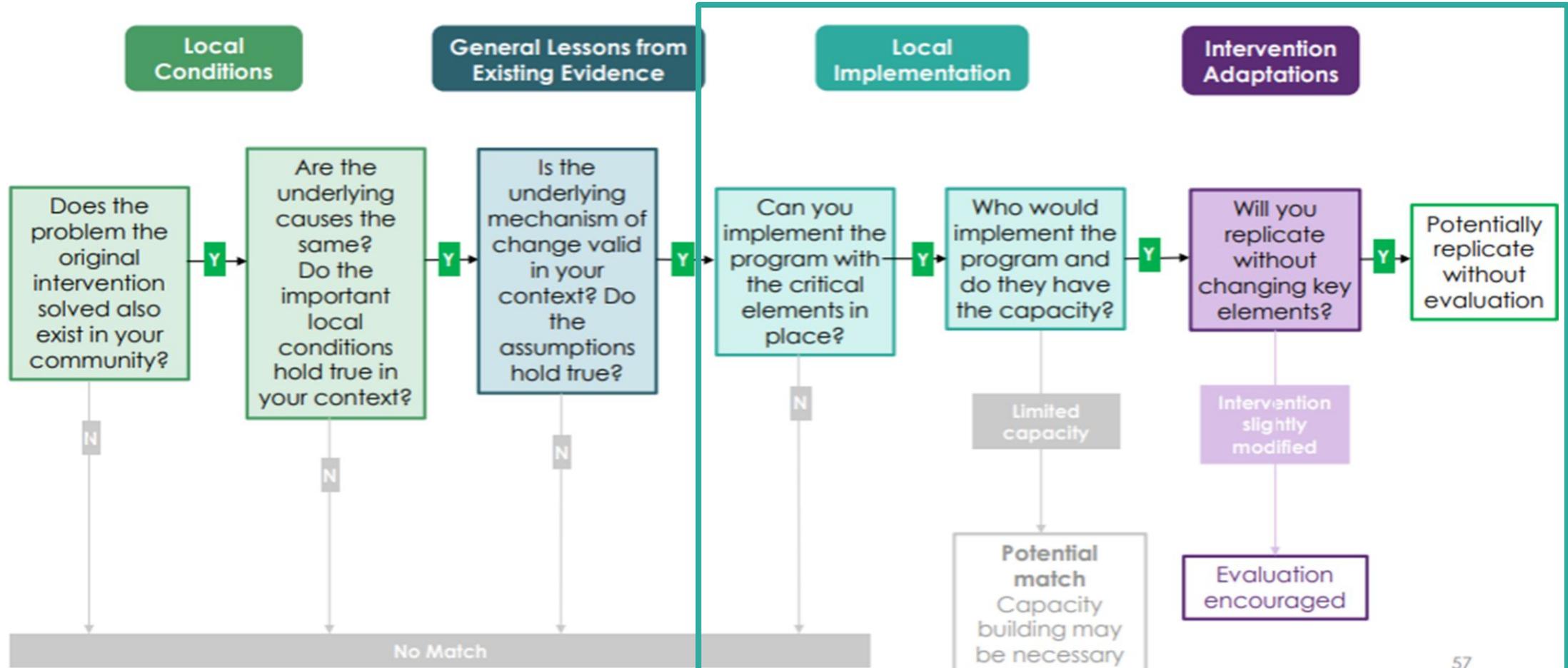
Generalizability Framework



Defining Local Conditions: Using Data

- Data can help programs understand:
 - which students are most behind
 - in what areas students are most behind
- This data can help effectively target funds and resources

Generalizability Framework



Questions to Consider: Tutors

- Do programs have the capacity to hire and **train** tutors?
 - Is there an existing potential pool of tutors?
 - Do funding streams and mechanisms exist to pay potential tutors?
 - Are there resources for the training and monitoring of tutors?
- How can recruitment and training advance equity and whole-child development?

Questions to Consider: Program Delivery

- What needs to be in place for programs to implement tutoring that follow evidence-based guidelines?
 - At least three days per week
 - Monitoring student attendance
- Are there sufficient tutors to meet the demand while keeping appropriate group sizes?
 - 1:1 tutoring for students in 1st and 2nd grades
 - Small group tutoring for older students

Questions to Consider: Grades/Subjects

- How will the program work with feeder schools to **share data and determine which students are most in need** of tutoring in which subject areas?
- Are there other **key foundational skills** that need to be supported (like 3rd grade reading or 8th grade algebra)?
 - Can state test scores for 3rd and 8th grade students help determine which students are at risk?
- Do programs have the **capacity to administer additional assessments** to help identify students in need of tutoring support?
- To what extent are tutoring providers aligned with district curriculum?

Using Data and Measuring Progress

Just as data is necessary to define the issue, continual collection and assessment of data can help implementers understand a program's impact and whether or not the program is working as intended.

