



**SY22  
-23**

# Vetted Texas Tutor Corps Approved Providers Handbook



# Program Application Handbook for Vetted Tutor Providers

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# Application Handbook for Vetted Tutor Providers

## 1. Purpose

Thank you for your organization's interest in serving as a Vetted Texas Tutor Corps **Approved Provider** Tutoring program. We have created this handbook to serve as a guide to complete the approved providers application. This handbook itself does not constitute an application nor does it represent a procurement or contract action by the Texas Education Agency (TEA). The purpose of this program application is to establish a **list of vetted tutor providers** (organizations) for use by school districts and open enrollment charter schools requiring **high-impact tutoring** supports in school years 2021-22, 2022-23, and 2023-24. The Texas Education Agency (TEA) has identified significant challenges for Local Education Agencies (LEAs) in recruiting and training sufficient tutors in high dosage tutoring to meet unfinished learning needs and therefore seeks to provide districts and charters with a vetted list of tutor providers.

Tutor providers who are approved through this program application will provide evidence of aligned experience, expertise, capacity/scale, budget, and results associated with one or more categories in this application. **This application process does not represent a procurement action by TEA and approval does not guarantee tutor providers will be awarded contracts from LEAs (school districts).**

## 2. Background

Early data indicates that school closures and disruptions in SY19-20 and SY20-21 are likely to result in unfinished learning for many students statewide, making multi-year recovery and acceleration supports even more crucial. As LEAs consider how to best facilitate learning acceleration, many are considering **high-impact tutoring**, as there is robust evidence that high-impact tutoring is one of the most effective ways to increase learning gains for students.

High-impact tutoring leads to substantial learning gains for students by supplementing students' classroom experiences, provided that the program is implemented with fidelity to the following characteristics:

- A well-trained, consistent tutor (a current or retired certified teacher, substitute teacher, paraprofessional, teacher candidate, college student, or community volunteer) who builds a strong relationship with students
- High quality instructional material aligned to standards and core classwork
- One-to-one or small group tutoring for individualized support (1-to-3 maximum ratio recommended)
- Tutoring that is embedded in the school day or immediately before or after, or during an LEA-partnered summer program- to maximize student access and attendance
- A data-driven approach, utilizing aligned formative assessments, with tutors building sessions around student strengths and needs and adjusting approach based on data over time
- When tutoring programs do not have these core elements of implementation, they may have little to no impact on student learning gains. For this reason, many tutoring programs fail to meet their key objective. To help LEAs build and scale high-impact tutoring, the TEA is conducting a review of **multiple tutor provider organizations** across Texas to collectively form a **Vetted Texas Tutor Corps** aligned with the principles of high-impact tutoring.

The Vetted Texas Tutor Corps (VTTC) seeks to:

- **Increase** the number of vetted, trained tutors to meet the increased demand and need for tutoring Create a Vetted Texas Tutor Corps approved provider list, serving as a central clearinghouse to point LEAs to vetted tutor providers with tutors who are ready and available to contract with LEAs starting in school year 2021-22 and beyond
- **Partner with Education Service Centers (ESCs)** to facilitate LEA connection with vetted tutor providers and provide high quality and consistent training of tutor providers at scale

Benefits of being a VTTC approved provider are:

- Your organization's inclusion on the VTTC approved provider list. This list will be shared with LEAs statewide as LEAs seek partnerships implement high-impact tutoring.
- ESC and TEA communication of your organization's status as an approved tutoring provider in outreach efforts to LEAs seeking to implement high-impact

tutoring programs. LEAs partnering with VTTC approved providers may also receive opportunities for grant funding to support tutoring program costs, which represents an additional incentive for LEAs to leverage providers on the VTTC approved provider list.

- Receiving high-impact tutoring training from a TEA partner or ESC to build the capacity of newly recruited tutors.

Sources: 1) Kraft, Matthew A., and Grace Falken. (2021). A Blueprint for Scaling Tutoring Across Public Schools. (EdWorkingPaper: 21-335). Annenberg Institute at Brown University: <https://doi.org/10.26300/dkjh-s987>; 2) Researchers are still vetting the effectiveness of 1:4 groups and currently recommend a careful approach to 1:4 support, with Dr. Robert Slavin (Johns Hopkins University) recommending: "I would keep careful track of how students are progressing...A lot of kids will be successful at one-to-four [groups] but there may be kids who are not, and I would reserve one-to-one for those who are not" (Source: [Education Week](#)) 3) Nickow, Andre Joshua, Philip Oreopoulos, and Vincent Quan. (2020). The Impressive Effects of Tutoring on PreK-12 Learning: A Systematic Review and Meta-Analysis of the Experimental Evidence. (EdWorkingPaper: 20-267). Annenberg Institute at Brown University: <https://doi.org/10.26300/eh0c-pc52>; 4) Kraft, M. A. (2020). Interpreting effect sizes of education interventions. *Educational Researcher*, 49(4), 241-253.

