



High-Dosage Tutoring Request for Information (RFI) 2022

Alabama State Department of Education
DIVISION OF INSTRUCTION
Office of Student Learning
Montgomery, Alabama Submission

Deadline: Friday, September 16, 2022, by 3:00 pm Central Standard Time

*There will not be a formal proposal opening for this RFI. This is an opportunity for interested providers to submit their high dosage tutoring and supports information and materials to the ALSDE for a vetting and review process. All materials received by ALSDE will be reviewed. Thereafter, recommendations may be made to the State Superintendent for further consideration. All communication must be through the ALSDE contact listed in the RFI. The ALSDE may request the submitting entity to provide an on-site demonstration or additional clarifying information if deemed necessary

SECTION 1: PURPOSE AND BACKGROUND

The Alabama State Department of Education (ALSDE) is seeking submission of information from qualified providers for comprehensive, evidence-based high-dosage tutoring (HDT) and ancillary support systems. This Request for Information (RFI) is not an offer to contract with providers but seeks information from interested providers who can provide evidence linking their tutoring programs or ancillary support systems with outcomes as defined by ESSA's top three evidence-based tiers (strong, moderate, or promising evidence) and consistent with subsequent federal regulatory guidance, as well as the Alabama Multi-Tier System of Supports (AL-MTSS) framework.

Top education researchers agree that tutoring programs for students who lost ground over the course of the pandemic should be a top priority for federal investment. "The research on high-dosage tutoring, generally defined as one-on-one tutoring or tutoring in very small groups at least three times a week, or for about 50 hours over a semester, is robust, and it is convincing. On average, the effect sizes are among the largest of all interventions seen in education" (High-Dosage Tutoring is Effective, 2020). The magic of tutoring is centralized around the individualized ability to diagnose and support with a laser focus, while boosting students' confidence as they experience progress throughout the sessions.

According to the Education Commission of the States (2021), research supports high-dosage tutoring as a cost-effective strategy for boosting student achievement. Studies of tutoring interventions found that on average tutoring increased achievement by an additional 3 to 15 months of learning across grade levels (EdResearch, 2021). High-dosage tutoring is one of the few school-based interventions with demonstrated large positive effects on math and reading achievement especially with students from low socioeconomic backgrounds.

High-dosage tutoring is different from "regular" tutoring in the design principles including frequency, group size, personnel, focus, measurement, relationships, curriculum, scheduling, and prioritization. Tutoring is considered most impactful when delivered with three or more sessions per week with the same tutor throughout the school year to build consistency and relationships. HDT is treated like a class, happening during the normal school day, rather than after school. It should also be considered a universal strategy for all students rather than simply for struggling students. The most effective tutoring programs are a minimum of 30-minutes per day with personalized, student-to-tutor ratios of one-to-one or two-to-one. Ratios above four-to-one become small group and dramatically reduce personalized instruction. Ed Research (2021) stated, "Because the skills required for tutoring are different from the skills required for effective classroom teaching, a wide variety of tutors (including volunteers and college students) can successfully improve student outcomes, if they receive adequate training and ongoing support." When developing instruction, the focus shifts from items that the students have failed to master previously, tutors address missed concepts and skills that are most critical in accessing the upcoming content. Remediation, or giving students simpler, previous grade-level materials, have been found to result only in students falling further behind in the grade level material.

The purpose of this Request for Information is to provide Local Education Agencies (LEAs) with an ALSDE vetted list of high-dosage tutoring and ancillary supports aligned to one of the top three ESSA (Every Student Succeeds Act) evidence tiers (strong, moderate, or promising evidence) to assist in their continued efforts in addressing learning loss and unfinished instruction to improve students' academic, social, and/or foundational wellness needs.

Section 2: HIGH-DOSAGE TUTORING (HDT) SUBMISSION REQUIREMENTS

ALSDE requests information regarding the following High-Dosage Tutoring Design Principles (**indicated below with DP**) and Implementation Indicators (**indicated below with II**). If a Design Principle or Implementation Indicator is Not Applicable in your submission, please indicate with **NA**.

