



Department of
Education

TN ALL Corps

Partner Directory

Tennessee Department of Education | October 2021



Introduction

Students across the state had varying access to instruction in Spring 2020 and throughout the 2020-21 school year. This may have resulted in lower proficiency across the state, specifically in math and early reading. Structured tutoring programs have been proven to significantly increase student achievement when done in a tightly managed and clearly defined program, including consistent, quality materials, and well-trained tutors.

To address gaps and accelerate student learning across the state of Tennessee, the department has launched the TN Accelerating Literacy and Learning Corps (TN ALL Corps), a grant opportunity to empower school districts across the state to implement or strengthen robust tutoring programs for students.

The department has created a tutor partner guide for districts that may choose to work with a third-party provider to deliver some or all of its tutoring services through TN ALL Corps. Districts are not required to partner with third-party providers, nor are they required to use a partner from the guide we create. However, this guide is intended to serve as a resource for districts interested in working with a tutor partner.

Through TN ALL Corps grants, districts can flexibly design their local tutoring supports within the grant framework to meet the tenets of high dosage/low ratio tutoring that drives strong outcomes for students. Districts have significant flexibility in determining the structure of tutoring, who provides tutoring (staff, tutors, external partners), and the students served.

More information about TN ALL Corps can be found [here](#).

Partner Directory

The providers that are listed in this guide voluntarily submitted information to the department indicating they provide the services requested. This list is intended to serve solely as a resource to districts; the department did not vet these providers, did not edit the information they submitted, and does not endorse any of these providers. Districts may partner with providers on this list but are not limited to those on this list. Inclusion on this list was open to any provider that submitted information. If you are a provider and would like to be included on this list, please reach out to Scott Meltzer (Scott.Meltzer@tn.gov).

West Tennessee	Middle Tennessee	East Tennessee
Southwest Region: City Year Memphis Collierville Literacy Council The Core Learning Center, LLC The Peer Power Foundation	Mid Cumberland Region: Blue Ribbon Scholars LLC Mathnasium Operation Andrew Group United4Hope United Way's Raise Your Hand Tutoring Program	First TN Region: Boys & Girls Club of Johnson City/Washington County Niswonger Foundation East TN Region: Boys & Girls Clubs of the Tennessee Valley Centro Hispano de East Tennessee SHADES of Development United Way of Anderson County Southeast TN Region: LearningRx Mathnasium Traveling Tutors YMCA of Metropolitan Chattanooga
Statewide/Virtual: BrightPath Tutors The Core Learning Center, LLC		

Partner Name: City Year Memphis

Partner Contact: Robyn Ford, rford@cityyear.org

Partner Description: City Year was founded in 1988 with the belief that young people can be a powerful resource to address some of the nation's most pressing needs. Initially, City Year deployed AmeriCorps members to other community organizations; however, following a strategic planning process in 2005, it was clear that City Year could serve as a game-changing resource for under-funded public schools.

Partner Services

A. List the geographic areas (regions or counties) within the state of Tennessee that your organization is able to serve:

Geographic area(s) served: Shelby County

B. Describe your organization's available capacity to support this work (e.g. the number of students it can serve, the number of districts it can support, etc.):

Description of capacity: In accordance with our Whole School Whole Child (WSWC) programming and supports our maximum capacity to support in this work is 750 students.

C. Describe the experience of your organization's tutors, including the training and/or certification they receive:

Description of experience: City Year is the only national organization to employ near-peer role models, embedded full time in a school community. Our highly-trained, young-adult corps members are uniquely positioned to work with Memphis students—old enough to provide the guidance students need, yet young enough to relate to students' point of view and help them navigate challenges. Our corps members are trained in cultural competencies and working across lines of difference and embed in partner schools with both a deep respect for the school communities we are invited to join, as well as a commitment to delivering high-quality service. All City Year AmeriCorps members must pass background checks and receive training to ensure their compliance with the Federal Education Rights & Privacy Act (FERPA) and City Year's own student safety and data privacy/security policies. Before serving in schools, our corps members participate in 3 weeks of full-time onboarding – called Basic Training Academy. This training focuses on building the foundational skills and mindsets corps members need to partner with teachers in schools: building developmental relationships, transformative Social-Emotional Learning (SEL) practices, the context in which we serve, etc. Once they begin in schools, we continue to provide

D. How does your organization monitor the effectiveness of tutors and programming on an ongoing basis?

Response: CY Memphis regularly analyzes student data to adjust the content of in-service training for our corps members, to determine which students should be moved on/off our focus lists for targeted academic, attendance and social-emotional skill development support, to adjust schedules to ensure students receive their full dosages of tutoring/coaching, and to improve the effectiveness of Whole School Whole Child program service.

