



# Vetted Texas Tutor Corps Program

## Program Application for Vetted Tutor Providers

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## Program Application for Vetted Tutor Providers

### Overview Document

#### 1. Purpose

The purpose of this program application is to establish a **list of vetted tutor providers** (organizations) for use by school districts and open enrollment charter schools requiring **high impact tutoring** supports in school years 2021-22, 2022-23, and 2023-24. The Texas Education Agency (TEA) has identified significant LEA challenges in recruiting and training sufficient tutors in high dosage tutoring to meet unfinished learning needs and therefore seeks to provide districts and charters with a vetted list of tutor providers.

Tutor providers who will be approved through this program application will provide evidence of aligned experience, expertise, capacity/scale, budget, and results associated with one or more categories in this application. This application process does not represent a procurement action by TEA and approval does not guarantee tutor providers will be awarded contracts from districts. Eligible respondents are nonprofit organizations, institutions of higher education, and private or public companies.

#### 2. Background

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

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

- Well-trained, consistent tutor (can be a current or retired certified teacher, substitute teacher, paraprofessional, teacher candidate, college student, or community volunteer) who builds a strong relationship with students
- High quality instructional material aligned to standards and core classwork
- One-to-one or small group for individualized support (1-to-3 maximum ratio recommended)
- Embedded in the school day or immediately before or after, or during an LEA-partnered summer program, to maximize student access and attendance
- Data-driven, utilizing aligned formative assessments, with tutors building sessions around student strengths and needs and adjusting approach based on data over time

When tutoring programs do not have these core elements of implementation, they may have little to no impact on student learning gains. For this reason, many tutoring programs fail to meet their

key objective. To help LEAs build and scale high-impact tutoring, the TEA is conducting a procurement for **multiple tutor provider organizations** across Texas to collectively form a **Vetted Texas Tutor Corps** aligned with the principles of high impact tutoring.

The Vetted Texas Tutor Corps (VTTC) seeks to:

- **Increase the number of vetted, trained tutors** in Texas starting in school year 2021-22, in an effort to meet the increased demand and need for tutoring given significant levels of unfinished learning
- **Create a Vetted Texas Tutor Corps approved provider list, serving as a central clearinghouse** to point LEAs to vetted tutor providers in their region with tutors who:
  - Have completed a TEA-approved high impact tutoring training, and
  - Are ready and available to contract with LEAs starting in school year 2021-22 onward
- **Partner with Education Service Centers (ESCs)** to facilitate LEA connection with vetted tutor providers and provide high quality and consistent training of tutor providers at scale

Benefits of being a VTTC approved vendor are:

- Your organization's inclusion in the VTTC approved vendor list that will be shared with LEAs statewide as LEAs seek partnerships to stand up high impact tutoring in school year 2021-22 and beyond
- ESC and TEA marketing and communication of your organization's status as a VTTC approved vendor in outreach efforts to LEAs seeking to stand up high impact tutoring programs. LEAs partnering with VTTC approved vendors may also receive opportunities for grant funding to support tutoring program costs, an additional incentive for LEAs to leverage vendors on the VTTC approved vendor list
- Receiving high impact tutoring training from a TEA partner or ESC, to build the capacity of newly recruited tutors, thereby increasing your organization's capacity as a tutoring provider

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

Note: The TEA will make separate tutoring grant and partnership opportunities available to Education Service Centers, that do not necessitate formally joining a local consortium or applying as part of a consortium.

### **3. Project Description**

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

- A) Partial-Service Tutor Providers: The "Partial-Service Tutor Providers" category applies to organizations that may or may not have historically provided tutors and do not have an established high impact tutoring training aligned to high-quality instructional materials.

However, PTPs have the capacity to recruit and manage tutors and manage relationships with LEAs. For example, an educator preparation program that has not historically provided teacher candidates as tutors to LEAs, and does not have a training specific to high impact tutoring aligned to high quality instructional material, might be categorized as a PTP. Given the significant need and demand for tutoring statewide, we understand the need for many organizations, regardless of prior history with or established systems for tutoring, to provide tutors to districts.

