



## View xForm - Research Review Board (RRB) Submission

### New RRB Submission

#### Data Entry

- Submitted 02/09/2024 3:50 PM ET by Boblick, Grace Masters

#### Amendment Summary

**RRB Number** 2022-1756

**Study Title** Implementation Study - CPS Tutor Corps

**Event Type** Modification/Continuing Review defined 02/09/2024

**Schools Participating** No answer provided.

#### Description of Research Activities to Date

In spring of 2023, the Implementation Research team completed surveys with tutor coordinators and tutors. The team also conducted site visits to CPS schools to complete interviews and observations using approved protocols. Analysis is ongoing. This school-year, the CPS technical assistance team has been and will continue to conduct site visits/observations using previously approved protocol (covered in RRB 2023-1901).

#### Preliminary Results to Date

The study team has no finalized results but is sharing interim findings along the way with CPS Tutor Corps staff.

#### Type of Request

Modification

*Please select continuing review if no changes have been made to your study protocol. If you plan on proposing a modification AND a continuing review, please select modification, as an approved modification will extend your approval period.*

## Indicate Proposed Modification Areas

Consent Form(s) or Consent Process  
Survey/Instrument(s)

***After summarizing your proposed modifications on this page, please update the following pages as appropriate. Please update all aspects of your proposal to reflect your proposed modifications. Any changes made within your proposal will be displayed as tracked changes to your assigned reviewer.***

### **Please provide an overview of the proposed modifications to your study consent forms or consent processes**

Consent information sheets for interviews: these include a change to the incentive amount for the tutor coordinator interview.

### **Please provide an overview of the proposed modifications to your survey/instruments**

Surveys: We have made updates to the questions, timing, and incentives for the Tutor Coordinator Survey and the final fielding of the Tutor Survey to incorporate more questions about program cost and updated implementation questions. The changes in the timing and incentives match this. We are also including revised communication templates/recruitment material for both surveys.

Interviews: We have changed the questions in the Tutor Coordinator interview to include more cost related questions and updated implementation questions. We have made minor changes to the consent information sheets as well.

## **Optional Attachments - please attach any reports/publications that have been created thus far here.**

*No answer provided.*

## **Pertinent CPS Documentation**

### **Submitter**

Dunn, Ellen Masters

**Email:** edunn@uchicago.edu

**Mobile:** (973) 634-7687

### **Overview of Pertinent CPS Documentation**

The RRB is composed of members representing various Central Office academic departments as well as the Law Department. The RRB meets quarterly to evaluate new proposals to conduct research. The RRB calendar and deadlines for submissions can be found on the CPS Research Website here. Decisions resulting from the research review process will be communicated to the applicant of the request as well as appropriate CPS staff in accordance with the estimated timelines outlined in the respective RRB calendar. External researchers may not begin any research activities or obtain data for research purposes without first following the procedures outlined in this policy and securing the necessary approvals.

***We expect all researchers to be familiar with the guidelines and policies guiding research within the district. Please verify that you have read and acknowledged the following:***

#### **External Research Study and Data Policy**

✓ I have read and understood the External Research Study and Data Policy

#### **CPS RRB Guidelines**

✓ I have read and understood the CPS RRB Guidelines

#### **CPS Equity Framework**

✓ I have read and understood the CPS Equity Framework

#### **CPS Vision**

✓ I have read and understood the CPS Vision

#### **CPS Volunteer Policy**

✓ I have read and understood the CPS Volunteer Policy, including background check requirements

### **Study Personnel Details**

#### **Study Title**

Implementation Study - CPS Tutor Corps

#### **Does your organization participate in a Research Practice Partnership (RPP) with Chicago Public Schools?**

Yes

#### **Please select the RPP with which you are affiliated**

UC Education Lab

#### **RPP Point of Contact**

Boblick, Grace Masters

**Email:** gboblick@uchicago.edu

**Business:** (708) 209-5594

### Current Study Contacts

Name	Role
Bhatt, Monica	Principal Investigator
Boyd, Marion MSW	Out of School Research Staff
Condliffe, Barbara	Out of School Research Staff
Davis, Rebecca PhD	Out of School Research Staff
Dunn, Ellen Masters	Out of School Research Staff
Grossman, Jean	Out of School Research Staff
Hefyan, Mervett	Out of School Research Staff
Mattera, Shira	Out of School Research Staff
Motta, Ashley	Out of School Research Staff
Owens, Gustie	Out of School Research Staff
Scarola, Lauren	Out of School Research Staff
Strassberger, Marissa MPH	Out of School Research Staff
Walsh, Julia	Out of School Research Staff
Woo, Janey	Out of School Research Staff

### Is the Principal Investigator a Student?

No

### Is the researcher a CPS Staff Member?

No

### Funding and Intervention Information

#### Is this project contracted by the CPS Board of Education?

No

#### Is a funding source associated with the proposed research?

Yes

##### Who is the primary funding source?

America Achieves

##### What is the amount of funding awarded?

\$18,000,000.00

##### Please list primary contact information of funder.

Ellen Dunn

edunn@uchicago.edu

**Select the option that applies to your study**

My study will be occurring District-wide

**Will this research require any in-person interaction or intervention activities?**

No

**Will this research require any virtual interaction or intervention activities (Google Meets, Zoom, etc.)?**

Yes

*Please note that Zoom is not approved for use with CPS Students. Any virtual activities will need to be conducted via Google Meets and safe@cps.edu must be invited to Google Meet. Please adjust virtual methods accordingly. For more information on permitted interactions with students and staff, please visit <https://www.cps.edu/about/policies/acceptable-use-policy/external-volunteers/>.*

**Please review CPS's Acceptable Use of Technology Guidance (AUP)**



*Questions about eligibility or appropriate use of communication channels should be directed to the school principal or CPS External Research department. Only CPS-approved communication channels may be used.*

*Please be aware that virtual interviews involving students may only be conducted via Google Meets. A CPS Staff member must be present for the entire duration of the interview. For more information on CPS' Acceptable Use of Technology policies, please visit <https://www.cps.edu/about/policies/acceptable-use-policy/external-volunteers/>*

**Please check all of the following that apply to your research protocol:**

Interviews  
Questionnaire

**Please outline your protocol for individual interview activities, describing when, where, duration, frequency, and with whom.**

Interviews with Tutor Corps site coordinators: Interviews for Tutor Corps site coordinators (people designated by their school leader as overseeing the Tutor Corps program) will take place virtually each spring with site coordinators in up to 45 participating schools. The interview will focus on understanding how implementation of the model is rolling out at each school, including challenges faced and lessons learned. These interviews will also focus on the systems and resources that the school put in place to set up the program (e.g. scheduling; student selection), including challenges and lessons learned. The interview will also seek to identify other key elements of school context that may have influenced implementation and other types of personalized learning and supplemental support services available to students at the school. Each interview will last up to 60 minutes. Participants will be offered a \$60 gift card as a thank you and in recognition of their time.

Interviews with teachers: The research team will conduct 30 minute virtual interviews with volunteering teachers of students participating in up to 45 sampled schools participating in the Tutor Corps initiative and the PLI study in the Spring. These interviews will focus on the teacher's experiences with the Tutor Corps initiative, including students' perceptions around participating in tutoring. Participants in the teacher interviews will be offered a \$30 gift card as a thank you and in recognition of their time.

Interview or group interview with tutors: Tutors at sampled PLI study schools will be invited to a 30 minute virtual interview with the study team each spring. The team will allow for group interviews with more than one tutor if scheduling requires that. These interviews will focus on the tutor's experiences with the Tutor Corps initiative. Participants in the tutor interview will be offered a \$30 gift card as a thank you and in recognition of their time.

As described later in the application, the research team will coordinate with the CPS Tutor Corps manager (Ellen Kim) to invite schools to participate in these research activities and then the research team will invite individuals at participating schools to take part in the voluntary data collection activity at a time that is convenient for them.

**Does this involve video, audio, or photograph recording?**

Yes

**Please describe the protocol for audio/video recording**

The interviews will include audio recordings for note-taking purposes. The audio recordings will be transcribed. Only the research team will read the interview transcripts. The research team will collect verbal consent from the participants prior to the interview before starting the recording. If participants choose to turn on their video, only recordings of the audio are used for research purposes.

**Please describe how data will be captured and stored securely**

The research team uses secure computer systems to protect the data from being seen by anyone other than the research team and will never use participant name or identify them in external study documents. Interview data will be maintained for the duration of the study and destroyed in accordance with the study contract.

Participation in the interview is completely voluntary. The research team does not intend to ask questions regarding sensitive topics. However, participants may abstain from answering specific questions during data collection if they do not feel comfortable disclosing such information. Participants are not required to turn on their video, which would potentially reveal information about the participants' homes or families. Even if participants do turn on their videos during interviews, the research team will not include video in the recordings.

All audio files, transcripts, and notes are stored on encrypted-at-rest and password-protected devices, and securely transferred and maintained on internal secure drives with access limited to designated members of the research team. All published write-ups will not include any identifiable information.

**Please attach all study materials corresponding to interview procedures (i.e., consent forms, protocol, recruitment and incentive plans)**

Consent Information Sheets for Teacher, Tutor, Site Coordinator Interview.docx	Consent Forms
Teacher Virtual Interview Protocol.docx	Interview Protocols
Tutor Interview Protocol	Interview Protocols
Tutoring_Site_Coordinator_Virtual_Interview_Protocol	Interview Protocols
Site_Coordinator_Interview_Scheduling_Communication_Spring_2024[1].docx	Recruitment Materials

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Site\_Coordinator\_Interview\_Scheduling\_Communication\_Spring\_2024[1].docx on  
02/09/2024 2:28 PM ET)

**Please outline your protocol for survey activities, describing when, where, duration, frequency, and with whom.**

The research team will field surveys to two different respondents to help the team understand how the Tutor Corps program is being implemented.

The site coordinator survey will be administered to the Tutor Corps initiative site coordinator at each school, for a total of up to 45 schools. The survey will focus on understanding how implementation of the tutoring model in practice at each school and the resources devoted to the tutoring program, including challenges faced and lessons learned. The survey will help researchers understand how the school identifies students for the receipt of supplemental instruction, what other types of supplemental instruction are available at the school in addition to Tutor Corps, as well insights on time spent implementing the program. The survey will take approximately 30 minutes to complete and participants will be offered a \$30 gift card as a thank you and in recognition of their time.

The research team will field a tutor survey to up to 4 times annually to tutors participating in the PLI study in up to 45 schools. It will be fielded for the first time in October and then up to 3 more times until May. Over the course of the survey administrations (some questions vary between administrations), the survey will ask tutors about session attendance on a typical day, how they allocate their time to various tutoring and tutoring related tasks, their perception of barriers and facilitators to implementation, and the resources they use for tutoring. The early administrations of the survey will take no more than 10 minutes to complete, and participants will be offered a \$10 gift card as a thank you and in recognition of their time. The final survey administration of the school-year will include extra questions and will take up to 15 minutes to complete. This tutors will be offered a \$15 dollar gift as a thank you for their time for this administration and an additional \$15 for every additional school they fill out the survey for if they tutor at multiple schools. Note that while the survey is designed to be fielded up to 4 times per year and may be fielded that often in future years, for the 2023-2024 school-year, the research team is only fielding it twice.

**Please describe how data will be captured and stored securely**

The research team uses secure computer systems to protect the data from being seen by anyone other than the research team and will never use participant name or identify them in external study documents. Data will be maintained for the duration of the study and destroyed in accordance with the study contract.

Participation in the survey is completely voluntary. The research team does not intend to ask questions regarding sensitive topics.

All survey data are stored on encrypted-at-rest and password-protected devices, and securely transferred and maintained on internal secure drives with access limited to designated members of the research team. All published write-ups will not include any identifiable information.

**Please attach all study materials corresponding to interview procedures (i.e., consent forms, protocol, recruitment and incentive plans)**

Survey_Communications[1].docx	Recruitment Materials
Tutor Coordinator Survey.docx	Surveys
Tutor Survey Spring 2024.docx	Surveys

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**Detail the method of Survey Administration (e.g. paper, online, etc.)**

Surveys will be administered online through the Qualtrics survey platform. Each



participant will be provided with a unique survey link that will go directly to their email address. Follow up reminder emails will be sent out to encourage participation.

**Will this research require the use or access of existing CPS data?**

No

**Will this research require the use or access of existing non-CPS data?**

No

**Study Details**

**Please select all of the following that will be participating in the study?**

Teachers  
Other Staff

**Has this project been reviewed by an Institutional Review Board (IRB)?**

Yes, and it was approved

**IRB of Record Name**

MDRC

**IRB Protocol Number**

#0003522

**Please attach all of your IRB documentation here (include approval/exemptions letters, IRB study protocol, etc.).**

MDRC IRB Amendment Approval Letter 2 7 24 (1).pdf IRB Letters

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**IRB of Record Primary Contact Email Address**

fred.doolittle@mdrc.org

**Please select your primary area of research from the following:**

Program Evaluation

**Secondary Study Subject(s)**

Teaching and Learning

**Study Overview**

## Executive Summary or Abstract

*Please provide a high-level overview of your study, including a summary of the motivation, design, and implications of the project.*

One key component of CPS's Moving Forward Together Plan is the CPS Tutor Corps. CPS is partnering with The University of Chicago Education Lab (Ed Lab), lead by PI Monica Bhatt, to study the impacts for students of receiving tutoring via the Tutor Corps. This impact study is focused on understanding the quantitative impact of tutoring on student's academic outcomes, in particular as measured on the EOY Renaissance Star test. This study also involves Ed Lab analyzing some administrative data about the implementation of the CPS Tutor Corps. This research study is covered by CPS and Ed Lab's SoW #99.

In this RRB application, we propose an implementation study of the CPS Tutor Corps using site visits to participating schools (focus groups and interviews with key players; observations of tutoring sessions), and surveys of key staff. This implementation study is intended to be a complement to the above-mentioned secondary data analysis study. This implementation study will be led by our research partners at MDRC (a non profit social policy research organization) and overseen by Ed Lab. The implementation study will help us understand how the program is enacted and how schools have adapted the intended model to fit their context. The study will also aim to describe how the new program compares to other forms of personalized learning and supplemental support that schools are offering their students. These goals to identify adaptations to the intended model and contrast with typical practice are particularly salient given the ongoing disruption of the covid-19 pandemic. Moreover, insights from this implementation study can inform potential plans for the deployment of the CPS Tutor Corps in upcoming years.

## Research Questions and Hypothesis

*Please list all research questions and hypotheses associated with this project.*

### **RQ1) How was the CPS Tutor Corps delivered? To what extent was the CPS Tutor Corps delivered as intended ?**

CPS has clearly articulated the key components of the research-based Tutor Corps model in its implementation manual for participating schools including the infrastructure that CPS and the Tutor Corps vendors will put into place to support school's implementation. As is typical in any education initiative at the start of implementation, we expect to see challenges in the installation of infrastructure at the district and school level and that these challenges will influence how well schools can implement the model as intended. Through qualitative and quantitative research methods, we also anticipate discovering unexpected adaptations to implementation that could support program improvement in future years.

### **RQ2) What was the context in which the CPS Tutor Corps was delivered? What were the key challenges and implementation lessons?**

An important phase of scaling up an initiative as complex and widespread as CPS Tutor Corps is the installation of the program. As is the case with any new large-scale initiative, there will be challenges associated with program start-up. These challenges will be important to document alongside the impact study to help contextualize impact findings and understand how best to strengthen the program in future years. We also expect to hear specifically about how and whether the covid-19 pandemic led to any disruptions that could have exacerbated typical program start-up challenges. Additionally, we expect to hear of innovations that the district, Tutor Corps vendors and schools put in place to address challenges and to identify contextual factors that supported schools in implementing despite any challenges. Identifying these facilitators of implementation and adaptations will be critical to support CPS in strengthening the model moving forward.

### **RQ3) How does Tutor Corps compare to other personalized learning and supplemental instruction opportunities at participating schools?**

Tutors Corps' capacity to have a measurable impact on students' learning is dependent on the extent to which the program is different from (and more supportive than) what participating students would have received in its absence. Therefore, documenting the other types of personalized learning opportunities and supplemental support services that schools offer to students is important to understanding the impacts that will be documented in the quantitative impact study. Furthermore, identifying "business as usual" can help drive program improvement efforts by establishing what additional services the Tutor Corps program needs to offer in order for it to have measurable impact. In some schools, we expect that there may be elements of the Tutor Corps model (e.g., opportunities for deliberate practice and tailored instruction) available to non-participating students.

## Purpose and Literature Review

*Please provide an overview of the existing research and literature on this subject. What is the contextual history of this subject area and how does this research build upon the body of extant knowledge?*

The pandemic resulted in sizable adverse impacts on learning overall and differential impacts that have further exacerbated inequality in students' academic outcomes. Even before the pandemic, data showed significant and persistent disparities in national schooling outcomes by race and ethnicity (de Brey et al., 2019), income (Reardon, 2011), and geography, such as between rural and urban areas or across regions of the country (Lippman et al., 1996). Emerging descriptive data strongly suggests that the pandemic has exacerbated these gaps. A recent working paper projects the pandemic will result in significant slowing in the rate of learning and growth compared to previous cohorts of learners (about 30-40 percent for literacy and 50-60 percent for math) (Kuhfeld, et al., 2020). Summer learning loss has relatively larger impacts on students of color (Atteberry et al., 2016) - this may hold true for pandemic learning loss as well.

Our status quo education system is not set up to address the unique needs of high-needs students. Traditional classroom instruction is targeted to grade-level curriculum, which can result in a 'developmental mismatch' between the curriculum and the material a high-needs student is currently ready to learn. Absent an intervention, these gaps can compound over time. If a 7th grade student is missing 6th grade skills, they may not benefit from grade-level instruction, so that by the end of the year they are missing both 6th and 7th grade skills. Teachers often try to differentiate instruction within the classroom, but the range in student skill levels, widened by the pandemic, is likely to be too much to address through classroom instruction alone. High dosage tutoring has the potential to help interrupt this cycle. Tutoring reduces developmental mismatch because it is inherently personalized and typically uses frequent formative assessments. Students working with a tutor get immediate feedback (Thomas et al., 2013). By improving time on task tutoring can give students more opportunities to practice and reinforce concepts, which can boost learning (Cooper et al., 2006). Tutoring can help motivate students through a 'social capital' or mentoring effect (Coleman, 1988, Herrera et al., 2011).

Districts around the country are now planning to deploy funding from the American Recovery Plan (ARP) to accelerate learning, particularly among high-needs students. States and district are being encouraged to use high dosage tutoring (among other strategies) to achieve the goals of this investment. In Chicago, CPS has announced they will devote \$25 million of ARP funds to hiring 600 tutors in the 2021-22 school year, and expanding to 850 tutors in the following year. This CPS Tutor Corps will be able to serve up to 20,000 students per year (Cullotta, 2021).

High dosage tutoring similar to the models used by the CPS Tutor Corps have been shown to be effective on a small scale; that said, evidence of tutoring programs delivered at scale is more mixed and many open questions remain (See Kraft and Falken, 2021 for review). In particular, there is a large body of research on the implementation and effectiveness of No Child Left Behind's afterschool tutoring services provided through Supplemental Education Services (SES). With some exception, afterschool tutoring offered via SES was found to be largely ineffective at improving student achievement (e.g. Deke et al., 2012; Heinrich et al., 2010). The failures of the SES program tutoring to achieve its objective at improving student achievement have been attributed to implementation challenges associated with the program. In particular, researchers across programs in a number of districts found that most students did not receive adequate dosage and there was variation in instructional quality, with many programs not properly tailoring instruction to student needs and/or aligning with classroom instruction (Good et al., 2014).

The CPS Tutor Corps model addresses many of these implementation challenges through intentional program design features that closely mirror program features of high dosage tutoring programs (e.g., scheduled time for tutoring during school hours; selection of research based curriculum materials) that have been found to be highly effective (Guryan et al., 2021). CPS' Tutor Corps model in the 2021-2022 school year includes literacy tutoring for elementary school students and math tutoring for middle and high school students. The tutoring program and training is provided by an outside vendor (Saga for math; Amplify for literacy). The tutors are hired and employed by CPS. CPS has hired a full-time Tutor Corps director to oversee the program implementation.

Whether and how schools enact that design with fidelity and documenting the adaptations they make along the way is critical to the building field's knowledge of what it takes to implement high-dosage tutoring at scale. CPS is among the first large districts to stand up a high dosage tutoring model using ARP funding to address pandemic related learning losses. Documenting implementation of this ambitious program in its early years and identifying best practices and lessons learned will support program improvement in CPS as the initiative matures and program development in districts that are attempting to follow in CPS' footsteps.