<p>opportunities for learning and growing, to build on their foundational skills by holding biweekly Learning & Development (L&D) Days. In addition to this training, our corps members are observed and coached twice a month by their Impact Manager and Team Leader.</p> <p>Some corps members have the opportunity to be certified through ALLMemphis – a local organization that trains and coaches educators in using the Orton-Gillingham curriculum.</p> <p>Corps members also participate in school level training and professional development. Each school that we work with uses their own choice of curriculum. Not only do ACMs get specified training in L&D but they are also trained on much of what the actual school staff is trained in. This helps ACMs stay on the same page as staff and ultimately benefits students. Some of the other programs ACMs are trained on include iReady, Eureka Math, BookNook, and Corrective Reading.</p>	
<p>E. Will your organization ensure that tutors complete all background check requirements in accordance with TN state law?</p>	<p>F. Does your organization offer tutoring in person, online, or both?</p>
<p>Response: Yes</p>	<p>Response: Both More information: City Year primarily operates in person. All school districts are fully integrated back in the school and all learning takes place face to face. We follow the school district in order to implement the best practices for the students. However, due to everything we learned during the pandemic, we also can tutor virtually. If any school or district decides to move back to teaching virtually, we are prepared to tutor virtually as well.</p>
<p>G. Describe the data your organization collects on student performance:</p>	<p>H. Describe the communication loops your organization provides as part of its programming (e.g., between tutors and families, teachers, school leaders, etc.):</p>
<p>Description of data collected: CY Memphis is a data-driven organization that uses multiple methods to track and analyze student-level impact. Our evaluation team collects quantitative and qualitative impact data on corps members' daily activities and interventions, as well as school-reported data on student attendance, behavior, test scores, and grades in English Language</p>	<p>Description of communication loops: CY Memphis is a data-driven organization committed to transparency about our impact with schools/students. We collect and report on students' grades and assessment scores, results of the Devereux Student Strengths Assessment for measuring students' social-emotional growth (administered by CY Memphis three times a year), and survey</p>

Arts/literacy and math. This information is stored in CYSchoolhouse, City Year’s internal data storage and management system. CY Memphis also surveys partner teachers, principals, and administrators twice a year (January and June) for their feedback on our impact and program delivery.

In terms of specific evaluation metrics, we track our quantitative impact in two ways: through student growth on benchmark assessments (iReady, NWEA MAP, etc.) and grade letter improvement. One of the most instructive measures of our impact is whether a student meets or exceeds their expected growth on the assessments. These benchmark assessments are taken three times a year and we collect and analyze student grades quarterly. To progress monitor, we use reading records and exit tickets that are aligned to the research-backed curriculum being used. These allow corps members to be responsive to student needs throughout the year and to check for understanding.

The second method of qualitative evaluation we use is the Deveraux Student Strengths Assessment, or DESSA, which evaluates students’ growth in several areas of social emotional development. The DESSA measures a student’s competence in eight key areas: Self-Awareness, Social-Awareness, Self-Management, Relationship Skills, Decision Making, Personal Responsibility, Optimistic Thinking, and Goal-Oriented Behavior. Students take the exam at the beginning of the year and are scored in one of three bands for each competency, these bands are: Strength, Typical, or Needs for Instruction. City Year AmeriCorps members work closely with students on any competencies where they score below “Typical.” Student scores on the DESSA can be used to guide AmeriCorps members’ strategies as they work to promote each competency for each child. At the end of the year each child takes a post-DESSA exam which reflects any growth they may have achieved over the course of the year.

feedback from teachers and principals (administered by CY Memphis at mid-year and year end).