For PTPs selected through this process to be included in the VTTC approved tutoring provider list, organizations should expect that their tutors will:

- Be required to participate in TEA-approved high impact tutoring **training** from a TEA Partner or ESC
- Be required to be trained in and ready to use TEA-approved high quality **instructional material**

B) Full-Service Tutor Provider: The “Full-Service Tutor Provider” category applies to organizations currently partnering with Texas LEAs to provide high impact tutoring that have an established high impact tutoring training aligned to high-quality instructional materials. Through this application process, FTPs’ screening will include an evaluation of current training and instructional material. If the current training and instructional material meet TEA’s criteria for inclusion in the VTTC list, then these organizations will be included in the list shared statewide, but will *not* be required to complete the high impact tutoring training from a TEA Partner or ESC.

The commitments for each pathway are included below.

#### **Category A: Partial-Service Tutor Provider Commitments**

PTPs must commit to completion of the following deliverables and milestones in order to maintain their inclusion in the VTTC approved vendor list:

##### July – August 2021:

- Recruit a **minimum of 100 tutors** meeting eligibility requirements before August 16<sup>th</sup> and provide TEA with one of the following:
  - *Preferred*: A full list of recruited tutors and aligned proof of recruitment (e.g., tutor contracts or commitment forms)
  - Prior year recruitment numbers as evidence of ability to meet the 100 tutor threshold
- Commit to either 1) Conducting fingerprinting, background checks, and checks against the TEA Do Not Hire Registry and providing TEA confirmation of all tutors having passed these checks; 2) Submitting a public information request to TEA to search the Do Not Hire Registry for all tutors, and obtain confirmation from the agency that the person is not on the Registry before placing with a student. Under this path, the vendor should obtain waivers from all prospective tutors in order for TEA to search by social security numbers – Note: TEA will provide further guidance on whether the provider should pursue path #1 or #2
- Complete required LEA partnership activities by requested deadlines, including but not limited to:

- Providing TEA with communications documents that give an LEA-facing overview of your organization including content areas and grade levels served, tutor training and experience, organization history, service region, virtual / in-person tutoring capacity, and other key details requested by the TEA in the TEA-requested format
- Developing an LEA MOU template document for your organization based off TEA-provided required components
- Developing an LEA data sharing agreement template document for your organization based off TEA-provided required components
- Ensure all recruited VTTC tutors **complete required pre-service training provided by TEA-approved provider or ESC** (at least 30 hours) aligned with their content area and grade level(s) of support, and provide TEA with requested evidence of training completion

August 2021 – June 2022:

- Render tutoring services with LEAs in alignment with principles of high impact tutoring, LEA MOUs, and LEA data sharing agreements, thereby remaining in **good standing** as a member of the Vetted Texas Tutor Corps
- Report key data indicators to the TEA on requested TEA cadence, including:
  - **Implementation metrics**, including but not limited to: Number of tutors recruited, number of tutors completing TEA-approved training, number of students served, number of tutor sessions conducted, tutor session attendance rate, tutor attendance rate, tutor retention rate, percentage of students supported at minimum of 30 minutes three times per week
  - **LEA satisfaction metrics**, including but not limited to: Survey ratings from LEAs on reliability and quality of service of tutors, survey questions to be supplied by the TEA; decision of LEA to renew service or recommend tutor provider to other LEAs
  - **Student outcome metrics**, including but not limited to: Student growth in academic performance in content area of focus for tutoring
  - *Dependent on tutor type* – **Teacher profession orientation metrics**, including but not limited to survey data of tutors' attitudes toward the teaching profession and interest in pursuing teaching in the future
- Conduct **regular check-ins** with the TEA to share updates and report on key indicators, at TEA-requested cadence
- Ensure all recruited VTTC tutors **complete any additional ongoing training** required by TEA, and provide TEA with requested evidence of training completion