## Research Activities and Student/Staff Involvement

*Please provide an overview of all primary and secondary research activities associated with this study. Please use this space to describe, as thoroughly as possible, all that will be asked of your research subjects (e.g. surveys, focus groups, observations, etc.)*

This implementation study involves conducting surveys of key staff involved in the initiative about their experiences involving CPS Tutor Corps, virtual qualitative data collection with key staff (e.g. tutors, teachers and school coordinators) and review of secondary data collected by the Ed Lab TA team (covered in SoW #99 Amendment 01 and CPS RRB 2023-1901)

**Tutor Coordinator Interview:** The research team will host interviews with up to Tutor Corps site coordinators (people designated by their school leader as overseeing the Tutor Corps program) for 60 minutes virtually each spring with site coordinators in up to 45 participating schools. The interview will focus on understanding how implementation of the model is rolling out at each school, including challenges faced and lessons learned. These interviews will also focus on the systems and resources that the school put in place to set up the program (e.g. scheduling; student selection), including challenges and lessons learned. Participants will be offered a \$60 gift card as a thank you and in recognition of their time.

**Tutor Interviews/Group Interview :** The research team will host individual or group interviews for tutors in up to 45 schools for up to 30 minutes. All tutors at each participating school will be invited to participate in the focus group outside of their contract work hours. Tutor focus groups will primarily ask about tutors' perceptions of what has gone well in the program and what could be improved, including their reflections on specific implementation challenges identified in prior literature (e.g. student and tutor absence). Participants in group interviews will be offered a \$30 gift card as a thank you and in recognition of their time.

**Secondary data:** The PLI study team is collecting administrative data and other data as part of their delivery of technical assistance to support strong implementation of Tutor Corps in participating schools (e.g. tutoring observations). Approval for this data is covered in SoW #99 Amendment 01 and CPS RRB 2023-1901. If those activities are approved, the PLI study team will use that data for the implementation research activities but will never receive student-level identifiable records.

**Surveys:** The research team will field two surveys with two types of respondents to help the team understand how the Tutor Corps initiative is being implemented.

The site coordinator survey will be administered to the Tutor Corps initiative site coordinator at each school participating in the implementation study. The survey will focus on understanding how implementation of the model is rolling out at each school, including challenges faced and lessons learned, and the resources used in developing the program. The survey will take approximately 30 minutes to complete. All site coordinators at each participating school will be invited via email to complete the voluntary survey. Participants will be offered a \$30 gift card as a thank you and in recognition of their time.

The research team will field a survey to tutors at participating PLI study schools up to 4 times annually. It will be fielded for the first time in October and then up to 3 more times until May. Over the course of the survey administrations (some questions vary between administrations), the survey will ask tutors about session attendance on a typical day, how they allocate their time to various tutoring and tutoring related tasks, their perception of barriers and facilitators to implementation, and the resources they use for tutoring. The early administrations of the survey will take no more than 10 minutes to complete, and participants will be offered a \$10 gift card as a thank you

and in recognition of their time. The final survey administration of the school-year will include extra questions and will take up to 15 minutes to complete. Tutors will be offered a \$15 dollar gift as a thank you for their time for this administration and an additional \$15 for every additional school they fill out the survey for if they tutor at multiple schools.

## Research Methodology and Analytical Technique

*Please provide an overview of your research methodology and specific analytical techniques that will be utilized as part of this study.*

Data collected and analyzed via the implementation study (proposed in this RRB) is intended to complement the secondary data analysis about the Tutor Corps conducted by Ed Lab (covered by Ed Lab SOW #99; CPS RRB 2023-1901). Taken together, the two studies will help us answer the three research questions. The table below outlines the data sources and analytic strategies planned to address each research question.

While the primary data collection/analysis (covered by this RRB and 2023-1901) and the secondary data analysis (covered by SoW #99) will help us answer the same research questions, we will be careful to ensure all members of the research team only have access to the data they have permission to access, and which is required for their study responsibilities. (In particular, as described in SoW #99 Amdt 01, the Education Lab will not share any CPS student-level administrative data with the MDRC research team.)

	Data Sources	Analytic Approach
<b>RQ1) How was the CPS Tutor Corps delivered? To what extent was the CPS Tutor Corps delivered as intended ?</b>	Interviews with school staff point person(s)/Tutor Corps site director; survey of site coordinators and tutors (covered in this RRB)	<ul style="list-style-type: none"><li>• Anticipating schools' adaptation of the intended Tutor Corps model, the research team will surface key themes regarding how and why schools adapted the model to fit their needs.</li></ul>
	Ed Lab analysis of other CPS administrative data (covered by Ed Lab CPS SOW #99)	<ul style="list-style-type: none"><li>• Data permitting, the research team will use the qualitative and quantitative data sources to describe the extent of adherence to the core components of the Tutor Corps model as articulated in the CPS Tutor Corps manual and key aspects of the initiative's intended infrastructure (e.g. staffing; student selection; tutor training; data systems to progress monitor)</li></ul>
	Ed Lab observation data (covered in RRB 2023-1901)	
<b>RQ2) What was the context in which the CPS Tutor Corps was delivered? What were the key challenges and implementation lessons?</b>	Interviews; site coordinator survey (covered in this RRB)	<ul style="list-style-type: none"><li>• Transcripts and notes from the qualitative data collection proposed in this application will be reviewed to identify facilitators and barriers to implementation at the school and district-level.</li></ul>



**RQ3) How does Tutor Corps compare to other personalized learning and supplemental instruction opportunities at participating schools?**

Interview data; site coordinator survey; teacher interviews (covered in this RRB)

Ed Lab analysis of other CPS administrative data (covered by Ed Lab SOW #99)

- The team will analyze responses to the site coordinator survey regarding questions about supplemental academic supports offered to students at the school.
- The team will mine the survey, interview and focus group data to identify a comprehensive list of all of the potential supports that schools offer to students, which might confer the same types of benefits as tutoring (e.g. Computer assisted learning programs; small group instruction; afterschool programs).
- Responses to questions about whether/how schools could use computer assisted learning platforms to scale tutoring services to more students will be analyzed to assess the feasibility of using such platforms to support personalized learning at a lower cost for more students.

**Benefits and Commitment to Equity**

## Benefit to CPS

### **Which (if any) CPS vision goals does your research support?**

50% of students will meet college readiness benchmarks on the SAT.  
65% of 2nd grade students will be at or above national attainment for reading.  
70% of students will be at or above national attainment for math.  
70% of students will be at or above national attainment for reading.  
90% of freshmen will be on track to graduate high school.

*Click here to access more information on the CPS Vision Goals.*

### **Please describe how your project supports each of the Vision Goals selected above.**

The CPS Tutor Corps is intended to support students in K-5 Literacy or 6-12 Math. Better understanding the program implementation - and how implementation connects to program impacts - will help ensure students are on track to meet these Vision Goals. Furthermore, the implementation study aims to support CPS in improving the program in future years. Program improvement of this initiative also supports these vision goals.

### **Which (if any) of the CPS core values does your research support?**

Academic Excellence

### **Please describe how your project supports each of the core values selected above.**

CPS Tutor Corps is intended to support students who are behind in academic growth. Previous studies of tutoring have found that students who participate in tutoring can learn double, or more, relative to their peers. By targeting supplemental support to students who are behind, the initiative aligns with CPS' equity value. The implementation study will directly inform program improvements for next school year.

### **How does this project support the district broadly?**

This implementation study can inform CPS' ongoing plans for the CPS Tutor Corps. Implementation study results can also help inform plans about whether to extend this initiative in the years beyond.

## Commitment to Equity

### **In what ways does this project reflect/challenge/progress the district's commitment to equity?**

As noted on CPS' Tutor Corps initiative website, the initiative was designed by CPS as an equity-based academic initiative and this research study aims to support program improvement of that initiative. The implementation study aims to give voice to those directly implementing the program to inform program evaluation and improvement efforts. Ideally, the implementation study design and data collection would have involved students, families and teachers to draw on their expertise and perspectives. However, the value of including those perspectives in the design and research needed to be weighed against the added burden those study design and data collection activities would add, in particular given the ongoing covid pandemic. If we decide to pursue data from these sources for future years, we will submit appropriate documentation and an amendment to this RRB application.

*Reflect on the district's equity framework as well as the following: As a researcher, what is my privilege / bias when it comes to this question? Am I assuming that Black and brown students will inherently perform poorly? Have I consulted those whose communities I want to research? Is the research designed with the holistic humanity of the people I am researching in mind? Do I perceive the communities I want to research as allies, or as research subjects? Am I interrogating / challenging policies and systems that may be contributing to inequities? Will this project create an undue burden on the communities I am seeking to research?*

### **How are your research activities accessible to individuals with disabilities?**

Primary data collection proposed for this study will only take place with CPS and Tutor Corps vendor employees. No primary data collection is proposed for students. All activities are voluntary.

### **Are your research activities translated into languages other than English as appropriate for the community?**

Primary data collection is only proposed with CPS and Tutor Corps vendor employees and all of these employees speak English.

### **Please use the table below to list all District CPS Supporters and the role they will have in your study. Use the details box to describe your supporters' title and role in the district. List your primary supporter first.**

*Please click "save" after each line.*

CPS Supporter Email Address	CPS Supporter Details
Kim, Ellen <b>Email:</b> ekim15@cps.edu <b>Business:</b> (773) 553-2535	Program Manager for the CPS Tutor Corps

### **Link to New Contact Form**

User had the option to start a different form here.

### **How will you share your research findings with the population(s) you are studying?**

We will first share results with CPS' Teaching and Learning Team, who manage the CPS Tutor Corps. Depending on their preferences, we are happy to support sharing results further with other stakeholders, including but not limited to the tutoring vendors, the tutors, and school staff.

## Research Activities

### Start Date of Recruitment

02/01/2023

### End Date of Recruitment

06/07/2025

### Please provide the date that you will begin primary data collection

02/01/2023

### Please provide the end date of primary data collection

06/07/2025

### Please provide the date that you will begin analysis

04/25/2022

### Please provide the end date of analysis

12/01/2025

### Please provide the approximate date that you will finalize your research report.

03/31/2026

### Description of Deliverable/Final Product (i.e., academic/journal article, white paper, memo, report)

The goal of this implementation study is to inform future deployment of the CPS Tutor Corps, and to provide context for the evaluation of CPS Tutor Corps (covered by SOW #99) and so the research team will produce memo and/or other findings write ups to CPS. The research team will also share general descriptions of research activities and findings with funders of our study. If results are generalizable to other districts, who are attempting to set up their own tutoring services, the research team may also include findings in future white papers, journal articles, and other reports.

### Will any portion of this research, including recruitment or consent, take place during or in any way interfere with standard activities?

No

*With very few exceptions, research procedures cannot be carried out during or in any way interfere with standard activities, including instruction time or professional development sessions.*

### Will this study involve study subject randomization or a control group?

No

### Will your research employ study-subject deception or non-disclosure?

No

**Will this research involve Product Testing?**

No

**Will this research involve collection of biological samples or biometric data?**

No

**Does this research involve other research procedures not described previously?**

No

**Is this research tied to a standard or novel curriculum, teaching or other program, staff professional development training or program, or other non-research activity or activities?**

Yes

**Please describe**

This research is tied to CPS' Tutor Corps, which is providing literacy tutors to students in grades K-5 and math tutors to students in grades 6-12. The Tutor Corps aims to accelerate learning among students in schools most affected by the COVID-19 pandemic.

**Has the curriculum, program, PD, etc. already been approved by the district?**

Yes

**Please list the contact information for internal CPS supporter.**

Ellen Kim, CPS Tutor Corps Program Manager (ekim15@cps.edu)

**Does this study involve the use of educational technology (including survey tools, video conference platforms, and third party websites. See note for add'l details)?**

Yes

*Please be aware that under The Student Online Personal Protection Act, SOPPA (105 ILCS 85/), any platform students interact with must be compliant with current data security and student privacy regulations. Please note that this definition includes online survey tools such as Qualtrics. Please use the following website to check if your proposed platform is compliant with SOPPA:*

*<https://cps.app.learnplatform.com/new/public/tools>*

**Please describe the use of educational technology as part of this study**

The intervention itself - the CPS Tutor Corps - will likely involve an ed tech component (for instance, students will work with tutors, but may spend some of their tutoring time engaged with ed tech platforms). The exact ed tech component is still being decided, as the tutoring vendors and exact tutoring curriculum has yet to be finalized. If an ed tech platform is used, it will be SOPPA approved.

The primary data collection will not involve Ed Tech but may involve Zoom.

**Is the described educational technology a CPS SOPPA operator?**

Yes

*Please use the following website to check if your proposed platform is compliant with SOPPA:*

*<https://cps.app.learnplatform.com/new/public/tools>*

## Study Population

### Will you be submitting a secondary Data Request?

No

### Study Subject Inclusion Criteria

School staff will be eligible to participate in the research activities proposed here if their school is participating in the Tutor Corps initiative and their school leader has agreed to participate in research activities for the Personalized Learning initiative. If more schools are participating than the study team has capacity for including the data collection, the team will use a sampling approach. All tutors and staff in the focal positions in sampled schools that meet these criteria will be eligible for the interviews. Focal positions for interviews include the school staff person designated by the school leader as the Tutor Corps point person for the school and teachers of students enrolled in tutoring. Focal positions for group interviews include tutors. Focal positions for surveys include school coordinators and tutors.

*If the research involves more than one study subject population (e.g. students, parents, teachers, staff), please individually detail the inclusion criteria for each.*

### Study Subject Exclusion Criteria

The study will only include staff and tutors in the focal positions in participating CPS Tutor Corps schools.

*If the research involves more than one study subject population, please individually detail the inclusion criteria for each*

### Please select all special populations that may be targeted for your study

*No answer provided.*

### Describe the potential direct and/or indirect benefits for all detailed research procedures and populations

There are no direct benefits to participants. That said, the study findings could help inform tutoring programs in the future for CPS and other districts.

### Describe the anticipated potential risks, however minimal, associated with the detailed research procedures and subject populations

There are few risks involved for the data collection. None of the surveys, interview questions will involve sensitive topics, and participants do not have to answer any questions that make them uncomfortable. We will be collecting and storing the interview data. While there is a small risk that the information could be lost, stolen, or misused, our robust data security plans mitigate that risk.

**How will the identified risks for all research procedures and subject populations be minimized and/or mitigated to the greatest extent possible?**

We will follow our typical data security practices to minimize risk of data loss. We use secure computer systems to protect the data from being seen by anyone other than the research team and will never use participant names or identify them in external study documents. Interview, focus group, survey and observation data will be maintained for the duration of the study.

**What procedures will you use in the event that research questions/processes produce observable stress/distress in subjects?**

Interviews, group interview and survey participants will be made aware that all questions are completely voluntary. It will be made clear that they do not have to answer any or all questions. Participants will be informed that they can stop their participation in the interview, group interview, or survey at any time.

**Will you compensate study subjects?**

Yes

**Detail the proposed compensation (monetary and/or non-monetary) for each research procedure and population**

Teacher and tutor group interview and interview participants will receive \$30 as a thank you for their participation. Tutor Coordinator interview participants will receive \$60 as a thank you for their participation. Tutors completing the tutor survey will be offered a \$10 gift card as a thank you for their participation in the 10 minute survey and a \$15 gift card in the final administration, and an additional \$15 for every additional school they fill out the survey for if they tutor at multiple schools. Site coordinators completing the site coordinator survey will be offered a \$30 gift card as a thank you for their participation. All research subjects are CPS staff or employed by CPS's Tutor Corps vendors.

*Student incentives must be appropriate, equitable, and reasonable in amount. All staff incentives are limited to \$50 or less in a given year. Any amount in excess will require the secondary employment form to be completed by staff participants, or otherwise have the amount allocated to the school.*

**Describe when and where study subjects will be compensated and detail the mechanisms that will be in place to ensure study subject privacy when distributing compensation.**

Participants will be offered an electronic gift card after the interview, group interview or survey is completed. Gift cards will be emailed to participants by the research team at the email that they provide when they agree to participate in the interview, group interview or survey.

**Describe the compensation schedule for participants that withdraw from the research or that are withdrawn from the research by the study team.**

Participants that attend any portion of the interview or focus group will be compensated even if they withdraw before the end of the interview or group interview. Survey respondents who reach the final page of the survey will be compensated.

## Study Recruitment

### Outline every aspect of the recruitment process for teacher participants.

Teachers will only be asked to participate if they have been designated by their school leader as the "Tutor Corps school staff point person" for the school or identified by their school contact person as someone who teaches students participating in the Tutors Corps program. Teachers identified by their schools leaders or contact people will be invited to participate in an email via email (see attached email script). Those who agree to participate will be asked to sign-up for an available time slot via email. The email will remind teachers that voluntary data collection activities need to take place during non-working hours. The email template and consent information sheet that will be sent to potential research subjects is provided as an attachment to this application.

The recruitment process will be as follows: The CPS Tutor Corps staff will provide the research team with the email addresses for the relevant staff (tutors, teachers, Tutor Corps site director and school staff person designated as point person for the program) from schools participating in the PLI study. The research team will first reach out to the school leader and coordinator to remind them of the data collection activities. After that, the research team will contact individual staff members to invite them to participate in an interview or focus group and to sign-up for an available time.

The research team will not inform CPS of whether or not school staff in participating schools agree to participate.

### Outline every aspect of the recruitment process for non-teacher staff participants.

The recruitment process for non-teacher staff will be the same as described for staff above. The research team will not inform CPS of whether or not school staff in participating schools agree to participate.

### Please attach all recruitment materials not attached elsewhere (Optional).

*No answer provided.*

### Please attach all consent/assent forms associated with this study not already attached elsewhere (Optional).

*No answer provided.*

### Identify study team members who will recruit subjects.

Research team members responsible for inviting research subjects to participate will be MDRC or Ed Lab research staff overseen by Ed Lab PIs.

### Will this research involve screening procedures

No

## Compliance



## FERPA

*For more information on FERPA, click here.*

**Is any aspect of this research subject to FERPA?**

Yes

**Is the proposed research in compliance with FERPA?**

Yes

## ISSRA

*For more information on ISSRA, click here.*

**Is any aspect of this research subject to ISSRA?**

No

## PPRA

*For more information on PPRA, click here.*

**Is any aspect of this research subject to PPRA?**

No

## Permission, Confidentiality, and Security

**Attach a draft of the permission letter that will be sent to school Principals**

*No answer provided.*

*Please note that Principals have final authority over what happens in their schools.*

**How will you protect the privacy of prospective research subjects? Please detail how study subject privacy will be protected during recruitment, screening, consent, and all research procedures. Provide an accounting for all applicable research procedures and study populations.**

Recruitment and consent: The research team will only recruit staff at schools where the school leader has expressed a willingness to CPS for their staff to participate in research activities. In these schools, the research team will coordinate with the CPS Tutor Corps manager (Ellen Kim) to gather contact information for relevant staff members. The research team will then independently reach out to invite relevant staff members and keep their names and records of participation private.

Data collection: Only the research team will have access to any audio recordings or notes taken during interviews and focus groups. This includes consent, as we will collect verbal consent at the start of the interviews and focus groups. We use secure computer systems to protect the data from being seen by anyone other than the research team and will never use participant name or identify them in external study documents. Interviews and focus group data will be maintained for the duration of the study and destroyed in accordance with the study contract. Additionally, only the research team will have access to the survey data and secondary data based on TA records.

**Describe the data confidentiality or security provisions that will be in place for all research data.**

All research data are stored on encrypted-at-rest and password-protected devices, and securely transferred and maintained on internal secure drives with access limited to designated members of the research team.

**How will you store participant data?**

With direct identifiers

*These details must be included in all applicable consent forms*

**List the identifiers that will be stored and explain if identifiers will be deleted at a later date**

The research team will store names and contact information for school staff members in relevant roles (i.e. tutors; school leaders; point people; teachers, Tutor Corps site director) at participating schools. This information will be stored securely by the research team and used for recruitment purposes. It will be destroyed once the study is complete.

**Will you keep participants' contact information on file after the data have been collected?**

Yes

**How long will you store participant contact information?**

For the duration of the project

**Explain the purpose for which participant contact information will be retained, such as recruitment for future studies or other follow-up study completion**

*These details must be included in all applicable consent forms*

Interviews, group interviews, observation and survey data will be maintained for the duration of the multi-year study in case follow-up is necessary with research participants. If research participants are invited to participate in subsequent years of the study, the research team will re-consent them at that time.

**Will you share individual-level data with other researchers or practitioners beyond the designated key research personnel?**

No

**What will you do with the data once the research has been completed (choose all that apply)?**

Retain data for three years or longer post-completion, then destroy it

*Please note that the district discourages storing study data for longer than three years after study completion.*

**Please describe the purpose for which you will be storing data after the conclusion of the study. Also, explain the planned duration (i.e. how long) you will retain data**

The research team hopes to engage in implementation research on future years of the Tutor Corps initiative and examine how the program changes over time. If this happens, the research team will re-apply to RRB and update any necessary research materials including consent forms. The research data described in this RRB application will be maintained for the length of the study and for three years beyond that to support longitudinal analysis.