- **Submissions do NOT have to include information for each DP and II.**
- **If there is a DP and/or II not included in the provider's HDT services or scope of work, simply indicate that with NA on the coversheet.**
- **The RFI review committee will only examine information submitted that clearly corresponds to the descriptors below (2A, 2B, 2C, 2C.1, 2C.2, etc.).**
- **Any information submitted, but not clearly labeled, will not be reviewed by the committee or included in the final ALSDE vetting process.**
- **Refer to SECTION 5 of the RFI for explicit instructions for HDT submission. Only information submitted as outlined in SECTION 5 will be reviewed.**

2A. Brief description of HDT product(s) or services

2B. Examples (up to three) of effective implementation and data evidence from other state education agencies, local education agencies, or individual schools

2C. Description of each High-Dosage Tutoring Design Principles (**DP**) and Implementation Indicators (**II**)

2C.1) Frequency (DP)

- a. Number of sessions per week (**II**)
- b. Time allotment for each session (**II**)
- c. Number of weeks HDT will be provided (**II**)
- d. Any differences for elementary vs. secondary students (**II**)
- e. Description of any type of "specialty" tutoring (vacation academies, etc.) (**II**)

2C.2) Group Size & Method(s) for Prioritization (DP)

- a. Tutor-to-Student Ratio (**II**)
- b. Methods to assign student tutoring groups: needs-driven, curriculum-driven, universal tutoring, parent request, teacher/counselor request, or Other (please specify) _____ (**II**)
- c. Customization to monitor ongoing growth, shifts in grouping, or other needs (**II**)
- d. Access to tutors during the school day, outside of the school day, other (**II**)

2C.3) Personnel (DP)

- a. Provides a HDT facilitator/coordinator/site manager or other mechanism (please describe) to maintain effective updates regarding HDT program and school-based instruction, schedules, etc. **(II)**
- b. Number of tutors available (include any limitations to total number of tutors available at any given time) **(II)**
- c. Type of tutors: teachers, paraprofessionals, college students, volunteers, hybrid, remote, or other types of tutoring assistance (describe) **(II)** _____
- d. Training type(s) or other supports for tutors **(II)**
- e. Consistent support for tutor throughout HDT program **(II)**
- f. Evidence of tutors' abilities to effectively work with students, including knowledgebase of pedagogy, content, instructional strategies, etc. **(II)**
- g. Process to adhere to LEA's safety policies and procedures (background checks, etc.) **(II)**
- h. Oversight and monitoring process of tutors' interactions with students **(II)**

2C.4) Focus & Scheduling Components (DP)

- a. Grade-level(s) **(II)**
- b. Subject-area(s) **(II)**
- c. Availability of tutor based on students' needs **(II)**
- d. Ability to monitor students' time-on-task with direct instruction and other types of instructional activities such as videos/textbook assignments during an HDT session **(II)**
- e. Type of HDT: credit-bearing course, pull-out class, built into daily classroom instruction, before and/or after school program, summer learning program, other (describe) **(II)**
- f. Attendance requirements, monitoring, and reporting capabilities **(II)**

2C.5) Measurement (DP)

- a. Data measurement and process to determine individual benchmarks and progress monitoring checkpoints **(II)**
- b. Method of ongoing data collection (type and how it is used by tutor) **(II)**
- c. Identification of formative and/or summative assessments used to individualize instruction **(II)**
- d. Progress monitoring schedule (daily, weekly, monthly, annually, other) **(II)**
- e. Progress monitoring process and communication methods for standards/content proficiency to teacher, counselor, parent/guardian, etc. **(II)**

2C.6) Relationships (DP)

- a. Consistency in tutor assignments **(II)**
- b. Trust-building and mentoring focus **(II)**
- c. Motivation tools and other techniques to foster positive learning environment and efforts for success (badging, etc.) **(II)**
- d. Process to provide ongoing communication with classroom teachers to monitor progress **(II)**

2C.7) Tier I, II, or III High Quality Instructional Materials/Resources (DP)