If tutor provider would like to continue to be on the VTTC list from July 2022 – August 2024, the tutor provider must continue to meet requirements noted above

**Category B: Full-Service Tutor Provider Commitments**

VTTC approved full-service tutoring organizations must commit to completion of the following deliverables and milestones in order to maintain their inclusion in the VTTC approved vendor list:

July – August 2021:

- Commit to providing a minimum of **100 tutors** meeting eligibility requirements before August 16<sup>th</sup> and provide TEA with a full list of recruited tutors and aligned proof of recruitment (e.g., tutor contracts or commitment forms)
- Commit to either 1) Conducting fingerprinting, background checks and checks against the TEA Do Not Hire Registry and providing TEA confirmation of all tutors having passed these checks; 2) Submitting a public information request to TEA to search the Do Not Hire Registry for all tutors, and obtain confirmation from the agency that the person is not on the Registry before placing with a student. Under this path, the vendor should obtain waivers from all prospective tutors in order for TEA to search by social security numbers – Note: TEA will provide further guidance on whether the provider should pursue path #1 or #2
- Complete required LEA partnership activities by requested deadlines, including but not limited to:
  - Providing TEA with communications documents that give an LEA-facing overview of your organization including content areas and grade levels served, tutor training and experience, organization history, service region, virtual / in-person tutoring capacity, and other key details requested by the TEA in the TEA-requested format
  - Developing an LEA MOU template document that meets TEA requirements
  - Developing an LEA data sharing agreement template document that meets TEA requirements

August 2021 – June 2022:

- Render tutoring services with LEAs in alignment with principles of high impact tutoring, LEA MOUs, and LEA data sharing agreements, thereby remaining in **good standing** as a member of the Vetted Texas Tutor Corps
- Report key data indicators to the TEA on requested TEA cadence, including:
  - **Implementation metrics**, including but not limited to: Number of tutors recruited, number of tutors completing TEA-approved training, number of students served, number of tutor sessions conducted, tutor session attendance rate, tutor attendance rate, tutor retention rate, percentage of students supported at minimum of 30 minutes three times per week
  - **LEA satisfaction metrics**, including but not limited to: Survey ratings from LEAs on reliability and quality of service of tutors, survey questions to be supplied by the TEA; decision of LEA to renew service or recommend tutor provider to other LEAs
  - **Student outcome metrics**, including but not limited to: Student growth in academic performance in content area of focus for tutoring
  - *Dependent on tutor type* – **Teacher profession orientation metrics**, including but not limited to survey data of tutors' attitudes toward the teaching profession and interest in pursuing teaching in the future
- Conduct **regular check-ins** with the TEA to share updates and report on key indicators, at TEA-requested cadence

If tutoring organization would like to continue to be on the VTTC list from July 2022 – August 2024, the organization must continue to meet requirements noted above.

## 4. **General Instructions and Response Requirements**

### 4.1. **Response Submission Deadline and Timeline**

Accepted vendors will generally begin planning and support in collaboration with the TEA team beginning in June-July 2021 (pending completion of contract), working toward an August 2021 launch of services to LEAs.

Provision of this service is intended to **span school year 2021-2022**, with the possibility of extension in SY22-23 and/or SY23-24. This same approval process may be used to vet new tutor providers who may start service later than August 2021.

Annual renewal is contingent on meeting requirements on time and with fidelity to expectations, as well as TEA's evolving understanding of statewide need for this service and available resources. TEA reserves the right to alter these expectations.