- Some questions to consider:
 - What outcomes do you care about, and how will you measure them?
 - How will tutoring providers coordinate with districts to measure impact?
 - Who will collect **student progress and achievement**? Will the data be shared?

Today's Agenda

Part I: Introductions and Context

Part II: The Evidence on Tutoring

Part III: LEA Example

Part IV: Next Steps

Kern Presenters



Molly Mier

Director II, Alternative
Education, Kern County
Office of Education



Salvador Arias, LCSW, PPSC

MTSS Coordinator, Alternative
Education, Kern County Office of
Education

Kern COE

Community Partnerships for AmeriCorps Members & Funding

School-Community Partnerships: 8 AmeriCorps Members

Youth to Leaders (Partnership with Foster Youth Services)

MTSS framework

Students are referred through MTSS Team

Data-Based Decision (KIDS): 69% or less triggers referral

Kern COE (cont.)

Tier 2 Supports

Check-in/Check-out for academics (rapid response)

Fun Tutoring (Tuesdays & Thursdays) - small groups

Hangman (English, history, science)

Mad Libs (English)

Trivia Game (can be modified for all subjects)

Math ball game

Kern COE (cont.)

Progress Monitoring

Beacon - Daily Progress Report (DPR) form

i.e. - attendance, complete classwork, participation

Kern Integrated Data System (KIDS) - EWS

Aeries - Gradebook

Barriers:

Recruiting AmeriCorps Members (rural areas)

Transportation issues

Student apathy

Today's Agenda

Part I: Introductions and Context

Part II: The Evidence on Tutoring

Part III: LEA Example

Part IV: Next Steps

Next Steps...Now What?

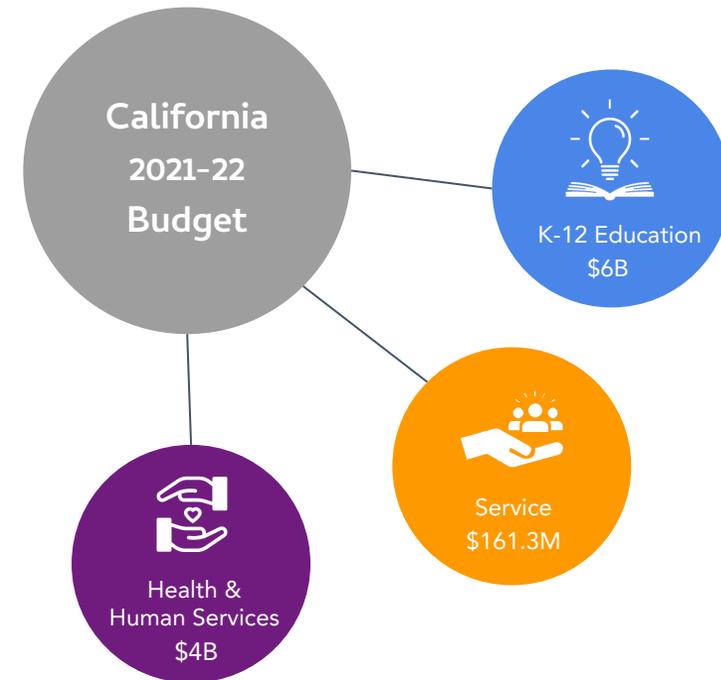
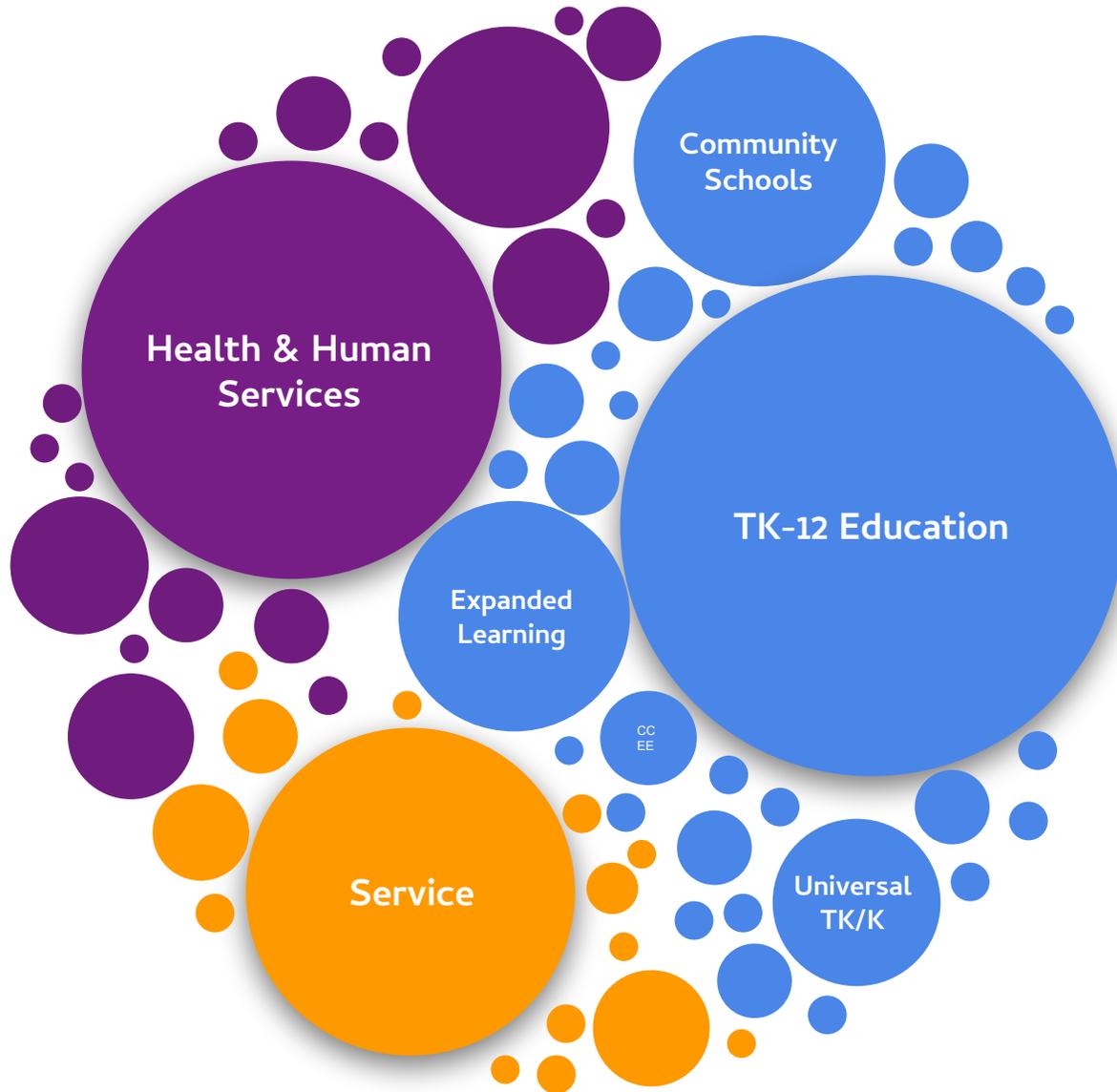
Fill out post-session survey to....