- a. Description and types (paper/pencil, online, etc.) of tutoring resources or other materials (include publisher name, copyright date, etc.) **(II)**
- b. Alignment to Tier I, II, or III instruction **(II)**
- c. Minimum time requirement per assignment, module, section, etc. **(II)**
- d. Quality assurance procedures to ensure adherence to Alabama-specific content standards, grade-level standards, Alabama Multi-Tier System of Supports (AL-MTSS) and other state requirements specified through laws or Alabama Administrative Code **(II)**
- e. Method to provide scaffolded instruction to support foundational skills **(II)**
- f. Method to teach foundational skills while making connections to content standards students are learning during classroom instruction **(II)**

2C.8) HDT Delivery Mode(s) (DP)

- a. Virtual **(II)**
- b. In-person (face-to-face) **(II)**
- c. Hybrid/blended model **(II)**
- d. On or off-site (if off site – transportation provisions) **(II)**
- e. Language(s) other than English provided for students in HDT **(II)**
- f. Other (describe) **(II)**

2D. Federal Compliance (DP)

Submissions should include information and evidence that supports adherence to the following:

2D.1) Family Educational Rights and Privacy Act (FERPA) Compliance **(II)**

2D.2) Every Student Succeeds Act (ESSA) Alignment **(II)**

- a. ESSA: Evidence of alignment to at least one of the top three ESSA evidence-based practice tiers (strong, moderate, or promising): Section 8101(21)(A)

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments:

<https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>

Levels of Evidence				
	<i>Strong Evidence</i>	<i>Moderate Evidence</i>	<i>Promising Evidence</i>	<i>Demonstrate a Rationale</i>
<i>Study Design</i>	Experimental Study	Quasi-experimental Study	Correlational Study with statistical controls for selection bias	Provides a well-specified logic model informed by research or evaluation

2E. Providers may submit any supporting information not requested in the RFI that will provide districts or schools additional information specific to your HDT resources or services, etc.

SECTION 3: SCOPE OF SERVICES

The HDT providers are responsible for providing programmatic support and information to include the following:

- **Post-analysis and feedback for overall program effectiveness**
- **Provider's organizational history and qualifications**
 - Demonstrated success with achieving positive academic outcomes with programming
 - Recent HDT programs or history of successful implementation of the program, including relevant data to describe results achieved
 - Relevant history in serving a variety of student populations including special populations, English learners, at-risk, homeless, etc.
 - Three recent testimonials from schools and/or LEAs that speak to program efficacy
 - Longitudinal impact data

SECTION 4: OTHER

Specific terms and requirements in this Request for Information (RFI) may be waived or modified by the State of Alabama as it deems necessary and appropriate.

The state has no liability for any costs incurred by a prospective provider for the preparation and production of materials or for any work performed because of this request.

Responders will be notified via email when a formal recommendation report is available for review. ALSDE does **not** anticipate awarding a contract pursuant to any submission received. Moreover, ALSDE makes no representation concerning selection, award, or financial support of any proposal. Only the results of the review may be considered public. Any work papers, individual evaluator or consultant comments, notes, or scores will not be considered public. The results of the review will not be publicly available until final submission is reported.

ALSDE reserves the right to reject all submissions and to solicit additional submissions if that is determined to be in the best interests of the State of Alabama.

SECTION 5: SUBMISSION INFORMATION & DEADLINE

All responses shall not deviate from the format described within this document. The following items represent the mandatory requirements for acceptance, and specific submission requirements are as follows:

1) RFI IDENTIFICATION

- a) In general, reference to this RFI shall be indicated by **RFI2022-HDT**.
- b) All communication regarding this RFI shall be addressed as indicated below to the RFI coordinator, Kristie Shankles.
- c) All questions shall be submitted via email to Kristie Shankles with the following subject line: "RFI2022-HDT Question".
- d) The ALSDE will not be held responsible for delays or technical problems that may arise due to temporary failure of email.
- e) Any information, other than the information provided in this RFI, given by the ALSDE should be considered for informational purposes only.