**Receipt of Responses:** To be considered, responses must be sent to [TexasTutoring@tea.texas.gov](mailto:TexasTutoring@tea.texas.gov). This is a **rolling application process** with multiple review deadlines and tutor providers submitting an application earlier may be considered, vetted, and approved on an earlier timeline:

- **Review Deadline #1:** 5 PM Friday, June 4<sup>th</sup>
- **Review Deadline #2:** 5 PM Friday, June 25<sup>th</sup>
- **Review Deadline #3:** 5 PM Friday, July 9<sup>th</sup>

The review will continue to be rolling thereafter, with cascading notifications of approval.

### 4.2. **Standard Response Requirements**

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

### 4.3. **Conflict of Interest**

An entity will not be selected if it has a conflict of interest that will or may arise during the performance of its obligations under the document. The respondent must disclose any existing or potential conflicts of interest or possible issues that might create appearances of impropriety relative to the submission of a response by the entity and its proposed subcontractors. The respondent must complete the Disclosure of Interested Parties Form ([Linked Here](#)). TEA will not accept information provided in other areas of the response as satisfaction in lieu of full completion of the form with required attachments. TEA recommends the completed form and responsive attachments be incorporated into a separate and distinct file in the response. Failure to furnish this information will result in disqualification from further consideration.

As part of this disclosure requirement, each response must include all past and present contractual, business, financial, or personal relationships between the respondent or respondent's staff and TEA

and between the Respondent's planned subcontractors or such subcontractor's staff, if any, and TEA.

For purposes of this disclosure requirement: (i) "past" is defined as within the two calendar years prior to the deadline for submission of responses in response to this document; (ii) TEA is defined as the statewide elected official who heads TEA, as well as TEA's employees or recent former employees; (iii) "recent former employees" is defined as those TEA employees who have terminated TEA employment within the two calendar years prior to the deadline for submission of responses in response to this document; (iv) "personal relationship" is defined as a current or past connection other than a clearly contractual, business, financial, or similar relationship and includes family relationships or other connections outside simply providing a response to this document; and (v) for this purpose, "family relationship" means a relationship within the third degree of consanguinity or second degree of affinity (see TGC Chapter 573) which defines these degrees of consanguinity and affinity.

Connections other than such family relationships fall within this definition and must be disclosed, if a reasonable person could expect the connection to diminish the respondent's independence of judgment or effectiveness in the performance of its responsibilities to TEA or the State under the contract; OR if a reasonable person could expect the connection, within the overall context of the respondent's submission of a response, possible selection for an award, or its performance of the contract, to create an issue for TEA's consideration relative to a potential appearance of impropriety or conflict of interest.

For each item, respondent must provide a detailed explanation as to why the entity does or does not believe such item poses a conflict of interest, potential conflict of interest, or appearance of impropriety relative to submission of a response, possible selection as contractor, or its performance of the contract.

#### **4.4. DISCLOSURE OF APPLICATION CONTENT**

After application is approved, applications are subject to release under the [TGC, Chapter 552, Public Information Act](#). The applicant should indicate on the application if their submission contains proprietary information and identify the specific sections within the application that are proprietary.

Applicants are required to make any information created or exchanged with the State pursuant to this application, and not otherwise exempt from disclosure under the Texas Public Information Act, available to the public if requested under the Texas Public Information Act.

## **5. Response Format and Content**

### **5.1. Response Format and Content**

The required response should include all of the attachments listed below and must be submitted electronically to [TexasTutoring@tea.texas.gov](mailto:TexasTutoring@tea.texas.gov) by **5 pm CT Tuesday, June 1<sup>st</sup>** for those seeking to submit by the first deadline, and later dates for later applications (see above). Responses must be submitted in a manner which does not carry any benefit, keepsake, or value for members of the evaluation team.