### 3. Project Description

Interested organizations can apply as either **(a) Partial-Service Tutor Providers** or **(b) Full-Service Tutoring Providers**.

Eligible organizations (applicants) include individual organizations and “local consortia” of multiple organizations working together to deliver tutoring in one or more regions. One example would include, an educator preparation program providing teacher candidates as tutors and working in partnership with a community-based nonprofit). There can be significant benefits to multiple organizations bringing together different areas of expertise and community-based relationships and context into a single consortium of support in a region.

**A. Partial-Service Tutor Providers:** The “Partial-Service Tutor Providers” (PTPs) category applies to organizations that may or may not have historically provided tutors and do not have an established high-impact tutoring training aligned to high-quality instructional materials. However, PTPs have the capacity to recruit and manage tutors and manage relationships with LEAs. For example, an educator preparation program that has not historically provided teacher candidates as tutors to LEAs and does not have training specific to high-impact tutoring aligned to high quality instructional materials might be categorized as a PTP. Given the significant need and demand for tutoring statewide, we understand the need for many organizations, regardless of prior history with or established systems for tutoring, to provide tutors to districts.

**B. Full-Service Tutor Provider:** The “Full-Service Tutor Provider” category applies to organizations that are currently partnering with LEAs (Texas preferred) to provide high-impact tutoring that also have an established high-impact tutoring training aligned to high-quality instructional materials.

Approved organizations will be provided with an opportunity each year to update their decision to remain on the VTTC.

## 4. General Instructions and Application Requirements

### 4.1 Application Submission Deadline and Timeline

Provision of this service is intended to **span school year 2021-2022, 2022-2023, and 2023-2024** with the possibility to continuation determined by TEA and LEA needs.

**Receipt of Applications:** To be considered, applications must be sent to [TexasTutoring@tea.texas.gov](mailto:TexasTutoring@tea.texas.gov).

This is a **rolling application process and we will continue to accept applications for the 2022-2023 school year until January 31, 2023. Applications submitted for 22-23 are for approval for the 22-23 school year only.**

**2023-2024 information and applications will be available in Spring/Summer 2023.**

### 4.2 Standard Application Requirements

Applications that address only part of the requirements of this document and the associated application document may be considered non-responsive. TEA reserves the right to reject any and all applications. The applicant shall furnish clarifying information to TEA if requested. Failure to provide requested material or information may disqualify the application.

### 4.3 DISCLOSURE OF APPLICATION CONTENT

(1) All applications received by TEA are public information and subject to release under the Public Information Act, Chapter 552 of the Texas Government Code, (2) any proprietary information included in an application may be subject to release, (3) applicants should not provide any information that is confidential or proprietary unless it is essential to the application, and (4) any confidential information, proprietary information or trade secrets provided to TEA should be specifically marked.

## 5. Application Format and Content

### 5.1 Application Format and Content

Your organization will be provided with a standardized template application to complete that has been specifically created for this program and designed to meet TEA required document accessibility requirements. Please do not alter the document in a manner that will inhibit its functionality. Submitted applications will be available and posted for LEAs to review to make informed and vetted decisions regarding tutoring provider need. The required application should include all of the information listed below and must be submitted electronically to [TexasTutoring@tea.texas.gov](mailto:TexasTutoring@tea.texas.gov).

**Application Checklist:** Applications should be completed in the template provided by the TEA and follow the structure provided. This checklist is provided to assist the applicant in ensuring that all required information is included in their application and to assist the review team during their review. The applicant should refer to the appropriate section of this document for detailed information on the items listed in the checklist. **Failure to provide the required information may result in disqualification of the application from consideration.**

All applications must include the following completed sections:

- Chosen Pathway
- Knowledge of the Initiative
- Team and Experience
- Areas of Coverage
- Capacity and Project Budget
- Methodology and Approach
- Evidence of Required and Relevant Experience
- References

Organizations applying under Category B) Full-Service Tutor Providers must include two additional sections:

- High-Impact Tutoring Training
- High Quality Instruction Materials



## 5.2 Required Application Content

### ● Chosen Pathway

- Indicate whether you are applying as:
  - Partial-Service Tutor Provider
  - Full-Service Tutor Provider organization
- Indicate whether you are applying as:
  - Individual organization
  - Consortium of multiple organizations (multiple organizations listed and noted)