**Attachments**

**Please attach all miscellaneous attachments**

SoW 99 Amdt 01

Data Sharing  
Agreement

*If you are resubmitting your protocol following initial review, please attach your response letter here.*

SoW 99 for Ed Lab's  
Impact Study of CPS  
Tutor Corps

Data Sharing  
Agreement

**Are there any additional finalized contracts or agreements associated with this research that have not been attached elsewhere as part of this application (e.g. CPS Data Authorization Agreements)?**

No

**Are there any pending (i.e. not yet signed by both parties) contracts or agreements associated with this research that have not been attached elsewhere as part of this application?**

No

**Acknowledgements**

## Acknowledgements

### Please acknowledge the following:

- ✓ All parts of this submission are accurate, complete, consistent, and clear.
- ✓ I have accurately and completely described all intended human subjects research procedures and the populations with whom they will be carried out.
- ✓ I have attached all study materials, including, but not limited to, all materials that will be given to, sent to, read to, or otherwise used with all prospective study subject populations.
- ✓ This submission adhere to all CPS policies and guidance as outlined in the link below  
<https://www.cps.edu/about/district-data/conduct-primary-research/>
- ✓ I have accurately identified all personnel who will be involved in this study.
- ✓ I acknowledge that any/all changes required by the CPS RRB in the course of its review of this submission will be reported to my IRB of record during the entire lifetime of this study.
- ✓ I attest that I will work with my IRB of record to address any concerns raised in the review of this submission.
- ✓ I attest that all of the research procedures detailed in this submission have been carried out with prospective IRB review and approval.
- ✓ I agree to comply with all background check and volunteer procedures required of my study, per the official CPS Volunteer Policy (link provided below):  
<https://policy.cps.edu/download.aspx?ID=272>

## Submission Date

01/14/2022

**Load CR/Mod into IRBManager**  
**- Submitted 02/09/2024 3:50 PM ET by System, The**

CR/Mod Processing  
- Submitted 02/27/2024 1:42 PM ET by Corson, Adam

CR/Mod Processing

Ready for Review

Approve

Approval Date

02/27/2024

Approval Period (in number of months)

12

Existing Background Check Level

Level I

Existing Background Check Justification

N/A

Does background check level need to be updated?

No

Notes for Letter

No answer provided.

RRB Meeting Date for Notification

03/05/2024

Current School Sites

No answer provided.

School Sites Chosen Within Data Entry

School Contacts for Sites Chosen

No answer provided.

Are the Supplementary Sites the same?

True

Administrative Reviewer

Corson, Adam

Email: ACorson1@cps.edu

Phone:

**Load Approved Modifications**

**- Submitted 02/27/2024 1:42 PM ET by System, The**

## Determination Letter Finalization

- Submitted 02/27/2024 1:46 PM ET by Corson, Adam

**Review Generated Letter and Confirm Before Sending**

### RRB #

2022-1756

### Study Title

Implementation Study - CPS Tutor Corps

### Principal Investigator

Bhatt, Monica

**Email:** mbhatt@uchicago.edu

**Mobile:** (773) 834-9960

### Determination Letter

**In some cases you may see other determination letters attached by the submitter. However, only the generated determination letter will be sent in the decision email.**

Name	Type	Date
RRB#2022-1756-Monica Bhatt	Determination Letter	02/27/2024
2024-02-27.docx		

*This determination letter will be automatically attached to an email being sent to the principal investigator.*

**Please use the link below, click on the Attachments link on the left side of the page if you need to upload an edited version of the above letter.**

Modification/Continuing Review defined 02/09/2024

### Output Background Check Level

N/A

### Additional Attachments to Decision Email

*No answer provided.*



## Notes for Determination Email

*No answer provided.*

### Study Site Contact Background Check Expirations

Name	Role	Background Check Expiration
Bhatt, Monica	Principal Investigator	Missing
Boyd, Marion MSW	Out of School Research Staff	Missing
Condliffe, Barbara	Out of School Research Staff	Missing
Davis, Rebecca PhD	Out of School Research Staff	Missing
Dunn, Ellen Masters	Out of School Research Staff	Missing
Grossman, Jean	Out of School Research Staff	Missing
Hefyan, Mervett	Out of School Research Staff	Missing
Mattera, Shira	Out of School Research Staff	Missing
Motta, Ashley	Out of School Research Staff	Missing
Owens, Gustie	Out of School Research Staff	Missing
Scarola, Lauren	Out of School Research Staff	Missing
Strassberger, Marissa MPH	Out of School Research Staff	Missing
Walsh, Julia	Out of School Research Staff	Missing
Woo, Janey	Out of School Research Staff	Missing

**Please use the text box above to indicate the background check level required or any other pertinent information.**

Level I

### Background Check Level Justification

N/A

### Other Notes in Letter

N/A





## Tutor Coordinator Interview Consent Information Sheet

You are being invited to participate in the [PLI research study](#). MDRC, an independent research organization, and the University of Chicago Education Lab are undertaking a study to learn about the implementation and impacts of tutoring programs. As part of this study, we would like you to answer some questions about your role as the tutor/site coordinator. The interview will take approximately 60 minutes. If you participate, after the interview you will receive an electronic **\$60 gift card** to express our appreciation and recognition of your time.

**Commented [G01]:** This was previously 30\$

After reading the information about the study we will ask for your consent to continue with the interview. This will be an indication that you have consented to participate in this study. You can keep a copy of this document.

### Are there benefits to participating?

There are no direct benefits to you for being a part of this study. Your participation is valuable and this information **is important in helping the study team** and the broader education community understand how tutoring programs work. What we learn may help other schools and districts set up their own programs.

**Commented [G02]:** In Sept 2023 draft, this said crucial instead of important

### Is this interview voluntary?

Participation in this interview is voluntary. You may choose not to take part in the interview or in the study without any consequence. You may end your participation in the interview at any point and decline to answer questions that you do not want to answer or leave the interview at any time.

The research team will ask for your permission to audio record the interview for note taking purposes. No video will be recorded.

### Will my information be kept confidential?

The researchers will follow strict policies to keep your information confidential. Records that identify you will be kept confidential and stored securely, and will be used for research and program improvement purposes only. When we report conclusions from the research, we will never use your name or otherwise identify you. Finally, if you say anything or we see anything (either in person or on screen) indicating a threat of harm to yourself or others, we are required to report it.

### What are the risks of participating?

There are few risks involved should you choose to participate. There is a small risk that the data could be seen by people not authorized to view it, but we make every effort to keep your information confidential, as noted above. You don't have to answer any questions you don't want to.

### Whom do I call if I have questions?

If you have any questions about this interview, the research project, or your rights as a participant, please contact Senior Associate Barbara Condliffe at [Barbara.condliffe@mdrc.org](mailto:Barbara.condliffe@mdrc.org).



#### For Virtual Participants:

##### **Instructions for turning video on / off on Zoom**

Locate camera symbol in the lower left-hand corner of the screen.

To turn on your camera, click this symbol when it says, “start video.”

To turn off your camera, click this symbol when it says, “stop video.” You’ll know your video is off if the button shows a red line through the camera and says “start video” beneath it. · For more help, visit <https://support.zoom.us/hc/en-us/articles/201362313-How-Do-I-Test-My-Video->

##### **Instructions for using a virtual background on Zoom:**

A virtual background allows you to display a picture or image behind you during a meeting. It’s a way to show your face without showing your surroundings.

These backgrounds can be great, but some people have trouble getting them to work. Some people also report that it can slow down their internet connection and make it harder to see or hear what’s happening in a meeting. · For details steps on setting up a virtual background, visit <https://support.zoom.us/hc/en-us/articles/210707503-Virtual-Background>



## Teacher Interview Consent Information Sheet

You are being invited to participate in the [PLI research study](#). MDRC, an independent research organization, and the University of Chicago Education Lab are undertaking a study to learn about the implementation and impacts of tutoring programs. As part of this study, we are inviting you to answer some questions about your role as a teacher and the tutoring program. The interview will take approximately 30 minutes. If you participate, after the interview you will receive an electronic \$30 gift card to express our appreciation and recognition of your time.

After reading the information about the study we will ask for your consent to continue with the interview. This will be an indication that you have consented to participate in this study. You can keep a copy of this document.

### Are there benefits to participating?

There are no direct benefits to you for being a part of this study. Your participation is valuable and this information is important in helping the study team and the broader education community understand how tutoring programs work. What we learn may help other schools and districts set up their own programs.

### Is this interview voluntary?

Participation in this interview is voluntary. You may choose not to take part in the interview or in the study without any consequence. You may end your participation in the interview at any point and decline to answer questions that you do not want to answer or leave the interview at any time.

The research team will ask for your permission to audio record the interview for note taking purposes. No video will be recorded.

### Will my information be kept confidential?

The researchers will follow strict policies to keep your information confidential. Records that identify you will be kept confidential and stored securely, and will be used for research and program improvement purposes only. When we report conclusions from the research, we will never use your name or otherwise identify you. Finally, if you say anything or we see anything (either in person or on screen) indicating a threat of harm to yourself or others, we are required to report it.

### What are the risks of participating?

There are few risks involved should you choose to participate. There is a small risk that the data could be seen by people not authorized to view it, but we make every effort to keep your information confidential, as noted above. You don't have to answer any questions you don't want to.

### Whom do I call if I have questions?

If you have any questions about this interview, the research project, or your rights as a participant, please contact Senior Associate Barbara Condliffe at [Barbara.condliffe@mdrc.org](mailto:Barbara.condliffe@mdrc.org).



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<https://support.zoom.us/hc/en-us/articles/210707503-Virtual-Background>



## Tutor Interview/Group Interview Consent Information Sheet

You are being invited to participate in the [PLI research study](#). MDRC, an independent research organization, and the University of Chicago Education Lab are undertaking a study to learn about the implementation and impacts of tutoring programs. As part of this study, we are inviting you to answer some questions about your role as a tutor in the tutoring program. The interview will take approximately 30 minutes. If you participate, after the interview you will receive an electronic \$30 gift card to express our appreciation and recognition of your time.

After reading the information about the study we will ask for your consent to continue with the interview. This will be an indication that you have consented to participate in this study. You can keep a copy of this document.

### Are there benefits to participating?

There are no direct benefits to you for being a part of this study. Your participation is valuable and this information is important in helping the study team and the broader education community understand how tutoring programs work. What we learn may help other schools and districts set up their own programs.

### Is this interview/group interview voluntary?

Participation in this interview is voluntary. You may choose not to take part in the interview or in the study without any consequence. You may end your participation in the interview at any point and decline to answer questions that you do not want to answer or leave the interview at any time.

The research team will ask for your permission to audio record the interview for note taking purposes. No video will be recorded.

### Will my information be kept confidential?

The researchers will follow strict policies to keep your information confidential. Records that identify you will be kept confidential and stored securely, and will be used for research and program improvement purposes only. When we report conclusions from the research, we will never use your name or otherwise identify you. In a group interview or focus group, we ask that all participants agree to not share any information they hear with others, but we cannot guarantee confidentiality in this setting. Finally, if you say anything or we see anything (either in person or on screen) indicating a threat of harm to yourself or others, we are required to report it.

### What are the risks of participating?

There are few risks involved should you choose to participate. There is a small risk that the data could be seen by people not authorized to view it, but we make every effort to keep your information confidential, as noted above. You don't have to answer any questions you don't want to.

### Whom do I call if I have questions?

If you have any questions about this interview, the research project, or your rights as a participant, please contact Senior Associate Barbara Condliffe at [Barbara.condliffe@mdrc.org](mailto:Barbara.condliffe@mdrc.org).



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<https://support.zoom.us/hc/en-us/articles/210707503-Virtual-Background>





# Virtual Teacher Interview Protocol

***Directions:** Read the bolded, numbered questions. Use the bulleted probes below as needed, when a respondent doesn't touch on them when answering the main question*

***Please note:** this is a semi-structured protocol, please follow up with the interviewee if they say something that you think it would be important to know more about.*

## I. INTRODUCTION

### Instructions:

Potential interviewees will receive a copy of the informed consent information sheet approximately one week prior to the interview. The interviewer will meet individually with each staff person slated to take part in an interview directly before the scheduled interview time. Using the Zoom waiting room tool, the interviewer will bring staff persons into the main room to complete informed consent process and return staff persons who elect to take part in an interview to the waiting room until the start of the interview. (Staff persons who do not wish to take part interview will leave the Zoom meeting.) Staff persons will not be able to interact or see each other while they are in the waiting room. During this informed consent process, the interviewer will read the statement below and answer any questions the interviewee has about taking part in an interview. This proposed process will allow staff persons to complete consent individually and ask questions in private.

### Script:

Thank you for meeting with me to talk about the tutoring program! MDRC and the University of Chicago's Education Lab are undertaking a study to learn about the implementation and impacts of tutoring programs. What we learn will be useful to your district and to the larger audience of educators and policymakers interested in designing supplemental academic supports for students.

Before we begin, please take a moment to read the consent form I sent you ahead of today's call if you haven't already. It outlines the purpose of the interview, acknowledges that you are participating voluntarily, and gives us your permission to record our conversation. It is here on the screen [interviewer screenshare the consent information sheet.]

I'm going to give you a few minutes to read the consent information sheet. Then I'm going to highlight a few things are really important to know about participating in the interview. Please ask any questions you have along the way. [Pause for interviewee to read the consent information sheet.]

- **Voluntary:** Participating in the interview is completely voluntary, and will last approximately 15 minutes. There are no consequences if you do not participate. If you agree to participate, you can end your participation in the interview at any point and you can decline to respond to questions you don't want to answer. You can decide whether you want to use video during the focus group. Video can be a helpful tool to help communicate, but it is not required. If you decide to use video, take a few minutes to decide where you want to sit and what others may see behind you. You can also decide to turn off your video at

any point. You can also use a background filter that obscures your background. As a reminder, you can find information about how to do this in the email I sent you about the interview, or feel free to ask me now.

- **Security:** As noted in the consent form, we will follow strict security measures to ensure that your information can only be accessed by the researchers for research purposes.
- **Benefits and Risks:** The risks for taking part in the interview are minimal, and there are no benefits directly to you.
- **Audio Recording:** The interview will be audio recorded for note taking purposes and to help us keep track of what we discuss here today. Recording the conversation allows us to focus on your responses and ensures we capture the key themes and topics that emerge. We will not record video. The audio file will be transcribed. Only the research team will have access to the audio recording or transcript. If you do not want to be recorded, you have the option to not participate in the interview.

Do you have any questions before we continue?

Do we have your consent to start this interview and start the recording? [If yes] Thank you, I'm going to turn on the recorder and ask you to repeat your consent so that we have it on record.

[Turn on recorder] Do we have your consent to do this interview and record our conversation?

[Begin after the interviewee consents]

## II. OPENING QUESTIONS (~3-5 MINUTES)

Let's start with a few general questions about your role as a teacher.

1. First, please state your name and what your roles are at your school for the recording.
  - How long have you been teaching here?
2. To start off, I'd like to hear about how the tutoring program works for students in your classroom:
  - Do you have students that go to tutoring?
    - How many?
  - When in the day do students go to tutoring?
  - Do they miss time from your class? What topics or activities? How much time?
  - What are students who are not assigned to tutoring doing while their peers are being tutored?
3. How was the tutoring program introduced to you? Did you receive any training? Did you have any input into which students would receive tutoring?
4. Who do you go to if you have questions about the tutoring program? (Questions about tutors, questions about materials, etc.)
  - School staff? District staff? Vendor?

## III. TEACHER EXPERIENCE (~5 MINUTES)

5. To what extent are you aware of what students are learning/doing during tutoring?
  - How do you get this information?
  - How often do you get updates?
  - What additional information would you like? Do you feel like you are generally aware of what happens in a tutoring session? How do you find this out? (Talk to the tutor, observe the sessions, talk to the students, get reports from the tutor)
  - How does tutoring influence your classroom instruction (if at all)?
    - i. Do you ever choose to keep students out of their tutoring session?
6. To what extent is the content of tutoring aligned with/complementary to your classroom instruction?
  - Can you provide an example?
  - How could it be better aligned?
7. How do you communicate and collaborate with tutors?
  - Can you give me an example of the last time you talked with a tutor about one of your students?
  - How much time would you say you have to collaborate on a weekly basis? (if any)
8. About how much time do you personally spend a week related to the tutor program on things like scheduling, communicating with the tutor, facilitating student attendance, etc.?

## IV. STUDENTS EXPERIENCES (~5 MINUTES)

9. How do your students who are assigned to tutoring feel about attending?
  - Please explain, how do you know?
  - Have any students expressed embarrassment or concern about being identified for tutoring?
10. How do you think tutoring has benefited students who are being tutored?
  - Academically?
  - Socioemotionally/behaviorally?
11. What do you think could be improved about the tutoring program to better support your students?

- Any improvements to who the program serves (eligibility criteria)?
  - Any improvements to training for tutors?
  - Tutoring curriculum?
- 12.** Do you feel like the instruction students receive in tutoring is helping their socioemotional skills?
- How/Why Not? Do you have an example?
- 13.** Do you feel like the instruction students receive in tutoring is helping their confidence?
- How/Why Not? Do you have an example?
- 14.** In your own words, can you please tell me what is the most important goal of tutoring?
- 15.** Imagine a change in the structure of the tutoring program where [INSERT DETAILS OF PROPOSED SUSTAINABLE HIGH DOSAGE MODEL PROPOSED IN THIS DISTRICT]
- How would you feel about managing an activity like this?
  - What are the biggest challenges that you envision facing in a set-up like this?
  - What materials, training and support would you feel that you need to be successful?
  - How many students do you think would be manageable at one time?

## V. CLOSING

Thank you so much for your time! I very much appreciated meeting with you today and all these details you shared with me. Is there anything else you'd like to share with me about your work or the tutoring program that I may not have asked about? Do you have any questions for me?

# Tutor Interview/Group Interview Protocol

***Directions:** Read the bolded, numbered questions. Use the bulleted probes below as needed, when a respondent doesn't touch on them when answering the main question.*

***Please note:** this is a semi-structured protocol, please follow up with the interviewee if they say something that you think it would be important to know more about.*

## I. Introduction (to be read at all groups)

Thank you for meeting with me to talk about the tutoring program! MDRC and the University of Chicago Education Lab are undertaking a study to learn about the implementation and impacts of tutoring programs; more specifically, we want to learn which students benefit from tutoring the most, and learn/discover best practices for implementing tutoring programs. What we learn will be useful to your district and to the larger audience of educators and policymakers interested in designing supplemental academic supports for students.

[NOTE: Adjust language below if conducting an interview with just one person]

Before we begin, please take a moment to read the consent information sheet [hand over PLI study/consent information sheet. If virtual, Before we begin, please take a moment to read the consent information sheet I sent you ahead of today's call, if you haven't already. It outlines the purpose of the focus group, acknowledges that you are participating voluntarily, and gives us your permission to record our conversation. It is also here on the screen]. It outlines the purpose of the focus group, acknowledges that you are participating voluntarily, and gives us your permission to record our conversation. I am going to highlight a few things that are really important to know about participating. Please ask any questions you have along the way. [Pause for interviewees to read information sheet].

- **Voluntary:** Participating in the focus group is completely voluntary and will last approximately 30 minutes. There are no consequences if you do not participate. If you agree to participate, you can end your participation in the focus group at any point and you can decline to respond to questions you don't want to answer.
- **Confidentiality:** The research team will not share your individual answers with anyone else. As noted in the consent information sheet, we will follow strict security measures to ensure that your information can only be accessed by the researchers for research purposes.
- **[Group Interview ONLY] Group nature of focus group/discussion:** Since this is a group discussion, the researchers cannot guarantee that others in the group will not talk with others about our discussion, though everyone is asked not to do so. Please do not share anything that is said in this group with anyone outside of this room when we finish.
- **[Group Interview ONLY] Participation and Timing:** We are very interested in hearing your perspectives. Please know that there are no right or wrong answers to these questions, and everyone is encouraged to participate. If someone else is speaking, please allow them to finish before answering. We ask that you answer the questions as completely as you can. The more complete your responses are to the questions, the more useful your responses will be to the

research team. That said, we have a lot of questions to get through and so we may need to ask you at times to hold a thought for the end so that we can move things along or hear someone else's perspective.

- **Benefits and Risks:** The risks for taking part in the interview are minimal, and there are no benefits directly to you.
- **Audio Recording:** The focus group will be audio recorded for note taking purposes and to help us keep track of what we discuss here today. Recording the conversation allows us to focus on your responses and ensures we capture the key themes and topics that emerge. The audio file will be transcribed. Only the research team will have access to the audio recording or transcript. We also ask you to respect the privacy of your fellow tutors by not recording this discussion for yourself.