I. Describe the instructional materials your organization's tutors use and whether your organization is willing to align tutoring with districts' curricular materials:

J. For what grade levels and content areas does your organization provide tutoring services?

<p>Description: We are responsive to the curricular materials our school districts use. We are intentional about the conditions that are needed in order for our corps members to be successful in using the school or district preferred curriculum. These conditions for success include: training specifically for our corps members on the materials, access to materials and printing if needed, collaborative planning time with teachers, consistent time to meet with students, and access to student data.</p> <p>If the school or district does not have a preference of curriculum or tutoring materials, we highly recommend (and have access to) Leveled Literacy Intervention (LLI) for literacy and Do The Math (DTM) for math tutoring. In the event districts want us to use our materials, we can train and coach corps members and provide them with the necessary materials but do still need consistent time with students and access to student data.</p>	<p>Response: Through our programming City Year Memphis can provide services supporting literacy skills, ELA grades, math skills and math grades, for grades 3-8 along with attendance (grades 6-8) and behavior and social emotional learning.</p>
<p>K. Provide evidence of your organization's impact on student outcomes:</p>	<p>L. Does your organization provide tutoring before, during, or after school? Select all that apply:</p>
<p>Evidence: City Year designed its Whole School Whole Child (WSWC) program in collaboration with education researchers and practitioners. WSWC ensures that students receive the support they need to stay in school and graduate, while working collaboratively with teachers and communities to transform entire schools. 2018-2019 data showed 58% of students served by CY Memphis moved from off to on track for grade level in ELA/Literacy, with 60%, 38%, and 76% of students served making this same growth in Math, Attendance, and SEL/Behavior, respectively. Due to early school closure in 2019-2020 Academic year resulting from COVID 19, student end of year data was not available. However, CY Memphis AmeriCorps members provided 45,352 hours of service to students and schools and received 7,940 hours of training in 2020.</p>	<p>Response:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Before School <input checked="" type="checkbox"/> During School <input checked="" type="checkbox"/> After School
<p>M. Does your organization offer tutoring sessions on Saturdays or during school vacations/holiday breaks?</p>	<p>N. What is the approximate annual cost per student for your organization's services?</p>
<p>Response: No More information:</p>	<p>Approximate annual cost: \$226</p>

Partner Name: Collierville Literacy Council		Partner Contact: Yaquetta Crockett, yaquetta@clctnedu.org	
Partner Description: CLC serves not only Collierville but all surrounding areas providing students with tutoring services as well as building reading and/or dyslexia skills. Our program also has an ESOL program with trained teachers teaching English to non speaking English learners.			
Partner Services			
A. List the geographic areas (regions or counties) within the state of Tennessee that your organization is able to serve:		B. Describe your organization's available capacity to support this work (e.g. the number of students it can serve, the number of districts it can support, etc.):	
Geographic area(s) served: All of Shelby County		Description of capacity: Our services operate Mon-Thurs from 9am-8pm. Currently we do not have a maximum amount but will need to ensure we have the # of trained tutors to support.	
C. Describe the experience of your organization's tutors, including the training and/or certification they receive:		D. How does your organization monitor the effectiveness of tutors and programming on an ongoing basis?	
Description of experience: The tutors are trained by the program's Reading Manager who has years of teaching experience in addition to experience as a skilled intervention specialist. Tutors are provided ongoing professional development to ensure building capacity.		Response: Students are assessed and progress monitored bi weekly to ensure they are progressing on the skills they are building.	
E. Will your organization ensure that tutors complete all background check requirements in accordance with TN state law?		F. Does your organization offer tutoring in person, online, or both?	
Response: Yes		Response: Both More information:	
G. Describe the data your organization collects on student performance:		H. Describe the communication loops your organization provides as part of its programming (e.g., between tutors and families, teachers, school leaders, etc.):	
Description of data collected: Students receives a screening upon entry, biweekly assessments on their specific skills that were identified as challenges and post assessment to measure growth.		Description of communication loops: Program Manager communicates with Tutors and Parents and provides weekly emails with schedule information and progress monitoring.	
I. Describe the instructional materials your organization's tutors use and whether your organization is willing to align tutoring with districts' curricular materials:		J. For what grade levels and content areas does your organization provide tutoring services?	
Description: Really great reading, Orton Gillingham and HD word resources.		Response: Grades 4-8th grade in Reading/Literacy.	

<p>K. Provide evidence of your organization's impact on student outcomes:</p>	<p>L. Does your organization provide tutoring before, during, or after school? Select all that apply:</p>
<p>Evidence: Parents have seen great success with their students and over 50% of the parents have wanted to continue services from starting in the summer.</p>	<p>Response:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Before School <input checked="" type="checkbox"/> During School <input checked="" type="checkbox"/> After School
<p>M. Does your organization offer tutoring sessions on Saturdays or during school vacations/holiday breaks?</p>	<p>N. What is the approximate annual cost per student for your organization's services?</p>
<p>Response: Yes More information:</p>	<p>Approximate annual cost: Families are on a sliding scale based on their income.</p>

Partner Name: The Core Learning Center, LLC

Partner Contact: Yolonda Anderson,
yolonda@thecorelearningcenter.net

Partner Description: The Core Learning Center, LLC, offers reading tutoring for students in grades K-5.