### ● Knowledge of the Initiative

- Communicate an understanding of the following:
  - High-dosage/High-impact tutoring research and impact
  - COVID-impacted learning loss research
  - Texas LEAs' key priorities and strategies given unfinished learning

### ● Team and Experience

- Please provide the following:
  - Brief description of your organization and its services (Texas preferred)
  - Which of tutor types would you recruit and provide to LEAs as part of the Vetted Texas Tutor Corps:
    - College students
    - Teacher candidates
    - Current or retired teachers
    - Paraprofessionals
    - Community members
    - Other – *Please describe*
  - Names and qualifications of the staff members who will direct and be assigned to this program throughout the duration of the contract:
    - A description of their years of experience and certification OR their resumes (resumes should be included as part of the appendix, and not as part of the main application)
    - If you are in the process of hiring individuals in particular roles, please describe the role(s)
  - If you are applying as a local “consortium” of multiple organizations working together, an organization chart and profiles or resumes of all partner team members must be included

### ● Areas of coverage

Include the following tables with yellow spaces filled in, **indicating areas of coverage with an “X”**

Content	Grades	Can provide service in this grade band and content area	Can support students participating in special education & related services	Can support emergent bilinguals
Math	K-5			
	6-8			
	9-12			
Literacy/ Reading	K-5			
	6-8			
	9-12			

<u>Education Service Regions:</u> Our organization can provide service to Region(s)	Can deliver <u>on-campus</u> tutoring	Can deliver <u>virtual</u> tutoring
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
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15		
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20		

● **Capacity and Project Budget**

- Projected number of tutors and corresponding number of LEAs and students your organization can responsibly support and how they would be served by your proposed team (3:1 ratio for student groups)
- Title and role of each team member and what percentage of their monthly time they will be able to dedicate to supporting the tutors your organization can provide and managing LEA partnerships

- Overall budget as well as a per-tutor cost to LEAs that includes:
  - Provider team(s) dedicated time and capacity cost
  - Tutor labor
  - Tutor ongoing management and support costs
  - LEA relationship management costs
  - Reporting and analytics costs
  - Operations costs
  - Materials costs (if any)

- **Methodology and Approach**

- Describe clearly, specifically, and as completely as possible, your team's proposed approach to the activities required for the deliverables and milestones of this program, particularly:
  - Tutor recruitment, including where and how you would source tutors through your program\*
  - Available hours and schedules of tutors (approximate)
  - Tutor oversight
  - LEA partnership and relationship management
  - Tutoring and/or academic support for students
  - *Optional* – For those recruiting college students, teacher candidates or others who are not current or former teachers, describe how you might coordinate with educator preparation programs, LEAs, or other entities such that recruited tutors have pathways into the long-term teacher pipeline in Texas
  - Describe the program design, project activities, materials, and other products, services, and reports to be generated during the program(s) and relate them to the stated purposes
  - If applying as a consortium of organizations, describe the role each organization will play

\* TEA places tutoring providers on the Vetted Texas Tutor Corps list based on a variety of criteria related to their ability to provide high-quality tutoring services to students in Texas. TEA has not entered into contracts with these providers in connection with their placement on the list. Additionally, TEA does not have authority to verify whether the tutoring providers are eligible to serve as contractors to an LEA. It is the responsibility of the contracting LEA to ensure that any tutoring provider selected on this list complies with any relevant statutes or rules applicable to entities that provide services to LEAs, including Chapter 22 of the Texas Education Code and any relevant data handling or information security requirements.

- **Evidence of Required and Relevant Experience**

- Please describe your organization and/or team's experience in the following:

- High-Impact tutoring implementation (or otherwise: Providing academic support or mentorship to K-12 students)
- Recruitment and selection
- Management of tutors, corps members, or other staff who provide direct service to K-12 students share any program evaluation outcomes demonstrating your program / service's impact on student achievement, preferably for tutoring sessions or other academic support for K-12 students

- **References**

- Please submit 2 Texas school or district references that can speak to your prior work and partnership with them. Describe the capacity in which your organization partnered with and supported the school/district

### ***Full-Service Tutoring Organizations Only***

- **High-Impact Tutoring Training**

- Please describe your organization's training schedule, including total hours of training, content areas covered, method of delivery (i.e., synchronous vs. asynchronous; virtual vs. in- person training), and alignment to principles of high-impact tutoring
- Please submit 1-2 artifacts that represent the training delivered

- **High Quality Instructional Materials**

- Please describe how your curriculum and proposed delivery approach are aligned with research-based instructional strategies for the given content area. Additionally, describe how data is used to make real-time shifts in individual supports
- Please show evidence that your curriculum is TEKS-aligned for the given grade level(s)
- Please submit 1-2 artifacts for each content area and/or grade band that your organization serves

The above items will be core components of the evaluation of applications.