Do you have any questions before we continue?

### **Do you consent to participating in this interview?**

[If yes, then read the audio recording script for focus groups or individual interviews]

#### **FOR GROUP INTERVIEW:**

As I mentioned, we will be audio recording the interview – which is because it's hard for me to take notes and listen to what you are saying/stay engaged in our conversation. I also want to be sure we accurately capture what you have to say. The recording will only be heard by the research team. If you do not want to be recorded, you have the option to not participate in the group interview.

[Turn on recorder and begin.]

#### **FOR INTERVIEWS:**

As I mentioned, we're also asking for your permission to audio record the interview – which is because it's hard for me to take notes and listen to what you are saying/stay engaged in our conversation. I also want to be sure we accurately capture what you have to say. The recording will only be heard by the research team. **Do I have your permission to audio record?**

[If YES, turn on the recorder and begin interview]

[If NO, take notes as close to verbatim as you can.]

## **II. General**

### **1. To start off, can you introduce yourself and share your role at this school?**

- How long have you been working as a tutor in this building? Do you play any other roles in this school?
- What motivated you to become a tutor in this program/school?

### **2. How is tutoring going so far this year? What's going well?**

### **3. ...and what's challenging?**

- Is there anything you wish you knew when you first started?
- [PROBE] Moving through the curriculum, student engagement, discipline, managing differing skill levels, relationships between tutors and students; why they think things are going well or badly.
- [GET EXAMPLES, PROBE] Could you give an example of something that has been going well/something that has been challenging?

#### 4. Tell me about the curriculum you use.

- [PROBE] For example, the instructional materials, a teaching manual or virtual system to guide each lesson, specific lessons to teach, a tutor workbook, training on content to teach and how to deliver it
- Were you provided with a curriculum to use? To what extent do you use the provided curriculum?
- What do you think of the curriculum?
- Do you feel the curriculum allows for the ability/flexibility to sufficiently individualize instruction?
- When and why do you adapt or not use the materials?
  - Can you give me an example of when/how you have adjusted the curriculum materials to better meet your students' needs?
- What other materials/activities do you engage in with your students?
- Does the curriculum seem adequate/specific to the students you are working with?

### III. Student Engagement in Tutoring

Next I'd like to hear how you all engage with your students during tutoring sessions.

#### 5. How many students are assigned to you for the high dosage tutoring program?

- How big are your student groups?
- How many tutoring groups do you have?

#### 6. From what you've observed, how do students feel about attending tutoring?

- Are some students excited/happy to attend?
  - i. What do you see that makes you think that?
- Do some students not want to attend?
  - i. What do you see that makes you think that?
  - ii. Why do you think this is happening?
- Do you think students ever feel embarrassment or stigma about being in tutoring?
  - i. What do you see that makes you think that?

#### 7. What keeps students engaged during the sessions?



**8. You mentioned that your groups are supposed to consist of [# GIVEN EARLIER] students. On a typical day, how many students miss their session?**

- Why do students typically miss a session?

**9. Do you record student attendance at your sessions?**

- Do you use a computer system to do so? If so, what works well about that system? What doesn't work well?
- Are you able to consistently and accurately record student attendance?
- How do you communicate student attendance to the school/vendor?

#### IV. Training and Support

Next, I'd like to hear a little bit about the training and ongoing support you receive.

**10. Tell me about the training you received at the start of the tutoring program?**

- Who provided the training?
- What was covered?

**11. Do you feel well-prepared to tutor based on the training you received on the tutoring program?**

- What type of training and/or ongoing support activities do you wish you had?
- What, if anything, could be improved about the training and support you received?

**12. Who do you go to when you have questions about tutoring?**

- [PROBE] Teachers, other tutors, tutor coordinator, [insert vendor name], etc.
- [IN-PERSON TUTORING ONLY] Who do you go to with questions when you are in the school building?
- Do you have a dedicated meeting time for addressing questions and sharing general information? Who attends those meetings?
- Are there additional supports or resources that you think could be helpful?
- Who do you think the students go to when they have questions about tutoring?

**13. To what extent do you feel a part of the school staff community?**

- [PROBE] With the teachers of the grade/subjects you tutor in, with faculty/staff community in whatever breakrooms/facilities there might be? In what ways do you collaborate with teachers?
- Especially with teachers of the same grades/subjects of the students who you tutor?

#### V. Resource Use

Next I'd like to learn a little more about the time and resources you need for tutoring.

**14. Other than tutoring, what else do you spend your time doing while at school?**

- [PROBE]:
  - i. Do you get prep time?
  - ii. Do you get collaboration time/time to talk to teachers?
  - iii. Do you ever observe classroom content?
  - iv. Do you have transition time during sessions?

**15. Do you ever spend time on tutoring-related tasks outside of your paid hours?**

- Can you provide some examples?

**16. Are you ever re-assigned from tutoring to another task? What task(s)?**

- Who decides this?
- How do you feel about this?

**17. How is the space you use for tutoring?**

- Is it sufficient?
- How could it be improved?

**18. Do you have the supplies you need to do the work?**

- Are they sufficient?
- How could they be improved?
- [PROBE] Do you ever use your own resources for tutoring or related tasks? (IE supplies, books or toys, your personal computer or tablet?)

## VI. Improvements

We have just a few questions left.

**19. What do you think could be done next year to improve the program?**

- [PROBE] Training and/or, ongoing staff feedback/supervision, program changes (disciplinary policies, incentive policies, group size and makeup, curriculum changes, etc.)
- In what ways would you adapt tutoring to serve 8 students at the same time?

**20. If you were asked to give advice to a new tutor at this school, what would you tell them?**

**21. What are you most proud of about your involvement in the tutoring program this year?**

## VII. Close

**22. Is there anything else you'd like us to know about your experience as a tutor this school year?**

[TURN OFF RECORDER] Thank you so much for your time! Please let me know your email address, so we can send you the \$30 gift card as a thank you for your time participating.

# Tutor Coordinator Interview Protocol

*Directions: Read the numbered questions. Use the bulleted probes below as needed when a respondent doesn't touch on them when answering the main question*

*Please note: this is a semi-structured protocol, please follow up with the interviewee if they say something that you think it would be important to know more about.*

*Please note: Throughout the interview it is important to check in on differences across program types*

- i.e. "does this differ between {PROGRAM TYPE 1} and {PROGRAM TYPE 2}"
- "how is that time split between {PROGRAM TYPE 1} and {PROGRAM TYPE 2}"

Thank you for meeting with me to talk about the tutoring program! MDRC and the University of Chicago Education Lab are undertaking a study to learn about the implementation and impacts of tutoring programs. What we learn will be useful to your district and to the larger audience of educators and policymakers interested in designing supplemental academic supports for students.

Before we begin, please take a moment to read the consent information form that was emailed to you [or that I'm sharing with you now]. It outlines the purpose of the interview, acknowledges that you are participating voluntarily, and gives us your permission to record our conversation. I am going to highlight a few important things to know about participating in the interview. Please ask any questions you have along the way. [Pause for interviewee to read study/consent information sheet].

- **Voluntary:** Participating in the interview is completely voluntary, and will last approximately 60 minutes. There are no consequences if you do not participate. If you agree to participate, you can end your participation in the interview at any point and you can decline to respond to questions you don't want to answer.
- **Security:** As noted in the consent form, we will follow strict security measures to ensure that your information can only be accessed by the researchers for research and program improvement purposes.
- **Benefits and Risks:** The risks for taking part in the interview are minimal, and there are no benefits directly to you.

Do you have any questions before we continue?

## Do you consent to participating in this interview?

[If yes] Thank you. As I mentioned, we're also asking for your permission to audio record the interview – which is because it's hard for me to take notes and listen to what you are saying/stay engaged in our conversation. I also want to be sure we accurately capture what you have to say. I will only record audio, not video. The recording will only be heard by the research team.

## Do I have your permission to audio record?

[If YES, turn on the recorder and begin interview]

[If NO, take notes as close to verbatim as you can.]

## SECTION 1: INTRODUCTION

*[In this section, you're easing into the interview. The questions aim to introduce and define the interviewee's role as the site coordinator and understand their responsibilities and time commitments in that role.]*

1. First, could you state your name and what your roles are at [SCHOOL] for the recording.
  - Today I'd like to talk about
    - [PROGRAM TYPE 1:] [Subject] tutoring of students in [grades] in [format]
    - And, [PROGRAM TYPE 2:] [Subject] tutoring of students in [grades] in [format]
    - Do these sound like the right tutoring programs within your school?
2. Please tell me a little bit about your school, what makes it unique?

## SECTION 2: COORDINATOR ROLE

3. What are your main responsibilities as the site coordinator for the tutor program?
  - Do your responsibilities differ between [PROGRAM TYPE 1] and [PROGRAM TYPE 2]?
4. Typically, about how much time per week do you spend managing tutoring program?
  - How many hours? How would you estimate you spend your time?
  - [If different program types, does it vary by program type how much time you spend on each?]
5. Did you spend more than that at any part of the year, for example, at the beginning of the program? About how many hours then?
  - [Get clarity if those hours are per week or total or some other timeframe]
  - [how does this vary for program types, if applicable]
6. Is there anyone else at your school who helps to coordinate the tutoring program? What is their role? How much time do they spend on the tutoring program in a typical week?
  - If different program types, are there some people who are only involved in one type of tutoring program? Could you describe their title at the school, and involvement in the program?
  - Anyone else?

## SECTION 2: TUTORING PROGRAM DESIGN & RESOURCES

*[This section helps establish how the tutoring program works and what resources go into it]*

7. I'd love to hear about how you've gone about scheduling tutoring. How have you fit tutoring into the school day?

- When in the students' school day are they tutored?
  - Can you walk me through the process of creating this schedule. What tools did you use to help you?
  - What has been challenging about the process for scheduling tutoring? What's worked well?
8. What activity or support service is a student receiving tutoring not getting because of their participation in tutoring?
- That is, what are the peers of students assigned to [insert program type(s)] doing while assigned students are in tutoring?
9. How many times per week are students scheduled to receive tutoring?
- If different program types, can you tell me for each program?
10. Where in the school building does tutoring occur? [how does this vary for program types, if applicable]
- Are those spaces used for any other uses?
  - If you weren't offering tutoring, what would those spaces be used for instead?
  - Did you need to make any changes to make these spaces work for tutoring? EX. adding furniture, installing dividers, etc.
11. Do tutors and students use devices such as a laptop or tablet for the tutoring program? [how does this vary for program types, if applicable]
- What devices are commonly used during tutoring sessions?
  - Do students or tutors use any other accessories such as charging stations or headsets?
12. What physical materials and equipment are used by tutors and their students in tutoring sessions? [how does this vary for program types, if applicable]
13. Tell me about the instructional materials or the academic curriculum tutors are using. [how does this vary for program types, if applicable]
- Do you have any subscriptions to academic services?
  - Who provided these instructional materials?
  - To what extent are these instructional materials or curricula aligned to classroom instruction?
14. Did you purchase and/or reallocate significant resources for the tutoring program such as computers, furniture, classrooms, or learning materials? [how does this vary for program types, if applicable]

15. Are there any other unexpected costs or resources to running [insert program type(s)] that we should know about? [how does this vary for program types, if applicable]

### SECTION 3: DAY TO DAY OPERATIONS

16. To what extent are assigned students actually receiving the amount of tutoring they are designated to receive?
- If students assigned to tutoring miss sessions, What are the reasons why they may miss it?
17. How often are tutoring sessions cancelled? What are the most common reasons cancellations are happening?
18. How do you get information about whether students attended tutoring? And what do you do with this information?
- How often do you get this information? How do you get it (e.g. going into a data system or getting reports from vendors)?
19. How often do you get information about what students are learning in tutoring? What do you do with this information?
20. Can you tell me about how teachers are involved in the tutoring program?
- How was the program introduced to teachers?
  - Do teachers and tutors collaborate? How and how often? Do they both have time in their schedules for this?
  - What feedback have you received from teachers about the program?
21. Can you tell me about any family involvement in the tutoring program?
- Were families of assigned students informed of the program? If yes, how?
  - Are families of assigned students regularly updated? If yes, how?

### SECTION 4: TUTOR STAFFING

*[The goal is to understand more about the **tutors and their qualifications**, the process and challenges of building the **tutor workforce**, **tutors responsibilities**, **training for tutors**.]*

Now, I'd love to hear more about the tutors at your school.

22. Can you walk me through the process of recruiting and selecting tutors for the program?
- What specific criteria or qualifications are taken into consideration when hiring tutors for the program?

- What kind of professional backgrounds do the tutors you work with have (are they parents, college students, paraprofessionals)?
- Were any parts of this process particularly challenging? Tell me about that.

23. Tell me about how you provide training and support to tutors.

- Who provides the training?
- How much training do they receive? How many hours?
- Do tutors that join later in the year also get this training?

24. Apart from their tutoring and related responsibilities, are any tutors assigned to non-tutoring tasks in the school (such as lunch duty, classroom or administrative responsibilities)? Could you describe those responsibilities?

- How much time are they typically spending on other non-tutoring related activities?

25. Do tutors have time during the school day outside of tutoring sessions to work on the tutoring program (such as prep time, time collaborating with teachers, gaps in their schedule, time transitioning students between sessions etc.)? About how much time in a typical day?

26. Apart from their tutoring and related responsibilities, are any tutors assigned to non-tutoring tasks in the school (such as lunch duty, classroom or administrative responsibilities)? Could you describe those responsibilities?

- How much time are they typically spending on other non-tutoring related activities?

27. Have any tutors from your school left the program since it started?

- Tell me about what led tutors to leave. Have these tutors been replaced? How have you adjusted tutoring delivery to address these issues?

28. Tell me about how you provide training and support to tutors.

- What did initial training for tutors look like? Who provided it?
  - Would you call this training a success? Why or why not?
- Who provides ongoing support to tutors if they face challenges during the school-day?
  - Is this support provided individually or to all tutors, together?
  - What kind of feedback is provided?
- Do you or others even observe tutoring sessions?
  - How often?
- What additional training and supports for tutors are needed?

29. We know that schools sometimes offer many different kind of supplemental academic supports to students who are behind. In addition to tutoring, what other supplemental academic supports in[subject of tutoring] does your school offer? Can you tell me about those supports?

- How often are they provided and what do they entail?



- Which students receive those supports? Do students in the tutoring program have access to those supports?
- How does your school decide who receives those supports?

## SECTION 7: CONCLUSION AND FINAL THOUGHTS

30. In your role as the tutor coordinator, can/have you identified any specific challenges or areas where additional resources (i.e. improved wifi connectivity or a greater number of tutors, more training) could improve the tutoring program?
31. In what ways do you think the tutoring program can be improved?
- What are the top three barriers you've faced in implementing the program this year?
  - If you had to give advice to another school staff member charged with overseeing a tutoring program like this one, what would you tell them?
32. Anything else we should know about your experiences with the tutoring program this year?

# PLI Tutor/Site Coordinator Interview

## Scheduling Templates

*Note: These emails are templates and will be modified slightly to customize them to each school's specific circumstances.*

### Email #1 Request for Interview

Dear [NAME]!

As you know, the tutoring program at <SCHOOL> is part of a study conducted by researchers MDRC and the University of Chicago Education Lab to understand how tutoring and other academic support services are delivered to students. As part of the study, we are requesting that you participate in an **interview** to answer some questions about your experiences with the tutoring program. This information will help us understand how tutoring programs work.

The interview would last up to 60 minutes and take place over Zoom. Our interview with you will help provide us important information that will inform future tutoring programming across the country.

Can we schedule this conversation with you in the next couple of weeks? Here are some times that work on my end. Alternatively, you can suggest other times or find a time on my bookings calendar [link].

- [Time block 2]
- [Time block 2]
- [Time block 2]

To thank you for your time, we will send you a \$60 electronic gift card good at many stores including Target, Amazon, and Starbucks after the interview is complete.

This interview is completely voluntary and there is no need for you to turn your camera on. I'll provide a Zoom link that you can use from a computer or that you can dial in to by phone. When we write up our research, we will not share your name or any identifiable information about you or the school you work with. There is some information about our study and how we will use your data attached to this email.

Your feedback is important to helping us understand how the tutoring models work across the country, and we hope to hear from you!

Thank you so much for your time! Please be in touch with any questions.

Thank you,  
<MDRC STAFF NAME>

### Email #2 Nudge to Schedule Interview:

Dear <NAME>,

I hope this message finds you well! I wanted to follow up on my previous email regarding your participation in a one hour voluntary interview about your role in coordinating the tutoring program at <SCHOOL>.

We really value your insights, and your contribution will be important to enhance our understanding of the tutoring program in <SITE> and will help inform tutoring models across the country.

Can we schedule this conversation with you in the next couple of weeks? Here are some times that work on my end. You can also find a time at <BOOKINGS LINK>.

- [Time block 2]
- [Time block 2]
- [Time block 2]

If none of these work for you, please feel free to suggest other times. To thank you for your time, we will send you a \$60 electronic gift card good at many stores including Target and Amazon after the interview is complete.

We look forward to speaking with you soon!

Best regards,  
<MDRC STAFF NAME>

# PLI Tutor Survey Spring 2024

## Generic Email Templates

### **DISTRICT/VENDOR EMAIL to TUTORS:**

*MDRC will share this email template with district contacts/tutoring vendors, as suggested language they can use to reach out to their tutors about the survey.*

**From:** <DISTRICT CONTACT>

**To:** <TUTORS>

### **TUTOR EMAIL TEMPLATE**

Dear Tutors,

Thank you for your continued work with <DISTRICT>'s tutoring program and for supporting our students and schools. As you may know, <DISTRICT> has partnered with MDRC and the University of Chicago Education Lab to study the impacts of tutoring on student outcomes. As part of the Personalized Learning Initiative (PLI) study, the research team is going to invite tutors at study schools to take a **15-minute survey** about their experiences as a tutor. You will receive a **\$15 electronic gift card** as a thank you for your time completing the survey. If you tutor at more than one school, the survey will ask about each school and *you will receive one \$15 gift card per school.*

In the upcoming days, you will receive an email from MDRC inviting you to take the survey. The survey is optional, though I hope to get high participation from tutors in <DISTRICT>'s program!

Tutors' responses are important to understand how tutoring services look in their school, and input from this survey will help shape tutoring around the nation. Tutors' answers will be used for research purposes only and only the research team will have access to individual tutors' direct responses.

Thank you for helping make this research a success!

Sincerely,

<DISTRICT CONTACT>

## TUTOR EMAIL 1: Invite to Take Survey

**Subject Line:** Share your <SCHOOL> tutoring experiences – take the Tutor Survey!

**From:** PLI Tutoring Study [pli@survey.mdrc.org](mailto:pli@survey.mdrc.org)

Dear <CONTACT PERSON>,

The tutoring program at <SCHOOL> is part of a study to understand how tutoring is delivered to students, conducted by researchers at MDRC and the University of Chicago Education Lab. As part of the study, we're inviting you to take a **15-minute survey** to answer some questions about your experiences with <<DISTRICT>'s tutoring program. This information is important in helping us understand how tutoring programs work.

Completing this survey is voluntary and your information will be kept confidential. Once you've completed the survey, the link will no longer be accessible to anyone. It will not be possible to identify any particular school or individual in any reports or results we produce.

Your perspectives are important to us, and we appreciate the time required to share them with us. As a thank you for your time, you will receive a **\$15 electronic gift card** good at many stores – including Amazon, Target, and Dunkin' – within two weeks after you submit the survey. *If you tutor at more than one PLI school, the survey will ask about each school and will receive a \$15 gift card per school.*

**To start the survey, please follow this link:** <UNIQUE SURVEY LINK>

If you have any questions or comments, please feel free to contact me, Marissa Strassberger, Research Associate at MDRC, at [pli@survey.mdrc.org](mailto:pli@survey.mdrc.org) or 212-340-4582.<PHONE NUMBER>.

We greatly appreciate your time and consideration in completing this survey.

Thank you!

Marissa Strassberger  
PLI Study Team  
Research Associate, MDRC

## TUTOR EMAIL 2: Survey Reminder

**Subject Line:** \*Action Requested\* Take the <SCHOOL> Tutor Survey today!

**From:** PLI Tutoring Study [pli@survey.mdrc.org](mailto:pli@survey.mdrc.org)

Dear <CONTACT NAME>,

I hope this message finds you well! I recently sent you an email asking for you to respond to a **15-minute survey** about how tutoring is delivered to students attending <SCHOOL> during the 2023-2024 school

year. This information is crucial in helping the Personalized Learning Initiative (PLI) study team understand the impacts of tutoring.