**Response Checklist:** Responses should be organized and clearly labeled according to the topic headings noted below. This checklist is provided to assist the respondent in ensuring that all required information is included in their response and to assist the evaluation team during their review of the response. The respondent should refer to the appropriate section of this document for detailed information on the items listed in the checklist. **Failure to provide the required information may result in disqualification of the response from consideration.**

All submissions must include the following completed sections:

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

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

- High Impact Tutoring Training
- High Quality Instruction Materials

## 5.2. Required Application Content

- Chosen Pathway
  - Indicate whether you are applying as:
    - A) Partial-Service Tutor Provider
    - B) Full-Service Tutor Provider organization
  - Indicate whether you are applying as:
    - Individual organization
    - Consortium of multiple organizations (multiple organizations listed and noted)
- Understanding of the Initiative
  - Communicate an understanding of the following:
    - High-dosage/High-impact tutoring research and impact
    - COVID impacted learning loss research
    - Texas LEAs' key priorities and strategies given unfinished learning
- Team and Experience
  - Please provide the following:
    - Brief description of your organization and services in Texas

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

- Areas of coverage

Include this table with yellow spaces filled in, **indicating areas of coverage with an “X”**

Content	Grades	Can provide service in this grade band and content area	Can support students with disabilities	Can support English learners
Math	K-5			
	6-8			
	9-12			
Literacy/ Reading	K-5			
	6-8			
	9-12			

<u>Education Service Regions</u> our organization can provide service to	Can deliver <u>on-campus</u> tutoring	Can deliver <u>virtual</u> tutoring
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>4</b>		
<b>5</b>		
<b>6</b>		
<b>7</b>		
<b>8</b>		

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- Capacity and Project Budget
  - Projected number of tutors and corresponding number of LEAs and students your organization can responsibly support and how they would be served by your proposed team
    - Note: Responding organizations with the ability to supply a higher number of tutors will be given preference over organizations supplying a smaller number of tutors
  - Title and role of each team member and what percentage of their monthly time they will be able to dedicate to supporting the tutors your organization can provide and managing LEA partnerships
  - Overall budget as well as a per-tutor cost to LEAs that includes:
    - Provider team(s) dedicated time and capacity cost
    - Tutor labor
    - Tutor ongoing management and support costs
    - LEA relationship management costs
    - Reporting and analytics costs
    - Operations costs
    - Materials costs (if any)
  
- Methodology and Approach
  - Describe clearly, specifically, and completely as possible, your team’s proposed approach to the activities required for the deliverables and milestones of this program, particularly:
    - Tutor recruitment, including where and how you would source tutors through your program
    - Available hours and schedules of tutors (approximate)
    - Tutor oversight
    - LEA partnership and relationship management
    - Tutoring and/or academic support for students
    - Reporting key metrics noted above in this document

- *Optional* – For those recruiting college students, teacher candidates or others who are not current or former teachers, describe how you might coordinate with educator preparation programs, LEAs, or other entities such that recruited tutors have pathways into the long-term teacher pipeline in Texas
- Describe the program design, project activities, materials, and other products, services, and reports to be generated during the program(s) and relate them to the stated purposes.
- If applying as a consortium of organizations, describe the role each organization will play
- Evidence of Required and Relevant Experience
  - Please describe your organization and/or team’s experience in the following:
    - High-Impact tutoring implementation (or otherwise: Providing academic support or mentorship to K-12 students)
    - Recruitment and selection
    - Management of tutors, corps members, or other staff who provide direct service to K-12 students
  - Please share any program evaluation outcomes demonstrating your program / service’s impact on student achievement, preferably for tutoring sessions or other academic support for K-12 students
  - Please submit 1-2 artifacts that demonstrate your team’s ability to effectively provide tutoring services to LEAs
- References
  - Please submit 2 Texas school or district references that can speak to your prior work and partnership with them. Describe the capacity in which your organization partnered with and supported the school/district

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

- High Impact Tutoring Training
  - Please describe your organization’s training schedule, including total hours of training, content areas covered, method of delivery (synchronous vs. asynchronous; virtual vs. in-person training), and alignment to principles of high impact tutoring
  - Please submit 1-2 artifacts that demonstrate the training delivered
- High Quality Instruction Materials
  - Please describe how your curriculum and proposed delivery approach is aligned with research-based instructional strategies for the given content area. Additionally, describe how data is used to make real-time shifts in individual supports.
  - Please show evidence that your curriculum is TEKS-aligned for the given grade level
  - Please submit 1-2 artifacts for each content area and/or grade band that your organization serves.