2) GENERAL REQUIREMENTS

- a) If a provider/vendor would like to submit multiple products or proposals, each submission should be submitted *separately* following all the requirements outlined in this RFI.
- b) An acceptable response must be submitted in a binder (hard shell). **Five** hard copies in **five separate binders** must be submitted. Binders with cover sleeves containing a cover page with the following information are preferred but not required: 1. RFI2022-HDT, 2. provider/vendor's name, 3. primary contact name, phone number, and email address.
- c) In addition to the five hard copies, **one** organized, single portable document file (PDF) containing the complete proposal shall also be submitted via a digital storage device that is secured in one of the binders.
- d) Each binder should contain a minimum of 12 clearly labeled tabs which correspond with submission requirements established in Section 2 of this RFI. The tabs should be labeled as follows:
 - i) 2A: HDT Description
 - ii) 2B: Examples
 - iii) 2C-1: Frequency
 - iv) 2C-2: Size/Method
 - v) 2C-3: Personnel
 - vi) 2C-4: Focus/Sched.
 - vii) 2C-5: Measurement
 - viii) 2C-6: Relationships
 - ix) 2C-7: Materials/Resources
 - x) 2C-8: Delivery Mode(s)
 - xi) 2D: Fed. Compliance
 - xii) 2E: Additional Info.

- e) Behind each tab should be the corresponding coversheet/placeholder provided in the following link: [Document7.docx](#).
- f) Each coversheet should be clearly marked indicating which components are included or not applicable.
- g) The first page in the binder should be a cover page listing the vendor/provider's name and all relevant contact information along with the identification label of RFI2022-HDT.
- h) All five binders and digital storage device should be mailed or hand delivered to the ALSDE using either of the following two addresses:

Courier Mail

Alabama State Department of Education
Instructional Services Section
Room 3345
ATTENTION: Kristie Shankles
50 N. Ripley St.
3345 Gordon Persons Building
Montgomery, AL 36104-3833

Regular Mail

Alabama State Department of Education
Instructional Services Section
Room 3345
ATTENTION: Kristie Shankles
3345 Gordon Persons Building
P.O. Box 302101
Montgomery, AL 36130-2101

- i) Submittal as described above shall be made by the date and time expressed in the submission deadline below. Do not use any other address other than the information listed above.
- j) No other format (Fax, email, etc.) will be accepted.
- k) If one or more of the required items are not met and/or not present in the response, the ALSDE may disqualify the entire response.
- l) Late responses will not be accepted. It is the responsibility of the provider/vendor to ensure a timely delivery. The ALSDE will not be held responsible for any issues or delays resulting in late deliveries, even those related to unforeseen circumstances.

3) CONTACT INFORMATION

- a) ALL questions or other RFI-related correspondence must be sent to Kristie Shankles using the following email, kristie.shankles@alsde.edu and must include the following:
 - i) Subject Line-RFI2022-HDT,
 - ii) Provider/Vendor’s official title,
 - iii) RFI section and subtitle reference (Example: 2A.),
 - iv) Direct question(s), and
 - v) Contact name and email or phone number if clarification is needed by ALSDE staff to answer the submitted question(s).

4) SUBMISSION DEADLINE

- a) All materials must be received at the ALSDE **by 3:00 pm Central Standard Time on Friday, September 16, 2022.**
- b) Late submissions, regardless of reason or circumstance, will not be accepted.

SECTION 6: REFERENCES

Jamieson, C. & Whinnery, E. (2021) *Interrupted instruction*. Education Commission of the States. [Interrupted Instruction - Education Commission of the States \(ecs.org\)](https://www.ecs.org/)

Robinson, Carly D. et. Al; Annenberg Institute at Brown University and Schueler, and Beth A, University of Virginia. “Accelerating Student Learning with High-Dosage Tutoring.” EdResearch For Recovery Design Principles Series. [Accelerating Student Learning with High-Dosage Tutoring | Annenberg Institute at Brown University](https://www.annenberginstitute.org/accelerating-student-learning-with-high-dosage-tutoring/)

Sawchuk, Stephen. “High-Dosage Tutoring is Effective, But Expensive. Ideas for Making it Work” (August 2020). <https://www.edweek.org/leadership/high-dosage-tutoring-is-effective>