Please follow this link to start the PLI Tutor Survey: <UNIQUE SURVEY LINK>

To thank you for your time, we will send you a **\$15 gift card**, which can be used at many stores – including Target, Amazon, and Dunkin’ – after the survey is completed. *If you tutor at more than one PLI school, the survey will ask about each school and will receive a \$15 gift card per school.*

Thank you for your help making the PLI study a success!

Sincerely,

Marissa Strassberger  
PLI Study Team  
Research Associate, MDRC

## TUTOR EMAIL 3: Survey Reminder

**Subject Line:** Take the Tutor Survey for <SCHOOL> today! \$15 gift card thank-you

**From:** PLI Tutoring Study [pli@survey.mdrc.org](mailto:pli@survey.mdrc.org)

Dear <CONTACT NAME>,

I’m reaching out to request your participation in a 15-minute Tutor Survey for the Personalized Learning Initiative study. The survey asks about your experiences with the tutoring program at <SCHOOL> We hope to hear from as many tutors at <SCHOOL> as possible, so we can get a complete and accurate understanding of the tutoring program at all study schools.

Please follow this link to start the survey: <INSERT Unique Survey Link HERE>

We appreciate your time taking the survey and as a thank-you, we will send you a **\$15 gift card** upon survey completion, good at many stores such as Amazon, Target, and Dunkin’. If you tutor at more than one PLI school, the survey will ask about each school and will receive a \$15 gift card per school.

Please reach out if you have any questions or concerns.

Many thanks for your consideration,

Marissa Strassberger  
PLI Study Team  
Research Associate, MDRC

## TUTOR EMAIL 4: Survey Closing in 2 Days

**Subject Line:** Reminder: Complete the Survey for <SCHOOL> Tutors – survey closing in 2 days

**From:** Marissa Strassberger [pli@survey.mdrc.org](mailto:pli@survey.mdrc.org)

Dear <CONTACT NAME>,

I'm writing to let you know that there are only **two days** left to respond to a 15-minute Tutor Survey for the Personalized Learning Initiative study. It is important that we hear from tutors at <SCHOOL>, so that we can have a complete and accurate picture of the tutoring programs at all study schools.

Your experiences matter. I understand that this is a busy time in the school calendar, but we would be grateful if you were able to find time today or tomorrow to respond to this voluntary survey. We will send you a **\$15 electronic gift card** good at many stores including Target, Amazon, and Dunkin' as a token of our appreciation within two weeks of your survey completion. *If you tutor at more than one PLI school, the survey will ask about each school and will receive a \$15 gift card per school.*

➤ **Start the survey by following this link:** <INSERT Unique Survey Link HERE>

Please contact me, Marissa Strassberger, Research Associate at MDRC, if you have any questions or comments, at [pli@survey.mdrc.org](mailto:pli@survey.mdrc.org) or 212-340-4582.

Thank you!

Marissa Strassberger  
PLI Study Team  
Research Associate, MDRC

## TUTOR EMAIL 5: Last Day To Complete Survey

**Subject Line:** LAST DAY to share your experiences tutoring at <SCHOOL>! PLI Tutor Survey

**From:** Marissa Strassberger [pli@survey.mdrc.org](mailto:pli@survey.mdrc.org)

Hello, <CONTACT NAME>,

The **survey for tutors** at <SCHOOL> is closing soon and we haven't received your response. It is critical that we hear from as many tutors at <SCHOOL> as possible, so we can have a more complete and accurate understanding of the tutoring program at your school. The survey takes 15 minutes to complete and we will send you a **\$15 electronic gift card** as a thank-you after you submit your survey. *If you tutor at more than one PLI school, the survey will ask about each school and will receive a \$15 gift card per school.*

**Follow this link to start the survey:** <INSERT Survey Link HERE>

I'd love to personally discuss any questions or concerns you might have about this survey or the Personalized Learning Initiative study. Please contact me, Marissa Strassberger, Research Associate at MDRC, if you have any questions or comments, at [pli@survey.mdrc.org](mailto:pli@survey.mdrc.org) or <PHONE NUMBER>.

Thanks so much for your attention to this important matter.

Sincerely,

Marissa Strassberger  
PLI Study Team  
Research Associate, MDRC

# PLI Tutor/Site Coordinator Survey Email Templates

*Note: These emails are templates and will be modified slightly to customize them to each school's specific circumstances.*

## 1. Initial Email Invitation

**Subject Line:** Share your tutoring program experiences – take the Tutor Coordinator Survey for <SCHOOL> today!

**From:** <MDRC STAFF NAME> [pli@survey.mdrc.org](mailto:pli@survey.mdrc.org)

Dear <CONTACT PERSON>,

As you may know, the tutoring program at <SCHOOL> is part of a study conducted by researchers at MDRC and the University of Chicago Education Lab to understand how tutoring and other academic support services are delivered to students. As part of the study, we are inviting you to take an up **to 30 minute survey** to answer some questions about your experiences with the tutoring program. This information will help us understand how tutoring programs work.

Completing this survey is voluntary and your information will be kept confidential. It will not be possible to identify any particular school or individual in any reports or results we produce. Once you've completed the survey, the link will no longer be accessible to anyone.

Your perspectives are important to us, and we appreciate the time required to share them with us. As a thank you for your time, you will receive a \$30 electronic gift card, good at many stores including Amazon, Target, and Starbucks, within two weeks after you submit the survey.

To start the survey, please follow this link: <UNIQUE SURVEY LINK>

If you have any questions or comments, please feel free to contact me at [email] or [phone].

We greatly appreciate your time and consideration in completing this survey.

Thank you!

<MDRC STAFF NAME>, PLI Study team

## 2. First Reminder Email

**Subject Line:** Take the Tutoring program Coordinator Survey for <SCHOOL>!

**From:** <MDRC STAFF NAME> [pli@survey.mdrc.org](mailto:pli@survey.mdrc.org)

Dear <CONTACT NAME>,



Thank you for your continued work on the Tutoring program at <SCHOOL> and as part of the Personalized Learning Initiative (PLI) study! I'm emailing to request your participation in an up to **30 minute** survey about your experiences managing the Tutoring program at <SCHOOL>.

Please follow this link to take the voluntary Tutor Coordinator Survey: <UNIQUE SURVEY LINK>

As a thank-you for completing the survey, we will email you a **\$30 gift card**, which can be used at many stores, including Target, Amazon, and Starbucks, within two weeks of your survey completion.

We greatly appreciate your time and consideration in completing this survey.

<MDRC STAFF NAME>

PLI Study team

### 3. Second Reminder Email

**Subject Line:** \*Action Requested\* Tutor Coordinator Survey for <SCHOOL>

**From:** <MDRC STAFF NAME> [pli@survey.mdrc.org](mailto:pli@survey.mdrc.org)

Dear <CONTACT NAME>,

I hope this message finds you well! I'm emailing to follow up on the Tutor Coordinator Survey, an up to **30 minute survey** that we are requesting the tutoring program coordinator at each PLI study school complete. We haven't received your response yet and want to make sure <SCHOOL> is represented.

Please click this link to start the voluntary survey: <UNIQUE SURVEY LINK>

To thank you for your time, we will send you a **\$30 gift card**, which can be used at many stores including Target, Amazon, and Starbucks after the survey is completed.

Thank you and your school for your help in making this research a success!

Sincerely,

<MDRC STAFF NAME>,

PLI Study Team

### 4. Third Reminder Email

**Subject Line:** <NAME>, complete the Tutoring program Coordinator Survey today! \$30 gift card thank-you

**From:** <MDRC STAFF NAME> [pli@survey.mdrc.org](mailto:pli@survey.mdrc.org)

Dear <CONTACT NAME>,

I'm reaching out to follow-up on the survey for staff who coordinate the Tutoring program at schools participating in the PLI study. This **up to 30 minute survey** asks about your experiences managing the tutoring program at <SCHOOL>. As a thank-you for your time, we will email you a **\$30 gift card** upon survey completion.

**Please follow this link to get started: <UNIQUE SURVEY LINK>**

This voluntary survey provides important information about the tutoring program and it is important that each school is represented, so we have a complete and accurate picture of the tutoring program at all PLI study schools.

Thank you and your school for your efforts in making this research a success!

<MDRC STAFF NAME>,  
PLI Study Team

## 5. Survey Closing Soon Email

**To:** <CONTACT EMAIL>  
**Subject Line:** <SCHOOL> Tutoring Coordinator Survey – closing in 2 days!  
**From:** <MDRC STAFF NAME> [pli@survey.mdrc.org](mailto:pli@survey.mdrc.org)

Dear <CONTACT NAME>,

I'm writing to let you know that there are only **two days left** to respond to the **up to 30 minute Tutor Coordinator Survey** on how the tutoring program operates at <SCHOOL>. This survey is for the Personalized Learning Initiative study and it is important that we hear from the staff member who manages the tutoring program at each study school, so we can have a complete and accurate picture of the tutoring program at all schools.

**Please click on this link to start the survey: <UNIQUE SURVEY LINK>**

As a thank-you for your time, we will email you a **\$30 gift card** upon survey completion. The survey is voluntary.

Thank you for your help in making this research a success!

<MDRC STAFF NAME>,  
PLI Study Team

## 6. Last Day Email

**Subject Line:** Tutoring Coordinator Survey – last day!

**From:** <MDRC STAFF NAME> [pli@survey.mdrc.org](mailto:pli@survey.mdrc.org)

Hello, <CONTACT NAME>,

The **survey for Site Coordinators** is closing today and we haven't received your response. Hearing from the person who manages the tutoring program is important to us having a more complete and accurate understanding of the program at your school. The voluntary survey takes **up to 30 minutes** to complete and we will send you a **\$30 electronic gift card** as a thank-you after you submit your survey.

**Follow this link to start the survey: <UNIQUE SURVEY LINK>**

If you have any questions or concerns you might have about this survey or the Personalized Learning Initiative study, please contact me, <MDRC STAFF NAME>, if you have any questions or comments, at [pli@survey.mdrc.org](mailto:pli@survey.mdrc.org) or <PHONE NUMBER>.

Thanks so much for your attention to this important matter.

Sincerely,

<MDRC STAFF NAME>

PLI Study team

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**Please note, questions that are substantively different from the 22-23 survey appear in red**

Front matter

## Personalized Learning Initiative: School Staff Coordinator Survey

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### Start of Block: Informed Consent

#### Personalized Learning Initiative

Thank you for your participation in the [PLI research study](#). As part of this study, we would like you to answer some questions about your school, its tutoring program(s) and other student support services.

**What are we asking for you to do?** MDRC, an independent social research organization, and the University of Chicago Education Lab are conducting a study to understand how tutoring and other academic support services are delivered to students in the current 2023-2024 school year. This information is crucial in helping the study team understand the impacts tutoring on children at [\\${e://Field/SCHOOL}](#). This survey will take up to 30 minutes to complete. **If you participate, you will receive an electronic \$30 gift card within two weeks of completing the survey, to express our appreciation and recognition of your time.**

**What are the benefits?** This information is crucial in helping the study team and the broader education community understand how tutoring programs work. What we learn may help other schools and districts set-up their own programs.

**Is this survey voluntary?** Your participation in this survey is voluntary and you may, without penalty, skip any questions you do not wish to answer or exit at any time. If you decide later that you don't want to participate, your responses on the survey won't be used in the study.

#### Who will see my response on the survey?

Your answers will be kept confidential and secure and will be used for research and program improvement purposes only. Only researchers working on this project will see them – so no school officials, tutor vendor companies, or teachers. To protect your responses, electronic file downloads will be password-protected and available only to select research team members. School officials, teachers, and others in your community will not have access to your individual responses. When we publish the findings from this survey in reports, we will never use your name or the name of the school where you work.

**Will the information collected ever be used in the future for other studies?** Yes. We will share the data we collect from the study with other researchers to use in their work, but those records will not contain your name or other information that could identify you. You will not be asked to give your permission for this use, so you are agreeing now to sharing this information for any other research in the future.

**Questions?** If you have any questions about this survey, the research project, or your rights as a participant, please contact Senior Associate Barbara Condliffe at [Barbara.condliffe@mdrc.org](mailto:Barbara.condliffe@mdrc.org).

Q1 Do you consent to take this survey?

☐ Yes

☐ No

### Section 1: About respondent

Q2 What is your position or role at [\\${e://Field/SCHOOL}](#)?

☐ Principal

☐ Assistant principal

☐ MTSS Coordinator

☐ Classroom teacher

☐ Interventionist

☐ A dedicated tutoring support position, please list title: \_\_\_\_\_

☐ Other, please specify: \_\_\_\_\_

Q3 How many years have you held your current position at [\\${e://Field/SCHOOL}](#), including this year?

Please count the current school year. For example, if this is your third year, please enter "3".

\_\_\_\_\_

Q4 What are your primary responsibilities in your school's [tutoring program(s)]? **Select all of the answer options that apply.**

☐

Hiring tutors

☐

Onboarding/training tutors

☐

Coaching and/or supervising tutors

☐

Scheduling tutors

☐

Identifying students for tutoring

☐

Scheduling students for tutoring

☐

Monitoring student academic progress on tutoring

☐

Other, please specify: \_\_\_\_\_

## Section 2: Contrast

**This sections ask about the other forms of supplemental academic support available to students at your school OTHER than the tutoring programs in this study.**

**By supplemental academic support we are referring to any activities/programs/interventions offered to students to address unfinished learning as a complement to grade-level instruction.**

Q5 Aside from tutoring, what other supplemental academic supports/interventions are available in your school building to students with unfinished learning in **reading**? Select all that apply.

- ☐ Computer assisted learning platform (e.g., i-ready, Mathia, Khan) (please list the computer program(s) available): \_\_\_\_\_
- ☐ Small group instruction with a teacher
- ☐ Small group instruction with an interventionist
- ☐ Small group instruction with a paraprofessional or volunteer
- ☐ Peer or near-peer tutoring
- ☐ Extended learning or afterschool
- ☐ No other supplemental supports are offered in reading
- ☐ Other, please specify: \_\_\_\_\_
- ☐ Don't know
- ☐ Prefer not to answer



Q6 What supplemental academic supports/interventions are available to students in **math**? Select all that apply.

- ☐ Computer assisted learning platform (e.g., i-ready, Mathia, Khan) (please list the computer program(s) available): \_\_\_\_\_
- ☐ Small group instruction with a teacher
- ☐ Small group instruction with an interventionist
- ☐ Small group instruction with a paraprofessional or volunteer
- ☐ Peer or near-peer tutoring
- ☐ Extended learning or afterschool
- ☐ No supplemental supports in math
- ☐ Other, please specify: \_\_\_\_\_
- ☐ Don't know
- ☐ Prefer not to say

Q7 Schools face challenges that make teaching and learning complicated, to what extent does your school face the following challenges?

	Not at all challenging	Slightly challenging	Moderately challenging	Very Challenging	Extremely challenging
Having enough space in the building					
Having enough technology devices					
Having enough time in the school day					
Having the enough adults in the building to teach and support students					
Finding staff to fill vacancies					
Staff departing mid-year					
Having adequate curricula and instructional materials					
Having enough funding to meet our learning goals					
Having enough mental health supports for our students					

Having enough material supports for our students (food, hygiene supplies, access to medical care, etc.)					
Other, please list:					

### Section 3: Program type specification

The following sections will ask about each of the tutoring types occurring at your school. According to our study records, your school has the following types of tutoring

- [PROGRAM TYPE 1]
- [PROGRAM TYPE 2]

When we say [PROGRAM TYPE 1] we are referring to [SUBJECT 1] tutoring offered to [GRADE RANGE 1] students at your school in [FORMAT 1]. You may know of this program as “[PROGRAM NAME 1]”

Example for syntax: [ELA] tutoring offered to [elementary] students at your school in [small groups]. You may know of this program as “[HDT]”

Q8 Do you have this type of tutoring in your school?

- Yes
- No
- I don't know

Q9 Do you call this program “[PROGRAM NAME 2]” or something else?

- We call it [PROGRAM NAME 1]
- We call it something else, please list

[IF SOMETHING ELSE, REPLACE “PROGRAM TYPE 1” WITH THE NAME THEY PROVIDE]

[IF TWO]

When we say [PROGRAM TYPE 2] we are referring to [SUBJECT 2] tutoring offered to [GRADE RANGE 2] students at your school in [FORMAT 2]. You may know of this program as “[PROGRAM NAME 2]”

Example for syntax: [ELA] tutoring offered to [elementary] students at your school in [small groups]. You may know of this program as “[HDT]”

Q10 Do you have this type of tutoring in your school?

- Yes
- No
- I don't know

Q11 Do you call this program “[PROGRAM NAME 2]” or something else?

- We call it [PROGRAM NAME 2]
- We call it something else, please list

[IF SOMETHING ELSE, REPLACE “PROGRAM TYPE 2” WITH THE NAME THEY PROVIDE]

You'll be asked a set of questions about [PROGRAM TYPE 1] first, then you'll be asked the same set of questions for [PROGRAM TYPE 2]

## [PROGRAM TYPE SPECIFIC QUESTIONS, SECTIONS 4 ON]

### Section 4: Tutor Program Basics

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This set of questions pertains to [PROGRAM TYPE], where [SUBJECT 1] tutoring is offered to [GRADE RANGE 1] students at your school in [FORMAT 1].

Q12. Approximately when did [PROGRAM TYPE] start at your school this school year?

Month:

▼ August ... March

Q13. Year:

▼ 2023 ... 2024

Q14 How were students identified for [PROGRAM TYPE] this year? Select all that apply.

☐

Teacher referral

☐

Parent/caregiver referral

☐

Review of interim assessment data (e.g., i-ready, MAP, Star)

☐

Review of standardized test score

☐

Grades

☐

Other, please specify: \_\_\_\_\_

☒

I don't know

Q15 Approximately how many students are currently assigned to [PROGRAM TYPE]?

\_\_\_\_\_

Q16 In a typical week, how many days (0 - 5) are students assigned to [PROGRAM TYPE] supposed to be tutored?

\_\_\_\_\_

Q17 How long is a typical [PROGRAM TYPE] session in minutes?

---

Q18 In a typical week, when in their schedule do students most often receive [PROGRAM TYPE]

- During whole class academic instruction
- During classroom based small group academic instruction or independent work
- During scheduled intervention time (e.g. RTI block, power hour, intervention period)
- During an elective period
- During non-classroom time (recess, lunch, enrichment)
- Homeroom, advisory, or a similar time during the day
- Other \_\_\_\_\_
- I don't know

Q19 Does your school communicate directly with families about their child's participation in the [PROGRAM TYPE]?

- ☐ Yes
- ☐ No
- ☐ I don't know

## Section 5: Coordinator and helpers' time on the program

**This section includes questions about how you and others manage the tutoring program. Thinking back to the START of the 23-24 [PROGRAM TYPE]:**

Q20 About how many hours total did you spend getting the [PROGRAM TYPE] up and running at the start of the program this year?

If you spent time on multiple types of tutoring, try to split the time between the types. Your best estimate is fine

For example, if you spent 60 hours total getting two types of tutoring up and running, you might say 30 hours for this type.

If you did not help get the program up and running, please enter 0.

---

Q21 Did anyone else help get [PROGRAM TYPE] up and running at the start of the year?

- ☐ Yes
- ☐ No
- ☐ I don't know

Q22 If Yes, Who, check all that apply:

- ☐ Principal
- ☐ Assistant principal
- ☐ MTSS Coordinator
- ☐ Teacher
- ☐ Paraprofessional
- ☐ Volunteer
- ☐ Another person, please list title: \_\_\_\_\_

Q23 (continued) [FOR EACH CHECKED ABOVE]

How much time did the [RESPONSE FROM ABOVE] spend getting [PROGRAM TYPE] up and running at the start of the year?

\_\_\_\_\_

Q24 To what extent has each of the following aspects of setting up and managing the [TUTORING PROGRAM] been a challenge this current school year?

	Not at all challenging	Slightly challenging	Moderately challenging	Very Challenging	Extremely challenging
Finding space for tutoring sessions					
Identifying students for tutoring					
Scheduling students for tutoring (					
Hiring tutors					
Training/onboarding tutors (					
Supervising/coaching addressing tutor turnover					

Facilitating tutor and teacher collaboration (20)					
Other, please specify:					

**Thinking about [PROGRAM TYPE] in a typical week:**

Q25 About how many hours per week do you spend managing or coordinating the [PROGRAM TYPE] in a typical week? \_\_\_\_\_

Q26 Does anyone else help you manage or coordinate [PROGRAM TYPE] in a typical week?