Additionally, an interview may be part of the application process.

You may, but are not required to, provide appendices with attachments (e.g., PowerPoint, etc.) that provide additional context to your services or organization.

## 6. Review of Applications and Scoring

### 6.1 Review of Applications

Please utilize this handbook and guiding document to create your application using our standardized template. Your organization should use the guiding questions under each section to respond and complete each section of the application template.

Review of applications will begin as soon as practical once received. Once an application is received in our inbox, [TexasTutoring@tea.texas.gov](mailto:TexasTutoring@tea.texas.gov), our team will confirm receipt of the application. The application review process may take up to ten business days after receiving full-completed applications. Once an application has been reviewed, a member of the Texas Tutoring team will contact your organization to communicate the application status and any required next steps. Approved applications and corresponding organizations will be posted publicly on the Vetted Texas Tutor Corps website. The posting process may take up to five business days after the application is approved given the significant work required to post information on a public-facing state agency website. The Texas Tutoring team appreciates your patience in advance as we work to support LEAs across the state.

TEA reserves the right to conduct independent research on the organization.

TEA will periodically contact approved providers with requests for data and information. Participation in TEA's data collection will not be mandatory. The data and information requested will be related to tutoring supports, implementation of tutoring supports and associated progress monitoring, and levels of success that approved providers experience with LEAs. The data requests will primarily request information related to the number of tutors used, number of students served, content areas/grade bands supported, types of progress monitoring measures (types of activities, frequency of activities), frequency of and time spent tutoring, and other tutoring-related topics. TEA will collect this information to monitor the progress of the Vetted Texas Tutor Corps. We will not ask for or require data that would violate FERPA/student privacy laws and standards and responses should not contain any information that would allow identification of a particular student. Providing data when requested will be optional and failure to provide data will not affect your admission to the Vetted Texas Tutor Corps.

## 6.2 Review Criteria

TEA will base its selection on the ability of the applicant to demonstrate and provide the necessary information to support LEAs in meeting student learning needs and support tutoring staffing. TEA will review and update the Vetted Texas Tutor Corps List on an as needed basis.

The following checklist will be used to evaluate applications for the VTTC List:

Is the following required information provided?

<p><b>Chosen Pathway</b></p> <p>Does the applicant identify which pathway they are applying as?</p>	<p>Yes</p>	<p>No</p>
<p><b>Understanding of Initiative</b></p> <p>Does the applicant communicate an understanding of high-dosage/high-impact tutoring research and impact, COVID impacted learning loss research, and Texas LEAs key priorities and strategies given unfinished learning?</p>	<p>Yes</p>	<p>No</p>
<p><b>Team and Experience</b></p> <p>Does the applicant provide critical information related to their team and experience such as organization description, tutor types, names and qualifications of assigned project staff members?</p>	<p>Yes</p>	<p>No</p>
<p><b>Areas of Coverage</b></p> <p>Does the applicant indicate which content areas, grade bands, student groups, and ESC Regions they can provide coverage and support to?</p>	<p>Yes</p>	<p>No</p>

<p><b>Capacity and Project Budget</b></p> <p>Does the applicant provide information related to capacity and budget information such as: projected number of tutors and LEAs able to support, titles and roles of team members supporting this initiative along with percentage of time that will be spent, and overall budget as well as per-tutor cost to LEAs?</p>	<p>Yes</p>	<p>No</p>
<p><b>Methodology and Approach</b></p> <p>Does the applicant describe clearly, specifically, and as completely as possible the team's proposed approach to the activities and milestones in the program requirements, with an emphasis on tutor recruitment, hours and scheduling, tutor oversight, LEA partnership and relationship management, and additional required information?</p>	<p>Yes</p>	<p>No</p>
<p><b>Evidence of Required and Relevant Experience</b></p> <p>Does the applicant provide the necessary evidence of required and relevant experience to effectively serve as a tutoring provider?</p>	<p>Yes</p>	<p>No</p>
<p><b>References</b></p> <p>Does the applicant provide at least 2 Texas school or district references that can speak to their work and partnership?</p>		
<p><b>Overall Application Complete</b></p> <p>Is the overall application complete, thorough, and required attestations acknowledged?</p>	<p>Yes</p>	<p>No</p>



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