Partner Services

A. List the geographic areas (regions or counties) within the state of Tennessee that your organization is able to serve:

Geographic area(s) served: In-person tutoring - Memphis, TN
Virtual tutoring - all regions

B. Describe your organization's available capacity to support this work (e.g. the number of students it can serve, the number of districts it can support, etc.):

Description of capacity: The Core Learning Center is able to service 50 students from a maximum of two districts.

C. Describe the experience of your organization's tutors, including the training and/or certification they receive:

Description of experience: The Program Director has a Bachelor of Arts in English, a Master of Education and a Specialist in Education in Counselor Education. She holds a Tennessee Educator License in School Counseling, and she holds a Mississippi Educator License in English and School Counseling. She has worked in public education for 15 years, serving in multiple leadership capacities. As a member of the New Leaders Emerging Leaders Program, she observed and coached 3rd grade teachers in high yield instructional strategies. She led data team meetings and aided teachers in the development of instructional schedules for corrective instruction. She coordinates the development of 504 plans for students. As a member of the RTI2 Data Team, she monitors the fidelity of interventions to ensure they meet a certain standard of quality. She is the Owner of The Core Learning Center, LLC, which provides reading tutoring to students in grades K-5. She is currently completing the Tennessee Department of Education online modules in Foundational Skills. Additionally, she is completing professional development through the Reading Simplified Academy, learning how to accelerate student acquisition of basic and advanced phonics to become fluent readers. The Literacy Advisor/Lead Tutor holds a Bachelor of Science in Elementary Education and a Master of Science in Educational Leadership. She has over 10 years of experience teaching and coaching in English/Language Arts subject area. She has trained

D. How does your organization monitor the effectiveness of tutors and programming on an ongoing basis?

Response: Prior to tutoring services, a diagnostic test is given to identify strengths and weaknesses. After completing diagnostic test, the results are used to determine a course of action to promote academic growth. Customized strategies are delivered to the student in a small group or one-to-one setting. The child's progress is monitored at specified intervals to determine growth. Also, written feedback is solicited from stakeholders.

<p>peers on high yield instructional strategies. Also, she is able to develop intervention plans for students in deficit areas. She has experience in managing teams and providing families with strategies to support the student in the home setting. Reading tutors must possess a high school diploma, GED, or equivalent. An Associate's or Bachelor's degree in Education or subject-matter field is preferred, and teaching/tutoring experience is preferred.</p>	
<p>E. Will your organization ensure that tutors complete all background check requirements in accordance with TN state law?</p>	<p>F. Does your organization offer tutoring in person, online, or both?</p>
<p>Response: Yes</p>	<p>Response: Both More information: The organization prefers to provide in-person tutoring, but a virtual option is available.</p>
<p>G. Describe the data your organization collects on student performance:</p>	<p>H. Describe the communication loops your organization provides as part of its programming (e.g., between tutors and families, teachers, school leaders, etc.):</p>
<p>Description of data collected: Let's Go Learn DORA (Diagnostic Online Reading Assessment) Letter-Names Letter-Sound Knowledge Phoneme Segmentation Nonsense Word Reading</p>	<p>Description of communication loops: Opportunities to engage families in the learning process are an important component of the program. Parents can expect the following engagement activities.</p> <ul style="list-style-type: none"> • Consultation prior to beginning services • Home activities that can be completed in 15 minutes or less at home • Parent education on current topics/trends in education • Monthly progress updates of student performance • Invitation to join private group on Facebook (tips and updates shared weekly)
<p>I. Describe the instructional materials your organization's tutors use and whether your organization is willing to align tutoring with districts' curricular materials:</p>	<p>J. For what grade levels and content areas does your organization provide tutoring services?</p>
<p>Description: The Core Learning Center uses the Reading Simplified approach to reading. In this approach, each student is placed on a pathway based on need. A prescribed set of processes are used to</p>	<p>Response: Reading tutoring for grades K-3 are preferred.</p>