- ☐ Yes
- ☐ No
- ☐ I don't know

Q27 If Yes, Who, check all that apply:

- ☐ Principal
- ☐ Assistant principal
- ☐ MTSS Coordinator
- ☐ Teacher
- ☐ Paraprofessional
- ☐ Volunteer

Another person, please list title: \_\_\_\_\_

In a typical week, how much time does \_\_\_\_ typically spend in managing or helping you with the [PROGRAM TYPE]?

*Draft*

Q28 Have you had to fill any tutor vacancies for [PROGRAM TYPE] this year?

- Yes,
- No,
- I don't know

[If Yes]

Q29 About how many hours total do you typically spend on tasks related to a single tutor vacancy from [PROGRAM TYPE]? Include time spent finding coverage for that tutor's session, recruiting and hiring a new tutor, training the new tutor, vacancy/hiring related paperwork, etc.

---

Q30 If a tutor is absent, what most frequently happens for the students assigned to their sessions?

Please select the most common

- That tutor's sessions are canceled and not rescheduled
  - That tutor's sessions are canceled and rescheduled for a different day
  - The students in the tutor's session are moved into other tutoring groups for that day
  - A substitute covers those sessions
  - The students work independently (e.g. on a virtual platform)
  - Other, please list
-

Q31 Who contributes to managing tasks for each of the tasks below? For each of the below tasks, please select all who play a role

Hiring tutors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	The vendor	My school	The central office (state, district, or CMO)	N/A
Training tutors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	The vendor is responsible for all of this task	Both the school/district and vendor do this task	The school/district is responsible for all of this task	N/A
Managing tutors performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	The vendor is responsible for all of this task	Both the school/district and vendor do this task	The school/district is responsible for all of this task	N/A
Directing tutors to what content to cover with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	The vendor is responsible for all of this task	Both the school/district and vendor do this task	The school/district is responsible for all of this task	N/A
Monitoring student progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	The vendor is responsible for all of this task	Both the school/district and vendor do this task	The school/district is responsible for all of this task	N/A

## Section 6: Facilities

Q32 Where do students receive [PROGRAM TYPE] most frequently? (please select the most frequent place)

- In the students' classroom (e.g. push in)
- In an empty classroom or similar space
- In a small space with a door such as an office
- In a small space in the open, such as a cubicle or nook
- In the hallway
- In an open space, such as the cafeteria, library, or gymnasium
- Other, please specify: \_\_\_\_\_
- ☒ I don't know

Q33 Did you use a space for [PROGRAM TYPE] that would have been used for something else? Ex. A space in the media center is now used exclusively for tutoring

- Yes
- No



- I don't know

Q34 [IF YES] Please briefly describe what the tutoring spaces would otherwise be used for:

Q35 Did you need to acquire any furniture or large equipment for [PROGRAM TYPE] such as partitions, whiteboards, tables, technology storage carts, etc.?

- Yes
- No
- I don't know

Q36 [IF YES] Please briefly describe what was acquired to facilitate [PROGRAM TYPE]

## Section 7: Curricula, tech, materials

Q37 Which instructional materials (i.e. curriculum, lessons plans, student learning resources) are most commonly used for [PROGRAM TYPE] this year? Select all that apply.

- ☐ Instructional materials provided by the school or the classroom teacher (please list name(s) of materials):
- ☐ Instructional materials provided by the tutoring company (please list name(s) of materials):
- ☐ Computer assisted learning platform, e.g. Khan academy; i-ready (please list name(s) of platform): \_\_\_\_\_
- ☐ Other, please describe \_\_\_\_\_
- ☐ ☒ I don't know

Q38 Did your school need to purchase any new instructional materials for [PROGRAM TYPE]?

- Yes
- No
- I don't know

Q39 [IF YES] What materials did your school purchase?

Q40 Do tutors use a data tracking system to track student **attendance** at [PROGRAM TYPE]?

- ☐ They use the same data tracking system our school uses
- ☐ They use a separate system from our school's system
- ☐ They use a tracking system, but I am unsure if it is the same as our school's
- ☐ They do not track student attendance
- ☐ Other, please specify: \_\_\_\_\_
- ☐ I don't know

*Draft*

Q41 Do tutors use a tracking system to track student **academic progress** [PROGRAM TYPE]?

- ☐ They use the same data tracking system our school uses
- ☐ They use a separate system from our school's system
- ☐ They use a tracking system, but I am unsure if it is the same as our school's
- ☐ They do not track student academic progress
- ☐ Other, please specify: \_\_\_\_\_
- ☐ I don't know

Q42 Thinking about the following items, how often are they used in the [PROGRAM TYPE]?

	Never	Sometimes	Every session/nearly every session
Student devices (laptop, tablet)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never	Sometimes	Every session/nearly every session
Student headsets/headphones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never	Sometimes	Every session/nearly every session
Projector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never	Sometimes	Every session/nearly every session
Display screen, TV, monitor, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never	Sometimes	Every session/nearly every session
Smartboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never	Sometimes	Every session/nearly every session
Calculators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never	Sometimes	Every session/nearly every session
Manipulatives (pattern blocks, counters, dice, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never	Sometimes	Every session/nearly every session
Writing supplies (paper, pencil, student whiteboards & markers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never	Sometimes	Every session/nearly every session
Books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never	Sometimes	Every session/nearly every session
Arts/craft supplies (glue, markers, scissors, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never	Sometimes	Every session/nearly every session
Snacks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never	Sometimes	Every session/nearly every session

Small prizes (stickers, candy)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never	Sometimes	Every session/nearly every session
Large prizes (pizza party, special field trip)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Section 8: Tutor time and role

Q43 What best describes the style of tutor/student interaction in [PROGRAM TYPE]?

- Students work with an in-person tutor
- Students work virtually with a human tutor on a video conferencing style program (e.g. Zoom, Google Meet, other platform)
- Students work virtually on a computer program, there is little to no interaction with a human tutor
- Other please describe

[IF ANSWER IS NOT "COMPUTER PROGRAM"]

Q44 How many tutors currently work at your school tutoring students in [PROGRAM TYPE]?

---

[Needs "I do not know" option]

Q45 How does the current number of tutors working on [PROGRAM TYPE] compare to the number of tutors you were expecting to work at your school?

- ☐ Our school received *more* tutors than we were expecting
- ☐ Our school received the number of tutors we were expecting
- ☐ Our school received *fewer* tutors than we were expecting
- ☐ I don't know

Q46 Do students in [PROGRAM TYPE] generally meet with the same tutor each session?

- ☐ Yes
- ☐ No
- ☐ I don't know

*Draft*

Q47 Do tutors who work in [PROGRAM TYPE] have time during the school day outside of tutoring sessions to work on the tutoring program (such as prep time, time collaborating with teachers, gaps in their schedule, time transitioning students between sessions etc.)?

- ☐ Yes
- ☐ No
- ☐ I don't know

[If yes to above]

Q48 In a typical school day, how much time do tutors who work in [PROGRAM TYPE] spend working on the [tutoring program(s)] outside of their tutoring sessions with students (e.g., prep time, time collaborating with teachers, gaps in their schedule, time transitioning students between sessions etc.)?

- ☐ 5-15 minutes
- ☐ 16-29 minutes
- ☐ 30-39 minutes
- ☐ 40-59 minutes
- ☐ 60-89 minutes
- ☐ 90 minutes or more
- ☐ I don't know

[IF Q43 ABOVE ANSWER IS IN PERSON OR OTHER]

Q49 Do tutors who work in [PROGRAM TYPE] fill any other roles in your building? Please check all that apply

- Covering duties like lunch, bus, hall, or recess duty
- Substituting for teaching staff
- Assisting in classrooms
- Providing student services other than [PROGRAM TYPE], please list
- Other, please list

---

Q50 In addition to tutors, do any other people help to run tutoring sessions for [PROGRAM TYPE], for example, an assistant who monitors students meeting with tutors virtually or a teacher assisting with behavior management?

- Yes
- No
- I don't know

Q51 [If yes] please briefly describe this role: \_\_\_\_\_

## Section 9: Training

Q52 Have you as tutoring coordinator received any formal or informal training for [PROGRAM TYPE] such as online modules, orientation meetings, district trainings, or vendor provided training?

- Yes
- No
- I don't know

Q53 If Yes: About how many hours have you spent in trainings or similar activities for [PROGRAM TYPE] since [PROGRAM TYPE] was introduced to you?

\_\_\_\_\_

Q54 Overall, how useful was the training you received in preparing you to manage or coordinate tutoring at **[SCHOOL]** this school-year?

- Not at all useful
- Slightly useful
- Moderately useful
- Very useful
- Extremely useful

Q55 Did your school participate in any training, orientation, or “kick-offs” to inform teachers or other staff at your school about [PROGRAM TYPE]?

Q56 If Yes: About how many people from your school attended?

\_\_\_\_\_

Q57 If Yes: For approximately how many minutes was this event focused on [PROGRAM TYPE]?

\_\_\_\_\_

## Section 10: Strengths and challenges

Q58 To what extent is each item listed below a strength or a challenge for the [tutoring program(s)] for this current school year? Select "N/A" if the item does not apply.

	Major challenge	Minor challenge	Not a challenge or a strength	Minor strength	Major strength	N/A
Quality of instructional materials/curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of tutor training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alignment between tutoring curriculum and school curriculum						
Other, please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q59 To what extent is each item listed below a strength or a challenge for [TUTORING TYPE] for this current school year? Select "N/A" if the item does not apply.

This question is asking about **the tutors assigned to your school** who tutor in [PROGRAM TYPE].

Q60 Tutors refer to the vendor staff and/or schools staff (e.g. paraprofessionals) who provide tutoring to the students who participated in the tutoring lottery run by MDRC and the Education Lab, for the PLI study.

	Major challenge	Minor challenge	Not a challenge or a strength	Minor strength	Major strength	N/A
Tutors' consistent attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutors' relationships with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutors' delivery of high-quality instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutor's behavior management in tutoring sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutor's collegial relationships with classroom teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q61 To what extent is each item listed below a strength or a challenge for the [PROGRAM TYPE] this current school year? Select "N/A" if the item does not apply.

Q62 This question is asking about **student attendance and engagement in the [tutoring program(s)]**.

	Major challenge	Minor challenge	Not a challenge or a strength	Minor strength	Major strength	N/A
Student attendance in tutoring sessions (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student active engagement in tutoring sessions (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q63 Is there anything else you'd like to share about your schools experiences with [PROGRAM TYPE]?

[LONG ANSWER]

[IF TWO, FIELD THE TUTOR TYPE SECTION ABOVE AGAIN FOR PROGRAM 2, IF ONE, CONCLUDE THE SURVEY]

[IF TWO:] Thank you, we will now ask you the same set of questions for [PROGRAM TYPE 2]

[FIELD ABOVE MODULE FOR PROGRAM TYPE 2]

Q64 When you are ready to finalize your answers, please click the **SUBMIT** below to submit your survey. As a thank you, you will receive a \$30 electronic gift card via email within 2 weeks of submitting your responses.

Thank you again for your time and assistance.

If you have any questions about this survey, the research project, the gift card, or your rights as a participant please contact Senior Associate Barbara Condliffe at [Barbara.condliffe@mdrc.org](mailto:Barbara.condliffe@mdrc.org).

# PLI Tutor Pulse Survey SY 2023-2024

[Note: notes about the programming of the survey are bracketed and highlighted in grey. Changes and updated questions are flagged either next to the question number or at the top of the section]

## INSTRUCTIONS & INTRODUCTION

Q1 The [Personalized Learning Initiative \(PLI\) research study](#) team invites you to take a to answer some questions about your experiences as a tutor with [SITE]. This information is crucial in helping the study team understand the impacts of personalized learning instruction (such as tutoring) on children in your school.

If you tutor at multiple schools in the PLI study, you will be asked questions about your experiences tutoring in each school. The survey will take no more than 15 minutes per school. Upon completion and to express our appreciation for your time, you will receive a \$15 gift card for every school for which you have completed a survey.

[PAGE BREAK]

### Q2 What are the benefits?

This information is crucial in helping the study team and the broader education community understand how tutoring programs work. What we learn may help other schools and districts set-up their own programs.

### Is this survey voluntary?

Your participation in this survey is voluntary and you may, without penalty, skip any questions you do not wish to answer or exit at any time. If you decide later that you don't want to participate, your responses on the survey won't be used in the study.

### Who will see my responses on the survey?

Your answers will be kept confidential and secure and will be used for research and program improvement purposes only. Only researchers working on this project will see them – so no school officials, tutor vendor or teachers. To protect your responses, electronic file downloads will be password-protected and available only to select research team members. School officials, teachers, and others in your community will not have access to your individual responses. When we publish the findings in reports, we will never use your name, the name of your tutoring program, or the name of the school where you tutor.

### Will the information collected ever be used in the future for other studies?

Yes. We will share the data we collect from the study with other researchers to use in their work, but those records will not contain your name or other information that could identify you. You will not be asked to give your permission for this use, so you are agreeing now to sharing this information for any other research in the future.

### Questions?

If you have any questions about this survey, the research project, or your rights as a participant, please contact Senior Associate Barbara Condiffe at [Barbara.condiffe@mdrc.org](mailto:Barbara.condiffe@mdrc.org).

### Q3 Do you consent to take this survey?

- ☐ Yes
  - ☐ No
- 

### Q4 First, we'll start by asking about your experiences tutoring on a recent day at [SCHOOL]

Q5

*If you are tutoring today and have not yet completed your shift, please think back to the last day you tutored before today. If you have completed your day, it is fine to answer about today!*

*Please think only about tutoring at [SCHOOL], even if you tutor at more than one school. Day of the Week:*

Q6 Month:

Q7 Day:

Q8 Thinking back about , how many tutoring sessions were you SCHEDULED to tutor at [SCHOOL]?

Include all sessions, even if they did not actually happen (that is, include any sessions that were canceled or where no students attended).

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ More than 8.

- ☐ Prefer not to answer.

**Q9 We'd now like to ask you some questions about the session you were scheduled to tutor on [DAY OF WEEK SELECTED IN Q5] at [SCHOOL NAME].**

**Q11 We'd now like to ask you some questions about each of the sessions you were scheduled to tutor on [DAY OF WEEK SELECTED IN Q5] at [SCHOOL NAME]. Each session will have its own page, starting with your first session.**

Please answer the following questions based on the first 8 sessions you were scheduled to tutor on [DAY OF WEEK SELECTED IN Q5]

**Q12 Your 1<sup>st</sup> tutoring session on [DAY OF WEEK SELECTED IN Q5] at [SCHOOL NAME]:**

**Q13 What grade level are the students in your 1<sup>st</sup> session on [DAY OF WEEK SELECTED IN Q5] at [SCHOOL NAME]? Select all that apply.**

- ☐ K
- ☐ 1st
- ☐ 2nd
- ☐ 3rd
- ☐ 4th
- ☐ 5th
- ☐ 6th
- ☐ 7th
- ☐ 8th
- ☐ 9th
- ☐ 10th
- ☐ 11th
- ☐ 12<sup>th</sup>

**Q14 How many students were ASSIGNED to your 1<sup>st</sup> session?**

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10
- ☐ More than 10

- ☐ 0 - No students attended
- ☐ 0 - The session was canceled
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10
- ☐ More than 10

Q44 Thinking about [DAY OF WEEK SELECTED IN Q5] [MONTH SELECTED IN Q6] [DAY SELECTED IN Q7], please let us know how many hours you spent on each of the following tasks for the tutoring program at [SCHOOL]. Please enter ALL time you spent on the tutoring program, whether or not you were *paid* for that time.

*You can enter whole or partial hours. 0.75 hours = 45 minutes, 0.5 hours = 30 minutes, 0.25 hours = 15 minutes, 0.08 hours = ~5 minutes*

Attending in-person or virtual training sessions : \_\_\_\_\_

Assisting a classroom teacher with instruction : \_\_\_\_\_

Other: Please list : \_\_\_\_\_

Other: Please list : \_\_\_\_\_

Total : \_\_\_\_\_

Q45 Please check that the total hours in the row above looks accurate for the time you spent on the tutoring program on **[DAY OF WEEK SELECTED IN Q5]**. If it doesn't, you can go back and edit your responses.

Q46 The next set of questions ask you to think about your experiences tutoring at **[SCHOOL NAME]** in general.

Q47 In total, how many students are you currently assigned to tutor at **[SCHOOL NAME]**?

*Please include any students currently assigned to you even if they don't consistently attend.*

Q48 In total, how many tutoring sessions are you currently assigned to provide per week in a TYPICAL WEEK at **[SCHOOL NAME]**?

*Please include any students currently assigned to you even if they don't consistently attend.*

Q49 In a TYPICAL week, about what percentage of tutoring sessions are canceled **[SCHOOL NAME]**?? (e.g., because of an assembly, emergency, field trip, testing, you are absent)

**[Slider between 0-100%]**

Q50 In a TYPICAL week, about what percentage of students attend their tutoring session at **[SCHOOL NAME]**??

**[Slider between 0-100%]**

Q51 **[if Q49 > 0%]** What are the top 3 reasons why a tutoring session would be canceled for you and all of the students in the group at **[SCHOOL NAME]**?? **[Prompt respondent ranking of top 3]**

- Special event or a field trip
- My absence from tutoring (e.g., sick, on vacation, etc.)
- I have to attend a training or other required activity for the tutoring program
- I am assigned to other duties at the school and miss tutoring
- Student testing (e.g., state testing or interim assessments)
- Lockdown or other emergency
- The space where I tutor is unavailable
- The session is canceled but I don't know the reason why
- Other **[TEXT]**

Q52 Other than a canceled session, what are the top 3 reasons why students miss tutoring sessions at [SCHOOL NAME]?? **[Prompt respondent ranking of top 3]**

- They are absent from school
- They choose not to come to the session (e.g., they skip)
- They forget to attend
- They are in a class and their teacher does not allow them to leave
- They are in class and their teacher forgets to remind them
- They are receiving another service at school (e.g., meet with social worker, a special education service etc.)
- They are not there but I don't know the reason why
- They face technical challenges (e.g. can't log-in to the computer)
- Other [TEXT]

### Tutoring Program Background

Now I'd like to ask some questions about a typical week of tutoring at [SCHOOL].

Q53 In a TYPICAL WEEK, where do tutoring sessions at [SCHOOL] most often occur? If you conduct sessions virtually, please indicate where in the school building your students are located.

**Please select the best response [Order of responses will be randomized]**

- In the students' classroom (e.g. push in) (1)
- In an empty classroom or similar space (2)
- In a small space with a door such as an office (3)
- In a small space in the open, such as a cubicle or nook (4)
- In the hallway (5)
- In an open space, such as the cafeteria, library, or gymnasium (6)
- Other, please specify: (7) \_\_\_\_\_
- I don't know (8)

Q54: In a typical week at [SCHOOL], when in their schedule do your students usually receive tutoring?

**Please select the best response [Order of responses will be randomized]**

- During whole class academic instruction
- During classroom based small group academic instruction or independent work
- During scheduled intervention time (e.g. RTI block, power hour)
- During an elective period
- During non-classroom time (recess, lunch, enrichment)

- Homeroom, advisory, or a similar time during the day
- Other \_\_\_\_\_
- I don't know

**Q55 Now I'd like to ask some questions about a typical month of tutoring at [SCHOOL].**

**Q56 In a TYPICAL MONTH of tutoring at [SCHOOL] how often do you and the classroom teachers of the students you tutor communicate about the students you tutor, the content of tutoring, or the content of classroom instruction?**

- Daily
- At least once per week
- 2-3 times per month
- About once per month
- Less than monthly
- I've never communicated with the classroom teachers of the students I tutor

**Q57a [If a response is "less than monthly" or more to Q56] When you and the teachers of tutored students communicate, what type of information do you typically share with the teacher? Please select all that apply.**

- Student academic progress in tutoring
- Student behavior in tutoring
- Student attendance at tutoring
- Content covered in tutoring
- Other\_\_\_\_\_ [Text]
- I don't share any information (beyond greeting the teacher/saying hello) [this one selection is mutually exclusive]

**Q57b [If a response is "less than monthly" or more to Q56] When you and the teachers of tutored students communicate, what types of information does the teacher typically share with you?**

**Please select all that apply.**

- Student academic progress in the classroom
- Student behavior in the classroom
- Student attendance at school
- Content covered in the classroom (e.g. content of the curriculum)
- Other\_\_\_\_\_ [Text]
- They don't share any information (beyond greeting me/saying hello) [this one selection is mutually exclusive]

**Q58 Do you ever do unpaid work for the tutoring program at [SCHOOL].?**

- Yes



- No
- I prefer not to answer

[If Yes] **How much time do you spend on unpaid work do you do in a typical day for the tutoring program at [SCHOOL]?**

[Hours field]

**What do you do during this time?** [open response]

Q59 Do you use or provide any of YOUR OWN supplies for the tutoring program at [SCHOOL],?