The above items will be core components of the evaluation of the proposals. There may be an interview as part of the scoring and selection process.

**Please keep the proposal to no more than 10 pages (Word document preferred).** You may, but are not required, to provide appendices with attachments (PowerPoint, etc.) that provide additional context to your services or organization.

## **6. Review of Responses and Scoring**

### **6.1. Review of Responses**

Review of responses will begin as soon as practical after the response deadline. Respondents may be asked to participate in oral interviews as a part of the review process. If oral interviews are required, responses will be scored again following oral interviews. The evaluation team will consist of TEA staff knowledgeable in the content area with subject matter expertise and will include the same individuals if oral interviews are required. The recommendations of the evaluation team will be presented to TEA senior executive staff that will approve (in whole or in part), disapprove, or defer action for further evaluation.

TEA reserves the right to request more information prior to deciding on any proposal. TEA reserves the right to contact past clients. TEA reserves the right to conduct independent research on the organization.

### **6.2. Evaluation Criteria**

TEA will base its selection on the ability of the applicant to demonstrate the necessary capacity, experience, expertise and results. From the list of respondents, TEA will select programs who meet or exceed the minimum qualification requirements. After initial selection, TEA will review and update the Vetted Texas Tutor Corps List on an as needed basis. TEA will collect information from VTTC listed providers and school systems to determine the continued status of an approved vendor.

The following scoring rubric will be used to evaluate applicants for the VTTC List:

<b>Scoring Rubric</b>	<b>Possible Points</b>
<b>Overall - Experience of Organization and Alignment to Texas High Impact Tutoring Program Vision and Needs</b>  1. Overall evidence of organization delivering tutoring or other relevant academic support services to school districts, and/or other relevant stakeholders. 2. Overall evidence of organization understanding of and commitment to the principles of high impact tutoring and requirements of being a VTTC provider 3. Evidence of understanding of and experience with Texas schools and context 4. Long-term potential to contribute to the teacher pipeline in Texas 5. Any prior experience partnering with state education agencies	20
<b>Category-Specific – Experience and Personnel Delivering Product or Service</b>	30

<ol style="list-style-type: none"> <li>1. Evidence of impact on student achievement, preferably from Texas LEAs, particularly any research-backed or program evaluation outcomes</li> <li>2. Evidence of ability to effectively recruit and manage tutors at the proposed scale and quality level, based on track record and prior experience of central team</li> <li>3. Evidence of prior track record managing LEA relationships and agreements, preferably with Texas LEAs</li> <li>4. Sufficient and well-aligned central team capacity to effectively recruit and manage tutor pool</li> </ol>	
<p>Category-Specific – Capacity and Proposal Alignment to Needs</p> <ol style="list-style-type: none"> <li>1. Number of tutors organization can reliably recruit / provide to the system by August 2021 (or beyond)</li> <li>2. Proposal to provide service in Education Service Regions of significant tutoring need or where insufficient vetted tutor providers have been recruited</li> <li>3. Proposal to provide service in a content area or grade band of significant tutoring need or where insufficient vetted tutor providers have been recruited</li> <li>4. Ability to provide in-person tutoring (which can be in addition to virtual tutoring)</li> <li>5. Ability to recruit / provide tutors who are representative of local student populations and understand local context</li> </ol>	40
<p>Overall – Feasibility</p> <ul style="list-style-type: none"> <li>• Consideration of budget and cost factors</li> <li>• Consideration of feasibility of proposed plan</li> <li>• Consideration of timeline alignment</li> </ul>	10
<b>TOTAL</b>	100 points