<p>instruct and support the student. The organization is willing to align resources to the district's curriculum.</p>	
<p>K. Provide evidence of your organization's impact on student outcomes:</p>	<p>L. Does your organization provide tutoring before, during, or after school? Select all that apply:</p>
<p>Evidence: This information can be provided upon request.</p>	<p>Response:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Before School <input type="checkbox"/> During School <input checked="" type="checkbox"/> After School
<p>M. Does your organization offer tutoring sessions on Saturdays or during school vacations/holiday breaks?</p>	<p>N. What is the approximate annual cost per student for your organization's services?</p>
<p>Response: Yes More information: Tutoring sessions are available on Saturdays. However, the organization is closed during most school vacations/holiday breaks.</p>	<p>Approximate annual cost: On average, our services cost approximately \$3600 per student.</p>

Partner Name: The Peer Power Foundation, Inc.

Partner Contact: Malcolm Rawls,
malcom.rawls@peerpowerfoundation.org

Partner Description: The Peer Power Foundation is a non-profit organization that recruits and trains high-performing college students to deliver high-dosage tutoring and mentorship in public schools. The vision is to create a world where all children are provided the ability to learn and grow regardless of their zip codes.

Thoughtfully vetted Success Coaches are onboarded in cohorts that undergo orientation to public school classes and to the organization through training. Success Coaches attend three weeks of summer training, where instructional strategies, subject content review and social-emotional development techniques are covered, modeled and practiced. Monthly training sessions to address relationship building, curriculum review through instructional techniques and social-emotional development are also required. Training has shown benefits to Success Coaches. In 2018, Peer Power's analysis determined that the Success Coach five-year graduation rate outpaced the average University of Memphis student five-year graduation rate by 40 percent.

Partner Services

A. List the geographic areas (regions or counties) within the state of Tennessee that your organization is able to serve:

Geographic area(s) served: Mid-South; Shelby County, TN

B. Describe your organization's available capacity to support this work (e.g. the number of students it can serve, the number of districts it can support, etc.):

Description of capacity: Peer Power currently serves 10,000 students in Shelby County annually. We have 10 specific school partners where we work during the school year, in the classroom, but we also provide numerous opportunities for supplementary programming for other schools.

C. Describe the experience of your organization's tutors, including the training and/or certification they receive:

Description of experience: Peer Power trained tutors (Success Coaches) assist public school students in classrooms throughout Shelby County. One hundred percent of the communities we work in are underserved and low-to-moderate income areas. Peer Power provides competitive wages, flexible schedules, internship credit opportunities and essential life and job skills. Peer Power aims to improve the lives of the diverse talent who help us carry out our mission of inspiration and empowerment. From learning how to design and deliver educational content to developing interpersonal skills that navigate classes in-person and online, Success Coaches build impressive resumes for future opportunities.

With 16 years of experience, Peer Power knows what it takes to make a successful Success Coach. New Success Coaches are

D. How does your organization monitor the effectiveness of tutors and programming on an ongoing basis?

Response: Success Coach performance indicators (through teacher feedback and formal work evaluations), program outcomes, job satisfaction surveys, assessments for content mastery, and turnover rates are monitored throughout the year by Christopher Xa, Vice President of the Peer Power Institute.

required to attend a three-week summer training, totaling 60 hours. During the training they review instructional strategies, subject content and social-emotional development techniques. Success Coaches also attend monthly training and development sessions to address relevant curriculum, best practices for social-emotional support and personal and professional growth opportunities. LEAD training is designed to help Success Coaches relay tutoring and mentoring experiences with peers and discuss how to navigate those spaces.

Success Coaches provide subject-content intervention, mentorship, college readiness and ACT Prep, and many other initiatives based on the unique needs of each school and student. This gives college students the opportunity to gain job experience and the financial means to stay in school. Our model also reduces the student to instructor ratio to allow for more individualized learning for students, higher teacher retention rates, and improvement in job satisfaction and performance among teachers.

E. Will your organization ensure that tutors complete all background check requirements in accordance with TN state law?

Response: Yes

F. Does your organization offer tutoring in person, online, or both?

Response: Both
More information: The Peer Power Foundation works to cater its programming to fit the needs of the school and students it's serving. For example, by Fall 2020's second school semester impacted by COVID 19, Peer Power created and executed a statewide after-school virtual program for high school students in Tennessee. The program was designed to confront learning loss caused by the pandemic's effects on education. Teams of Success Coaches offered small-group tutoring for math, English and ACT preparation. This program served students in five different counties in Tennessee including Shelby County. Peer Power has also administered its ACT Prep University program in person and virtually, based on guidance from the CDC and Shelby County Health Department.