*For example, your personal laptop/phone, materials you bring such as art supplies or books, snacks, rewards, or treats for the students.*

- Yes
- No

[If yes] **Please share what supplies or materials you provide:**

[open response]

## STUDENT EXPERIENCES WITH TUTORING

The next questions ask about how you perceive students to experience tutoring. Remember, please think about the students you tutor at [SCHOOL].

**New Q60 About how many of your students assigned to tutoring at [SCHOOL] exhibit the following during tutoring:**

	No students	A few students (1-24%)	Some students (25-49%)	Many students (50-74%)	Most or all students (75-100%)	I don't know
Excitement about attending tutoring						
Behavioral challenges in the tutoring sessions						
High levels of engagement with the instructional materials for tutoring						
Disengagement or boredom with the instructional materials selected for tutoring						
Embarrassment at being selected for tutoring						

	<b>No students</b>	<b><u>A few students</u> (1-24%)</b>	<b><u>Some students</u> (25-49%)</b>	<b><u>Many students</u> (50-74%)</b>	<b><u>Most or all students</u> (75-100%)</b>	<b>I don't know</b>
Other STRENGTH (please specify)						
Other CHALLENGE (please specify)						

### Tutor Experiences\* [Mostly new questions]

Now we'd like to ask about your feelings about being a tutor and the training and support you've received.

**Q61:** Have you received any formal or informal training in how to deliver tutoring to students prior to or during your time as a tutor this school-year?

- Yes
- No
- I don't know

Q62 If Yes: About how many hours did you spend in trainings prior or during the school-year?

\_\_\_\_\_

Q63 If yes: Overall, how useful was the training you received in preparing you to deliver tutoring at [SCHOOL] this school-year?

- Not at all useful
- Slightly useful
- Moderately useful
- Very useful
- Extremely useful

Q64 How much do you enjoy your tutoring sessions?

- Do not enjoy at all
- Enjoy a little bit
- Enjoy somewhat
- Enjoy quite a bit
- Enjoy a tremendous amount

Q65 How much do you think your students learn from you?

- Almost nothing
- A little bit
- Some

- Quite a bit
- A tremendous amount

Q66 How often do you receive the support you need to be a successful tutor?

- Almost never
- Once in a while
- Sometimes
- Frequently
- Almost all the time

Q67 How confident are you that you can help your students understand the material in a tutoring session? +

- Not confident at all
- Slightly confident
- Somewhat confident
- Quite confident
- Extremely confident
- I don't know

Q68 NEW: How confident are you that you can effectively teach your tutoring sessions ?

- Not confident at all
- Slightly confident
- Somewhat confident
- Quite confident
- Extremely confident
- I don't know

Q69 NEW: How positive are the relationships with your students?

- Not positive at all
- Slightly positive
- Somewhat positive
- Quite positive
- Extremely positive

Q70 How confident are you that the tutoring you are providing is going to help improve your students' grade/test scores in this subject? +

- Not confident at all
- Slightly confident
- Somewhat confident
- Quite confident

- \*\*\* These questions about tutor experiences were adapted from survey questions developed by the [National Student Support Accelerator](#).

<<<<< This module is only asked at a tutor's first administration of this survey >>>>>>>>>>>>>>>>

- ☐
- Native American or Alaskan Native

- ☐ Asian
- ☐ Black or African American
- ☐ Middle Eastern/North African
- ☐ Native Hawaiian or other Pacific Islander
- ☐ White
- ☐ An identity not listed here (please specify)

---

☐ Prefer not to answer

**Q75 Do you speak a language other than English at home?**

- ☐ Yes
- ☐ No
- ☐ Prefer not to answer

[If Yes on Q75]

**Q76 What language(s) do you speak at home?**

[If Yes on Q75]

**Q77 Do any of the students you tutor speak this/these language(s) at home?**

- ☐ Yes
- ☐ No
- ☐ I don't know

**Q78 What best describes your educational background?**

- ☐ High School Diploma or a GED
- ☐ Currently enrolled in college/university
- ☐ Associate degree
- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Educational specialist or professional diploma (at least one year beyond master's level)
- ☐ Doctorate or professional degree (examples: PhD, EdD, JD)

**Q79 How much experience did you have teaching and/or tutoring students this age, prior to this current school year (2023-2024)?** (Don't include this current school year)

[Drop down: 1=none ... 11=10+]

**Q80 Did you have any connections to the school(s) at which you tutor *before* you started as a tutor?**

*For example, as a student's parent, a volunteer, or an employee.*

- ☐ Yes

- ☐ No

[If Yes on Q80]

**Q81 What was your connection to the school(s) before you started tutoring?**

*Please select all that apply.*

- ☐ Former student
- ☐ Former teacher
- ☐ Family members who attends/attended school(s)
- ☐ Friend or family member works at the school(s)
- ☐ Other school staff role (e.g., paraprofessional)
- ☐ Other (please specify)

**Q82 Is this your only paid job?**

- ☐ Yes
- ☐ No

## **New Section: Future Plans**

**Q83 How likely is it that you will continue tutoring after this semester?**

- Not likely at all
- Slightly likely
- Somewhat likely
- Quite likely
- Extremely likely

**Q84 Aside from being a tutor, what is your other current or prior work experience in K-12 education [select all that apply]**

- Aside from being a tutor, I don't have other experience working in K-12 education [mutually exclusive category]
- Paraprofessional
- Interventionist or learning specialist
- Administrator (e.g. school leader)
- Classroom teacher
- Substitute teacher
- Other (please specify)

**Q85 How likely is it that you will pursue or continue a career in K-12 education in the future?**

- Not likely at all
- Slightly likely

- Somewhat likely
- Quite likely
- Extremely likely

**Q86 If anything other than “not likely at all”, What role in K-12 education are you most interested in continuing or pursuing in the future? [check all that apply]**

- Paraprofessional
- Interventionist or learning specialist
- Administrator
- Classroom teacher
- Substitute teachers
- Other

#### END & THANK YOU

Thank you for completing this survey! As a token of our appreciation, we'll email you a \$15 electronic gift card after you submit this survey (look out for an email from [pli@survey.mdrc.org](mailto:pli@survey.mdrc.org)). If you tutor at multiple schools, you will receive a \$15 gift card for every school that you answered questions about.

If you have any issues accessing your gift card, please email [pli@survey.mdrc.org](mailto:pli@survey.mdrc.org).

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DATE: February 7, 2024

TO: Jean Grossman, PhD  
FROM: MDRC IRB

PROJECT TITLE: [1844003-9] Personalized Learning Demo  
STUDY #:   
SUBMISSION TYPE: Amendment/Modification

ACTION: APPROVED  
APPROVAL DATE: February 7, 2024  
EXPIRATION DATE: January 10, 2025  
REVIEW TYPE: Expedited Review

Thank you for your submission of Amendment/Modification materials for this project. The MDRC IRB has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a project design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

This submission has received Expedited Review based on the applicable federal regulations.

Please remember that informed consent is a process beginning with a description of the project and insurance of participant understanding followed by a signed consent form. Informed consent must continue throughout the project via a dialogue between the researcher and research participant. Federal regulations require that each participant receives a copy of the consent document.

Please note that any revision to previously approved materials must be approved by this committee prior to initiation. Please use the Modifications/Changes form for this procedure.

All UNANTICIPATED PROBLEMS involving risks to subjects or others (UPIRSOs) and SERIOUS and UNEXPECTED adverse events must be reported promptly to this office. Please use the Adverse Events form for this procedure.

All NON-COMPLIANCE issues or COMPLAINTS regarding this project must be reported promptly to this office.

This project has been determined to be a MINIMAL RISK project. Based on the risks, this project requires continuing review by this committee on an annual basis. Please use the appropriate forms for this procedure. Your documentation for continuing review must be received with sufficient time for review and continued approval before the expiration date of January 10, 2025.

Please note that all research records must be retained for a minimum of three years after the completion of the project.



If you have any questions, please contact Frederick Doolittle at (212) 340-8638 or [fred.doolittle@mdrc.org](mailto:fred.doolittle@mdrc.org). Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within MDRC IRB's records.

**STATEMENT OF WORK # CEL-99 AMENDMENT # 01**  
**RESEARCH PROPOSAL AMENDMENT FORM**  
**MASTER RESEARCH SERVICES AGREEMENT**  
**THE UNIVERSITY OF CHICAGO CRIME AND EDUCATION LAB**

Name of Research Project: CPS Tutor Corps (Study of 21-22 Intervention)

CPS Research Project Manager: Sherly Chavarria and Kelli Easterly

Phone: 773-553-2535 E-Mail: schavarria1@cps.edu; kaeasterly@cps.edu

Education Lab Research Project Manager: Juan Carlos Castrejon

Phone: 773-834-4292 E-Mail: jcastrejon@uchicago.edu

Period of Performance September 2021 until December 30, 2026

University IRB number: IRB21-1209

CPS RRB number, if applicable: \_\_\_\_\_

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This Amendment #01 to Statement of Work #CEL-99, dated 10/5/2021, shall be conducted pursuant to the terms and conditions of the Master Research Services Agreement (“**Agreement**”) effective August 1, 2020 by and between The Board of Education of the City of Chicago (the "**Board**"), commonly known as the Chicago Public Schools ("**CPS**"), and The University of Chicago ("**Researcher**"), in behalf of its Crime and Education Lab. Defined terms used in this Statement of Work shall have the same meanings as those ascribed to such terms in the Agreement.

1. This Statement of Work shall be subject to the terms and conditions of the Agreement and all work and Services performed hereunder shall be conducted as described in the Research Services Proposal that was approved by the Board (the “**Approved Research Services Proposal**”). Note: If the above-named Services only involves the exchange of Confidential Information and does not require that Researcher have contact with CPS students or CPS Staff, the signature of the Board’s Chief Performance Officer or his/her designee on this Statement of Work evidences the Board’s approval of the Research Services Proposal. If the Research Services Proposal was subject to the Board’s RRB process, a copy of the signed RRB approval letter for this Research Services Proposal must be attached to this Statement of Work to evidence the Board’s approval of the Research Services Proposal.

**Check the applicable box:**

- ☒ This Research Services Proposal Amendment only involves the exchange of Confidential Information/Existing Secondary Data.
- ☐ This Research Services Proposal Amendment also involves primary research data collection and was subject to the RRB process.
- Attached hereto and incorporated herein by reference as Attachment 2 is a copy of the RRB approval letter for the above-named Research Services.
  - Attached hereto and incorporated herein as Attachment 3 is a summary of the Approved Research Services Proposal. Such "Proposal Summary" is subject to the approval of the BOARD'S Chief Performance Officer or her designee.
2. Either party may request changes to this Statement of Work, but any such changes must be documented by a written amendment to this Statement of Work and must be signed by an authorized representative of each party hereto. In the case of the BOARD, any such amendment must be signed by the BOARD'S Chief Performance Officer or his/her designee, and if the underlying Research Services Proposal was subject to RRB approval, the BOARD will determine whether the Amendment to this Statement of Work requires additional RRB approval.

**[Signature page to follow]**

IN WITNESS WHEREOF, the parties hereto have caused this Amendment #01 to Statement of Work # CEL-99 to be executed by their duly authorized representatives as of the date first set forth above.

THE BOARD OF EDUCATION OF THE  
CITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

By: \_\_\_\_\_

Jeff Broom, Director, Department of  
School Quality Measurement and  
Research

By: *Jeff Broom*

Jeff Broom, Director,  
Department of School  
Quality Measurement and  
Research

*designee  
Savah Dickson*

By: \_\_\_\_\_

Print Name:

Print Title:

Date:

Lab Director:

Education Lab

Signature:

Print:

**Attachment 3.**

**RESEARCH SERVICES PROPOSAL AMENDMENT**

**Research Study Name: CPS Tutor Corps (Study of 21-22 Intervention)**

**to be conducted by**

**The Crime and Education Lab at the**

**UNIVERSITY OF CHICAGO**

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**Instructions:**

- Please provide the information requested below. The information provided should be accurate and complete.
- Your amendment must be approved, signed and dated by an authorized representative of University of Chicago; and it must be approved, signed and dated by the Board's Chief Performance Officer or his/her designee to be valid.
- If this Research Services Proposal amendment involves more than obtaining Student Data, Staff Data, and School Level Data directly from the Board, you must append a copy of the RRB Approval Letter to this Research Services Proposal Amendment.

The Amended Statement of Work for this Research Study cannot be executed until this Research Services Proposal Amendment has been signed by an authorized representative of University and by the Chief Performance Officer of the Board or his/her designee.

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At a minimum, such overview should include the following information:

1. Provide a brief summary of the initial proposed work and the Research Questions to be addressed by the Amendment, if new. Provide a brief project summary and clearly describe the purpose for the amendment.

In this research project, the Education Lab will partner with CPS to better understand the impact of the CPS Tutor Corps on students' academic growth. More specifically, we will explore the following research questions: (1) what is the impact of this tutoring program on students' academic achievement as measured by standardized test scores, grades, course failures, attendance, other core subjects, and other measures, (2) which students benefit most from this tutoring model, (3) how does the impact of this intervention compare to other similar tutoring interventions delivered by other providers, and (4) what is the cost-effectiveness of the CPS Tutor Corps? We will conduct a randomized control trial (RCT) to answer these research questions. Our research team will recruit several schools receiving tutors to participate in this study, only if the number of eligible students exceeds the number of students they can serve in this program. Findings will help inform future conversations about the CPS Tutor Corps.

The purpose of this amendment is to inform CPS that while the UChicago EdLab is leading this study, we have partnered with MDRC, a non-profit social policy research and technical assistance firm, to support the UChicago Education Lab's efforts to monitor implementation and provide technical assistance to the district, specifically to the subset of CPS schools participating in the study.

*Exact details of this monitoring and technical assistance plan may change depending on the vendors to be hired by CPS.*

While CPS may choose to share implementation details with MDRC staff in order to facilitate their implementation support, the Education Lab will not share CPS Confidential Information or Student Data (as defined in its Master Research Services Agreement with Chicago Public Schools) with MDRC.

MDRC plans to fulfill the following responsibilities, in collaboration with CPS:

1. MDRC will support implementation by ensuring that the study team, Chicago Public Schools and the vendors are prepared to implement the CPS Tutor Corps study. MDRC will work closely with the vendors to understand the intervention design, and to support the development of plans so resources are in place to deliver high quality implementation. The team will provide tailored and tiered training and technical assistance depending on the audience:
  - a. MDRC will participate in trainings developed for tutors and supervisors, and, as needed, planning or stakeholder discussions to support study buy-in, relationship building, and learning about roles and responsibilities.
  - b. MDRC will obtain relevant materials from vendors. The MDRC team will work with tutor vendor liaisons to identify which materials to obtain from vendors. These materials will help MDRC understand the procedures and ongoing supports the vendor has in place, and it will allow them to think through how to complement existing efforts with additional monitoring support. This includes study plan, TA/communication plan, and supporting documents, such as guidance about how to fit study procedures into program operations (as needed)

- c. Host iterative learning as tutoring program is implemented to support with identifying challenges and potential adjustments. MDRC will meet regularly with CPS and the vendor throughout implementation period to monitor progress, troubleshoot challenges, support fidelity monitoring and program improvement efforts, and facilitate reflection.
    - i. MDRC will participate in relevant trainings developed for tutors and supervisors, and, as needed, planning or stakeholder discussions to support study buy-in, relationship building, and learning about roles and responsibilities.
    - ii. Monthly leadership calls with Tutor Corps Director and Tutor Vendor Liaison to use data for iterative learning and troubleshooting: recruitment/enrollment, participation/retention, staffing changes, resource or TA needs, and upcoming study related activities
    - iii. Quarterly meetings—webinars and/or written bulletins—with Tutor Supervisors to share data-driven feedback, offer training, facilitate brainstorming to help identify solutions to implementation challenges with direct service providers, identify new TA needs
    - iv. Weekly intensive technical assistance with a subset of schools (anticipated to be roughly 10% of schools involved in the study), comprised of school-based personalized learning administrators, administrators supporting the study and each tutor. Using a tiered technical assistance model, MDRC can work closely with a subset of tutors and supervisors on high priority or more challenging issues, and assume intensive diagnosis, design, and iterative learning to respond to implementation roadblocks
2. MDRC will **meet periodically (anticipated monthly) with vendors and other CPS Tutor stakeholders to summarize how implementation is going and provide recommendations as relevant.** MDRC (with support from the University of Chicago) will prepare materials to facilitate these conversations, as needed, to facilitate technical assistance. As noted above, The Education Lab will not share Student Data or Confidential Information provided by CPS under their Master Research Services Agreement with MDRC. MDRC may acquire participant-level data in the aggregate (cell sizes >10) using a unique account and will collect and store the data according to any data sharing and security agreements.

The vendors will be responsible for ensuring accurate and up-to-date participant-level data is maintained (e.g. timely data entry and complete) and submitted to Chicago Public Schools regularly. As requested by CPS, the vendors may also share such information in the aggregate (cell sizes > or equal to 10) with MDRC, in order to assess whether tutoring is proceeding as planned, at what level of participation, and inform iterative learning. CPS may also ask that MDRC support vendors with tools and guidance, based on program and implementation information such as: Copies of relevant materials that are routinely created by the vendors (i.e. training materials, supervision materials, project management reports and supervision procedures, data system codebooks)

1. Information about tutors and relevant model-specific supervisors, such as tutor training information (i.e. dosage and quality), tutor supervision information (i.e. dosage and demographics/roles), and tutor quality
2. Aggregate (school-level, disaggregated by grade where possible) information about the tutoring services, such as:
  - a. Dosage
  - b. Mode
  - c. Content
  - d. Quality/fidelity
2. Describe and list the existing CPS data sources that the Crime and Education Lab wishes to analyze. Indicate if this amendment asks for additional administrative data.

No additional administrative data is requested in this amendment. As noted above, while CPS may share and request that vendors share program and implementation details with MDRC, the Education Lab will not provide MDRC with any CPS Confidential Information or Student Data covered under its CPS SOW.

3. Describe the analytic techniques to be employed to answer the Research Questions.

No new analytic techniques are proposed in this amendment.

4. Describe the data collection activities that the Crime and Education Lab will employ and provide an approximate schedule for these activities to occur.

NA

5. Provide the (new) Research Study timeline, including the reporting and deliverable schedule.

The timeline depends somewhat on the roll-out for the Chicago Tutor Corps, which is anticipated to begin in either mid-October or the second semester, and be offered to students through the end of the year. Our current provisional timeline is outlined below:

- August 2021 – Schools learn whether they will be receiving tutors via Chicago Tutor Corps
- Beginning of September 2021 – CPS emails all schools that received tutors, informing them of the opportunity to participate in this research study
- Throughout September 2021 – Education Lab follows up with schools about their interest in participating (and shares regular progress reports about schools that elect to participate with the CPS Research Project Manager)
- Beginning of October 2021 – For schools that a) are interested in participating and b) have excess demand relative to available tutoring slots, Education Lab works with school programmers to randomize available tutoring slots via a fair lottery; programmers use these lists (as appropriate) to program students



- Mid-October 2021 – Tutoring begins in select K-5 schools, 6-8 schools, and high schools (continues through EOY)
- December 2021 – MDRC to solidify approvals and agreements
- January 2022 – MDRC launches iterative learning period
- February 2022 – At start of second semester, tutoring begins in select additional schools (continues through EOY)
- April-May 2022 – CPS administers standardized testing, e.g. Renaissance Star 360
- June 2022 – MDRC completes Year 1 iterative learning
- July 2022 – MDRC conducts wind-down activities
- Early summer 2022 (or when data available) – CPS shares full administrative data outcomes with Education Lab
- Fall 2022 – Education Lab shares preliminary results with CPS for program improvement.

We anticipate that our more comprehensive year one outcomes analysis will be shared at the end of the 2022 calendar year, and we will update CPS regularly throughout our analysis process (should any insights seem relevant to CPS planning for subsequent years). Moreover, we would continue to update CPS about subsequent years of outcomes analysis, as this data becomes available

Any activities after July 2023 are subject to renewal of the University's Master agreement with CPS.

**STATEMENT OF WORK #CEL-99**

**RESEARCH PROPOSAL FORM**

**MASTER RESEARCH SERVICES AGREEMENT**

**THE UNIVERSITY OF CHICAGO CRIME AND EDUCATION LAB**

Name of Research Project: CPS Tutor Corps (Study of 21-22 Intervention)

CPS Research Project Manager: Dr. Sherly Chavarria and Kelli Easterly

Phone: 773-553-2535

E-Mail: schavarria1@cps.edu; kaeasterly@cps.edu

Education Lab Research Project Manager: Ellen Dunn

Phone: 973-634-7687

E-Mail: edunn@uchicago.edu

Period of Performance September 2021 until December 30, 2026

University IRB number: IRB21-1209

CPS RRB number, if applicable: N/A

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This Statement of Work # CEL-99, effective as of the date of final signature below, which includes the attached Research Services Proposal, shall be conducted pursuant to the terms and conditions of the Master Research Services Agreement ("**Agreement**") effective August 1, 2020 by and between The Board of Education of the City of Chicago (the "**Board**"), commonly known as the Chicago Public Schools ("**CPS**"), and The University of Chicago ("**Researcher**"), in behalf of its Crime and Education Lab. Defined terms used in this Statement of Work shall have the same meanings as those ascribed to such terms in the Agreement.