- Let us know if you want to stay connected to this work
- Provide input and suggestions on how we can work together
- Link to survey in chat and will share in a follow-up email as well

Topics for Upcoming Sessions

- Is your program aligned to the research? (J-PAL, Annenberg, SAGA and other providers)
- How do you choose an evidence-based tutoring curriculum? (Annenberg, National Center for Intensive Intervention)
- Tutoring in rural contexts and online
- Staffing and structuring your tutoring program
- Tutoring for English learners and students with disabilities

Statewide Investments for the Whole Child Design



Current and Upcoming Funding Opportunities

CCEE:

- Learning Acceleration System Grants (COEs to support PL in math, ELA and ELD)

CCEE & CDE:

- Literacy (LEAs to support literacy/reading)
- High-Quality Online Instructional Materials (COE to coordinate online repository of resources)

CDE

- Community Schools
- Expanded Learning
- Universal PK

CA Volunteers

- Californians for ALL College Fellowship (Higher Education to support TK-12 tutoring and mentoring)
- Student Success Coach Grant Program

Resources

- JPAL
 - [Tutoring Pre K-12: Evidence and Resources](#)
 - [The Transformative Potential of Tutoring for Pre K-12 Learning Outcomes: Lessons from Randomized Evaluations](#)
 - Partner resources
 - <https://www.sagaeducation.org/>
 - <https://studentsupportaccelerator.com/>

Resources

- CDE
 - [California Digital Learning Integration and Standards Guidance](#)
 - [Reading Instruction and Intervention Grant Program](#)
 - [Budget Act for 2021-2022](#)
 - [Community Schools](#)
 - [Expanded Learning](#)
 - [Universal PK](#)

Resources

- CCEE
 - [CCEE's Playbook for Accelerating Learning](#)
 - [Professional Learning Opportunity: High Impact Tutoring](#)
 - [Reimagining Summer and Expanded Learning](#)
 - [Video primer on implementing a high impact tutoring program by National Student Support Accelerator in partnership with CCEE](#)
 - [The Transformative Potential of Tutoring for PreK-12 Learning Outcomes](#)
 - [Reversing the "Summer Slide"](#)
 - Partner resources
 - [National Center on Intensive Intervention; Academic Intervention Tools Chart](#)

Thank you!!