<p>G. Describe the data your organization collects on student performance:</p>	<p>H. Describe the communication loops your organization provides as part of its programming (e.g., between tutors and families, teachers, school leaders, etc.):</p>
<p>Description of data collected: Formative Testing End of Course testing Subject grades; evaluated every month ACT Scores</p>	<p>Description of communication loops: All Peer Power tutoring programs are led by Program Directors. It is the responsibility of the Program Director to communicate expectations to all parties involved in the tutoring process. This means formally communicating to students, parents, teachers and faculty respectively.</p>
<p>I. Describe the instructional materials your organization's tutors use and whether your organization is willing to align tutoring with districts' curricular materials:</p>	<p>J. For what grade levels and content areas does your organization provide tutoring services?</p>
<p>Description: Instruction materials are based on state and local curriculum standards.</p>	<p>Response: 6-8th grade- Math, English and Reading 9-12th grade- Algebra1, Algebra 2, Geometry, English 9, English 10, History and Biology</p>
<p>K. Provide evidence of your organization's impact on student outcomes:</p>	<p>L. Does your organization provide tutoring before, during, or after school? Select all that apply:</p>
<p>Evidence: Increased formative testing achievement Increased subject grades Increased ACT scores Increased graduation rates Increased daily attendance</p>	<p>Response: <input type="checkbox"/> Before School <input checked="" type="checkbox"/> During School <input checked="" type="checkbox"/> After School</p>
<p>M. Does your organization offer tutoring sessions on Saturdays or during school vacations/holiday breaks?</p>	<p>N. What is the approximate annual cost per student for your organization's services?</p>
<p>Response: Yes More information: In addition to our ACT Prep University programming that occurs via several Saturday sessions per year, Peer Power often helps facilitate Summer Bridge programming. Peer Power Summer Bridge programs offer more individualized learning experiences to combat summer slump and help public school students achieve grade level standards before the start of the next academic year. Summer programs allow for additional academic support while providing meaningful work for Success Coaches.</p>	<p>Approximate annual cost: \$1,500-\$2,000 pending structure</p>

Partner Name: Blue Ribbon Scholars LLC

Partner Contact: Mira Korber, mira@blueribbonscholars.com

Partner Description: Since 2019, we have specialized in tutoring students who take extended absences (1 week to three months) from school for sports competitions. We have extensive experience in high dosage/low ratio tutoring because we structure our learning groups into small groups of students that receive individualized attention at the competition venues and online. Our program manager communicates with teachers and guidance counselors to determine scope and sequence of work missed, and builds a pacing and lesson plan to ensure students stay on track with material that would be covered in their regular classroom. We also take the opportunity to personalize each student's education by focusing on areas of academic weakness with increased academic support and check-ins. A significant focus of our work is on teaching executive function skills which enable our students to develop autonomy and succeed as they mature from elementary to high school, especially when they miss school for extended periods of time.

Partner Services

A. List the geographic areas (regions or counties) within the state of Tennessee that your organization is able to serve:

Geographic area(s) served: Metro Nashville

B. Describe your organization's available capacity to support this work (e.g. the number of students it can serve, the number of districts it can support, etc.):

Description of capacity: As a small and nimble organization, we can expand and contract the number of students we serve quickly. We currently have five active tutors on staff and are constantly evaluating new applicants for tutoring roles as demand necessitates.

C. Describe the experience of your organization's tutors, including the training and/or certification they receive:

Description of experience: Master's degrees and above in their fields, state teaching certifications, and relevant professional experience in technical fields

D. How does your organization monitor the effectiveness of tutors and programming on an ongoing basis?

Response: Tutors are required to fill out session reports with 24 hours of the completion of each session. These reports are provided to the program director and parents to ensure students are progressing and the student/tutor match is appropriate.

E. Will your organization ensure that tutors complete all background check requirements in accordance with TN state law?

Response: Yes

F. Does your organization offer tutoring in person, online, or both?

Response: Both
More information: We are experienced in developing "learning pods" of students at similar academic level to foster both academic and social growth among peers.