1. This Statement of Work shall be subject to the terms and conditions of the Agreement and all work and Services performed hereunder shall be conducted as described in the Research Services Proposal that was approved by the Board (the "Approved Research Services Proposal"). [Note: If the above-named Research Services only involves the exchange of Confidential Information and does not require that Researcher have contact with CPS students or CPS Staff, the signature of the Board's Chief Accountability Officer or his/her designee on this Statement of Work evidences the Board's approval of the Research Services Proposal. If the Research Services Proposal was subject to the Board's RRB process, a copy of the signed RRB approval letter for this Research Services Proposal must be attached to this Statement of Work to evidence the Board's approval of the Research Services Proposal.]

Check the applicable box:

☒ This Research Services Proposal only involves the exchange of Confidential Information/Existing Secondary Data.

☐ This Research Services Proposal also involves primary research data collection and was subject to the RRB process.

- Attached hereto and incorporated herein by reference as Attachment 2 is a copy of the RRB approval letter for the above-named Research Services.
- Attached hereto and incorporated herein as Attachment 3 is a summary of the Approved Research Services Proposal. Such "Proposal Summary" is subject to the approval of the Board's Chief Performance Officer or her designee.

Either party may request changes to this Statement of Work, but any such changes must be documented by a written amendment to this Statement of Work and must be signed by an authorized representative of each party hereto. In the case of the Board, any such amendment must be signed by the Board's Chief Accountability Officer or his/her designee, and if the underlying Research Services Proposal was subject to RRB approval, the Board will determine whether the Amendment to this Statement of Work requires additional RRB approval.

**[Signature page to follow]**

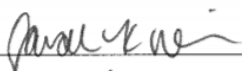
IN WITNESS WHEREOF, the parties hereto have caused this Statement of Work # CEL-99 to be executed by their duly authorized representatives as of the date first set forth above.

THE BOARD OF EDUCATION OF  
THE CITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

By: \_\_\_\_\_

By: \_\_\_\_\_

By: 

Jeff Broom, Director,  
Department of School  
Quality Measurement and  
Research

*designee*  
*Sarah Dickson*

Print Name: Jennifer Ponting

Print Title: Assoc. VP for Research Admin.

10/5/2021

Date: \_\_\_\_\_

Lab Director:

Education Lab

Signature: \_\_\_\_\_

Print: Jens Ludwig \_\_\_\_\_

## RESEARCH SERVICES PROPOSAL

**Research Study Name:** CPS Tutor Corps (Study of 21-22 Intervention)

**to be conducted by**

**The Crime and Education Lab at the**

**UNIVERSITY OF CHICAGO**

**Instructions:**

- Please provide the information requested in **Items 1-5** below. The information provided should be accurate and complete. If you wish, you may use text from your Research Review Board ("RRB") submission materials.
- Your Research Services Proposal must be approved, signed and dated by an authorized representative of Researcher; and it must be approved, signed and dated by the Board's Chief Performance Officer or his/her designee to be valid.
- If this Research Study involves more than obtaining Student Data, Staff Data, and School Level Data directly from the Board, you must append a copy of the RRB Approval Letter to this Research Services Proposal.

The Statement of Work for this Research Study cannot be executed until this Research Services Proposal has been signed by an authorized representative of the Researcher and by the Chief Accountability Officer of the Board or his/her designee. A signed copy of this Research Services Proposal must be attached to the subject Statement of Work.

At a minimum, such overview should include the following information:

1. Provide the Research Questions to be addressed by the Study, and Project Overview.
2. Describe and list the existing CPS data sources that Lab wishes to analyze and describe any new data that Crime and Education Lab wants to collect.
3. Describe the analytic techniques to be employed to answer the Research Questions.
4. Describe the data collection activities that Crime and Education Lab will employ and provide an approximate schedule for these activities to occur.
5. Provide the Research Study timeline, including the reporting and deliverable schedule.

## #1 Research Questions and Project Overview

In previous years, the UChicago Education Lab (Education Lab) has worked with Chicago Public Schools (CPS) to study the impact of a high-dosage tutoring model, which was developed and implemented by the non-profit Saga Education. Our previous studies – as well as other research of similar tutoring programs – have shown that this type of high-dosage tutoring can have strong, beneficial impacts on students' academic growth – students who participate in Saga's high dosage tutoring model learn up to *2.5 more years of math* within a given academic year, relative to their peers.

Given this promising body of evidence, CPS has invested \$25M of federal America Rescue Plan funding to create the CPS Tutor Corps. The CPS Tutor Corps will implement this type of high-dosage tutoring in schools across Chicago. The current plan is to have roughly 600 tutors supporting 12,000 students in the 2021-22 school year (potentially continuing with 850 tutors in the 2022-23 school year). Each tutor will work with up to four students per class period to provide daily, personalized learning instructional support to the students and schools that need it most. This initiative is particularly critical at this juncture, as many CPS students return to school after the disruption of the covid-19 pandemic.

In this research project, the Education Lab will partner with CPS to better understand the impact of the CPS Tutor Corps on students' academic growth. In particular, we will explore the following research questions:

- What is the impact of receiving CPS Tutor Corps services on students' within-subject end-of-year academic achievement, compared with peers who do not receive CPS Tutor Corps services?
- What is the impact of CPS Tutor Corps services on secondary outcomes such as course failures, attendance, and out-of-subject end-of-year academic achievement?
- Does the impact of tutoring vary by grade level or within content area?
- How does the impact of a tutoring intervention by the Chicago Tutor Corps compare to the impact of a similar tutoring interventions delivered by other providers (like Saga)?
- What is the cost effectiveness (aka the benefit cost ratio) of the CPS Tutor Corps?

To answer these questions, the Education Lab will conduct a randomized controlled trial (RCT) in schools where there is greater demand for tutoring (i.e., more eligible students for the service) than available program slots. The current plan specifies that schools that have been allotted tutors through the CPS Tutor Corps will receive between 2 and 6 tutors and that each tutor will likely serve 20 students throughout the school year. Even with the extraordinary expansion of high dosage tutoring in the district, we anticipate many schools will have more students they would like to program for tutoring than available tutoring slots.

At the beginning of the school year, CPS and the Education Lab will work together to reach out to all schools receiving tutors via e-mail to inform them of the study and invite them to participate. For schools that are interested in participating in our study, we will work with the school to see if they have more students who they would want to receive tutoring, relative to available slots. If so, we conduct a fair lottery to randomize the list of candidate students to the available tutoring slots, and share back with the school programmer.

Given that this randomization requires an additional step for programmers, we will offer schools that choose to participate a small token of financial compensation of \$1,000. The incentive will be disbursed directly to the participating schools. We want to give the incentive to thank the school administrators who

allow for randomization, as we know it can be a bit time-consuming for their staff, and to guarantee we have a large enough study sample to measure the impact of the intervention. There are no restrictions on how schools use these funds, but we envision schools using them to offset the costs of programming in the upcoming school year. We will plan to disburse the funds to schools on or around November 1<sup>st</sup> after successful randomization.

During the year, schools and the Chicago Tutor Corps will provide tutoring to students selected to participate, and status quo services to their peers. In the event a tutor is able to take on additional students mid-year (due to roster changes), we will work with the schools so that they can fill those tutoring seats quickly and easily. The exact details of the mid-year programming process will likely vary by age level and by school, and will be approved by the CPS Project Managers. However, the first priority in designing this process is providing supports to students; randomization is secondary. At the end of the school year, we will analyze academic achievement, as measured by end of year standardized test scores, as well as course failures, GPA, attendance, and other mutually agreed upon metrics to evaluate the impact of tutoring by the CPS Tutor Corps.

The goal of this research study is to help CPS better understand the impact of this new Tutor Corps. In particular, we hope to share preliminary findings on a very quick turnaround, such that any helpful insights from the 2021-2022 school year would be available to CPS as they plan for the 2022-2023 school year. While we plan to quickly analyze end-of-year outcomes, we also plan to eventually analyze longer term outcomes – this evidence would serve CPS as they make decisions about this program in years to come. In addition, lessons from this process may be generalizable to other districts, and so we will share any relevant findings with the research and policymaker community more broadly.

## #2 Data Sources

The Education Lab will primarily use CPS administrative data – including the Master file, assessment files, grade/transcript files, and attendance files – to answer our research questions. This study of high dosage tutoring conducted by the CPS Tutor Corps will be similarly designed as prior studies of high dosage tutoring provided by Saga Education.

- Our research study sample will be determined by the number of schools that enroll more eligible students than tutors can serve. The study sample would be the subset of students who are considered for tutoring at the CPS schools who elect to participate. We hope to enroll at least 2,000 students in approximately 20 schools. However, given the uncertainty in enrollment and tutor allocation, we will remain flexible in determining our final study sample and do not have an upper bound as to how many students or schools we can accommodate.
- In order to conduct randomization, we request administrative data (exact fields listed below) about these students for the three years prior to the current academic year (e.g. 2018-19 through present). At the time of randomization, it is important to ensure the two groups of students, treatment and control, are as similar as possible, as measured via these administrative data fields. Previous years of administrative data about students – up to the point they are considered for a tutoring slots – allow us to check this balance.

- We note that we typically request one previous year of data. However, given the disruption of the covid-19 pandemic to both the 2019-20 and 2020-21 school years, we will request data for those two years (which are likely to be missing some data fields) as well as the one year prior to that (which is likely to be more complete).
- In order to assess immediate outcomes, we request academic data from the current 2021-2022 school year (exact fields listed below). Our primary outcome of interest is the impact of tutoring on academic performance, as measured on standardized achievement testing (e.g. the new Renaissance Star test, or whichever standardized tests schools elect to use this year). That said, we will also look at other outcomes of interest, including grades (within-subject, out of subject), GPA (core and non-core), attendance, enrollment, course failures, and behavior.
  - In addition to end-of year outcomes, we want to assess impact on long term outcomes (through three years post-intervention). We are in the midst of conducting similar analysis for the Saga tutoring, looking at whether participation in Saga in 9<sup>th</sup> grade has longer term impacts on high school graduation or college enrollment – we hope to do the same for the CPS Tutor Corps.

The fields of administrative data required for randomization and for outcomes assessment are the same, just over different time periods (as noted above). To that end, the below fields are requested for both randomization and outcomes assessment for students in the study sample (considered for tutoring in the 2021-22 school year) for 2018-19 through 2024-25.

Administrative data from CPS:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>● Master file / Annual student attributes file               <ul style="list-style-type: none"> <li>○ CPS student ID</li> <li>○ Full name</li> <li>○ Date of birth</li> <li>○ Gender</li> <li>○ Race</li> <li>○ School name</li> <li>○ School ID</li> <li>○ Grade</li> <li>○ Free and reduced lunch indicator</li> <li>○ IEP indicator</li> <li>○ Special education indicator</li> <li>○ Leave codes</li> <li>○ Annualized grade</li> </ul> </li> <li>● ELL file               <ul style="list-style-type: none"> <li>○ ELL status</li> </ul> </li> <li>● Enrollment file – all available variables<br/>(note that this file is non-routine)</li> </ul> | <ul style="list-style-type: none"> <li>● Elementary school grade files or high school grade files – all available variables</li> <li>● Transcript file – all available variables</li> <li>● Assessments               <ul style="list-style-type: none"> <li>○ For elementary school: NWEA, PARCC, ISA, Renaissance Star, etc.</li> <li>○ For high school: PSAT, SAT, Renaissance Star, etc.</li> </ul> </li> <li>● Annual student level attendance files – all available variables</li> <li>● Student misconduct file – all available variables</li> <li>● If relevant, Freshman on track file               <ul style="list-style-type: none"> <li>○ CPS School ID</li> <li>○ On track indicator</li> </ul> </li> </ul> |
|--|---|

CPS is planning to deploy the Tutor Corps in 2021-22 and 2022-23. If CPS continues this promising program in 2022-23, and if schools again elect to participate in the study, then we would request the same



types of data for students in the second cohort (with baseline data for randomization extending back one year to 2021-22, and outcome data extending forward three years through 2025-26, subject to the renewal of the University's Master Agreement with CPS).

In addition, we are requesting three types of more unique data – data collected for the CPS Tutor Corps, data about the applicants to the CPS Tutor Corps, and data from any computer assisted learning platforms that are used.

- **Implementation Data.** We will work with the CPS Research Office and business owners to collect data collected specific to the CPS Tutor Corps including:
  - a. Assignment to tutoring
  - b. Participation
  - c. Attendance
  - d. Dosage
  - e. Tutor-level identifier linking tutors and their assigned students
  - f. Activities, e.g., curriculum or content coverage during tutoring sessions, if applicable\*

This would only be requested for all years of implementation (currently planned for 2021-22, with the possibility of extending into 2022-23).

- **Tutor Applicant Characteristics.** CPS Talent collected various data points about tutor applicants during the hiring process. We will work with CPS to leverage the tutor applicant data (as available) in order to better understand what characteristics are most significant to a tutor's overall impact.
- **Adaptive Learning Platform Data.** While exact tutoring model is still being decided, there are plans to include time on a computer assisted learning or adaptive tech platform, as a complement to time with the tutor. Should students use these platforms, we would request this data to better understand the impact and dosage of the tutoring model. This would only be requested for the all years of implementation (currently planned for 2021-22, with the possibility of extending into 2022-23).

The procurement of these data largely depends on which learning platforms tutors will use, which will be TBD until vendors are procured and approved by the CPS Board. Once vendors and adaptive learning platforms are determined, the research team will work with the CPS Research Office and business owners to develop a plan on which specific data elements will be requested from which specific vendor(s). Going on the precedent from our Saga Tech study (SoW #68, Amendment #1), we will assume that CPS will own any data used by its students and will work with CPS to procure these data. Data fields will include data on usage, time spent on platform, assessments taken within the platform, dates of said assessments, and content covered.

As a final note, we propose to conduct one part of the randomization process directly with schools, rather than receiving randomization data via the centralized office. The randomization process will have to be quick, as we recruit schools in September and tutors are scheduled to begin in mid-October. In September, we would ask any participating schools to assemble rosters of every student being considered for tutoring, which include a) student names, b) student IDs, c) grade, d) gender, and e) student schedule. We then

request to receive these student rosters directly from study schools, and to transfer back a list of students randomly assigned to the available tutoring slots.

To transfer this data, we plan to utilize Google Drive (or another CPS-approved platform). Urban Labs' multi-layered data security policy ensures the safe transfer and storage of data in all forms. When transferring data into the UL cyber security environment, designated Education Lab staff will work in partnership with external CPS school staff to arrange for a secure transfer of data. To facilitate data transfer and access by CPS school staff and Ed Labs staff, we will set up a secure folder where schools can upload the student rosters. The point of contact for the study at each school will be granted permission to access the school-specific folder and be responsible for uploading data. Designated members of the Education Lab research team will access the data to randomize students and transfer back the list of randomized students to each study school. This process, which we have used in the past with other Education Lab and CPS studies, would allow us to randomize quickly while still protecting individual student information.

### #3 Analysis Plan

As noted above, Education Lab hopes to conduct a fair lottery to allocate tutoring slots, at schools where demand exceeds supply. Through this process, we will be able to study the impact of the Chicago Tutor Corps as a randomized control trial, comparing students in the treatment (tutoring) vs control (status quo) arms.

Our primary outcome will be academic growth, measured by growth on standardized test schools from before the tutoring intervention period (either the end of the prior year, or the beginning of the tutoring year) to the end of the tutoring intervention period (end of the tutoring year). We will also look at the impact of tutoring on other end-of-year outcomes like improving passing course grades, reducing course failures, attendance at school, etc. Over the years, we will look at the impact of tutoring on long term academic outcomes (persistent impacts on standardized test performance, course grades, persistence in school, and high school graduation, as relevant).

As our evaluation will employ an experimental design, we will estimate both the intention-to-treat (ITT) and treatment-on-treated (TOT) impacts of receiving tutoring via the CPS Tutor Corps. To calculate TOT impacts, we will use assignment to treatment as an instrument for actual participation (see Bloom H., 1984; Angrist, Imbens and Rubin, 1996). We will look at the impacts of the program among all study participants, as well as among specific populations of students by gender, race, and baseline academic achievement.

We will also explore the impact of tutoring depending on students' grade level and subject area. Previous research has suggested that tutoring's impact can vary across math or literacy, or across early elementary vs late elementary vs high school. We want to understand whether tutoring by Chicago Tutor Corps has particular impact for certain age levels or subject areas. We hope this analysis will be helpful to CPS, as they think through deploying tutors across schools for the 2022-2023 school year.

This randomized experiment will additionally be subject to a benefit-cost analysis, which uses an *ex ante* perspective to monetize the societal value of improved schooling outcomes. These benefit-cost methods will also employ sensitivity analyses to examining how results are affected by different assumptions about

assigning dollar values to non-market outcomes. We believe this comprehensive benefit cost analysis will enhance the practical and scientific value of our study, given the growing importance of benefit cost study to government at all levels. In particular, the CPS Tutor Corps is funded via Recovery Act dollars, as part of the Moving Forward Together efforts. This benefit cost analysis will allow CPS and policymakers to consider whether and how they might extend funding for this program, in years to come.

#### #4 Original Data Collection

We note that for the proposed study, the Education Lab research team will have no direct contact with students and will not engage in new data collection activities with students. We only request access to administrative records to conduct secondary data analysis.

#### #5 Timeline

The timeline depends somewhat on the roll-out for the Chicago Tutor Corps, which is anticipated to begin in either mid-October or the second semester, and be offered to students through the end of the year. Our current provisional timeline is outlined below:

- August 2021 – Schools learn whether they will be receiving tutors via Chicago Tutor Corps
- Beginning of September 2021 – CPS emails all schools that received tutors, informing them of the opportunity to participate in this research study
- Throughout September 2021 – Education Lab follows up with schools about their interest in participating (and shares regular progress reports about schools that elect to participate with the CPS Research Project Manager)
- Beginning of October 2021 – For schools that a) are interested in participating and b) have excess demand relative to available tutoring slots, Education Lab works with school programmers to randomize available tutoring slots via a fair lottery; programmers use these lists (as appropriate) to program students
- Mid-October 2021 – Tutoring begins in select K-5 schools, 6-8 schools, and high schools (continues through EOY)
- February 2022 – At start of second semester, tutoring begins in select additional schools (continues through EOY)
- April-May 2022 – CPS administers standardized testing, e.g. Renaissance Star 360
- Early summer 2022 (or when data available) – CPS shares full administrative data outcomes with Education Lab
- Fall 2022 – Education Lab shares preliminary results with CPS for program improvement.

We anticipate that our more comprehensive year one outcomes analysis will be shared at the end of the 2022 calendar year, and we will update CPS regularly throughout our analysis process (should any insights seem relevant to CPS planning for subsequent years). Moreover, we would continue to update CPS about subsequent years of outcomes analysis, as this data becomes available.

In addition to sharing results with CPS, we would also disseminate any helpful results to the broader researcher and policymaker community. We will also plan to publish results in a peer reviewed journal if appropriate. As always, we plan to share any results with CPS before they are made public.

Any activities after July 2023 are subject to renewal of the University's Master agreement with CPS.



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02/27/2024

Monica Bhatt  
33 North LaSalle Street  
Suite 1600  
Chicago, IL 60602

Dear Dr. Bhatt,

Thank you for your interest in conducting research in The Chicago Public Schools. The Research Review Board has reviewed your Modification proposal 02/09/2024 for research, titled: Implementation Study - CPS Tutor Corps.

The Research Review Board has completed the review of your Modification proposal and has approved your request to conduct this research. Although your study is approved, school principals have final authority over activities that are allowed to take place in the school. If data collection continues beyond a year from this approval, please complete the Modification & Continuing Review Process Form through IRBManager.

Please note the following--

Background Check Level Required: Level I

Other Notes: N/A

Upon completion of the research study, a copy of the final report or summary of the results must be provided to the Research Review Board. The Board reserves the right to use the information in the research report or summary for planning, solicitation or grants, and staff development.

Please note that your study has been assigned Project ID #2022-1756. If you have any questions, please contact our office by email at [research@cps.edu](mailto:research@cps.edu).

Sincerely,

A handwritten signature in black ink, appearing to read "Sarah Dickson".

Sarah Dickson  
Co-Chair, Research Review Board