G. Describe the data your organization collects on student performance:

Description of data collected: We receive feedback from our students' regular academic teachers but do not collect or track

H. Describe the communication loops your organization provides as part of its programming (e.g., between tutors and families, teachers, school leaders, etc.):

Description of communication loops: When students enter our program, they frequently no longer attend regular classes at their

<p>data related to student grades, IEPs, 504s, or test scores unless parents consent to disclosure of such data.</p>	<p>schools, although they remain enrolled. As such, we maintain extensive communications with our students' teachers, principals, and guidance counselors to make sure work at Blue Ribbon Scholars closely approximates the content covered in regular classes. Parents are copied on all emails that Blue Ribbon Scholars staff sends to school officials. Session reports are delivered via email within 24 hours to parents and students, and on a weekly basis to teachers and principals (or more frequently, if desired). We believe that frequent and open communication is vital to our students' success.</p>
<p>I. Describe the instructional materials your organization's tutors use and whether your organization is willing to align tutoring with districts' curricular materials:</p>	<p>J. For what grade levels and content areas does your organization provide tutoring services?</p>
<p>Description: Blue Ribbon Scholars has historically depended on curricular materials provided by public, private, charter, and online schools. As such, we are very willing to align tutoring with district materials, and supplement with additional practice for students as time and student ability allows.</p>	<p>Response: 1st through 12th grade, all major content areas.</p>
<p>K. Provide evidence of your organization's impact on student outcomes:</p>	<p>L. Does your organization provide tutoring before, during, or after school? Select all that apply:</p>
<p>Evidence: In a survey provided to parents in March of 2020, 93% of parents rated Blue Ribbon Scholars 5/5 and 7% of parents rated Blue Ribbon Scholars 4/5 for the question, "On a scale of one to five, how likely are you to recommend Blue Ribbon Scholars to others?" Also in March of 2020, 35% of parents whose children participated in an in-person program (cut short by Covid-19) said they would find it useful to continue working with Blue Ribbon Scholars in an online capacity once their students returned to their regular academic programs. Parent testimonial in response to "What aspects of the Blue Ribbon Scholars program were most useful for you / your child?" "The support and consistency for my daughter was great. She always knew she would get the help she needed. The communication between Blue Ribbon and our school in TN has</p>	<p>Response:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Before School <input checked="" type="checkbox"/> During School <input checked="" type="checkbox"/> After School

been helpful. They know exactly what she has completed daily and what she is working towards in the days to come."

"Individualized attention and ability to get work accomplished in a shorter time frame."

"Knowing that someone was keeping Caroline on track and organized! I loved the communication and feedback. Very organized and professional."

"I found the flexibility of the one on one tutors as well as being able to work with other people during study hall times a good combination. Additionally, the fact that the one on one tutors could focus specifically on areas of weakness/importance was very helpful."

Other testimonials:

"Mira and Blue Ribbon Scholars were invaluable during my daughters time at HITS Ocala. When Katie returned to school in March, she was actually ahead in all of her classes. The one on one tutoring was helpful keeping her focused on her specific tasks, while the study hall sessions were great for establishing a community. She is still in contact with many of the students and they are making plans to meet up at future shows. I can't recommend Blue Scholars highly enough!"

"I was most impressed with Blue Ribbon Scholars, as was my daughter's principal at home too! We are very pleased with all the communication, recommendations and wonderful environment our daughter was able to do her school work away from home in."

"This was a top notch educational experience for my daughters. They were able to complete their work and stay on track with their classmates at home, and focus on their riding, as well. The girls thoroughly enjoyed their teachers and other students and were sad to leave at the end of the 5 weeks."

M. Does your organization offer tutoring sessions on Saturdays or during school vacations/holiday breaks?

Response: Yes
More information: We offer tutoring sessions at the convenience of our clients.

N. What is the approximate annual cost per student for your organization's services?

Approximate annual cost: \$4,000

Partner Name: Mathnasium		Partner Contact: Alex Guppy, alex.guppy@mathnasium.com	
Partner Description: Mathnasium is an after-school learning center for students in grades K-12. Using our customized assessments, we are able to tailor work for students in the areas they need the most help, and then our instructors provide expert help - all in a patient, kind, and welcoming environment.			
Partner Services			
A. List the geographic areas (regions or counties) within the state of Tennessee that your organization is able to serve:		B. Describe your organization's available capacity to support this work (e.g. the number of students it can serve, the number of districts it can support, etc.):	
<p>Geographic area(s) served: Mathnasium of Chattanooga and Mathnasium of Hixson can serve Hamilton County and the surrounding counties.</p> <p>Mathnasium of Nolensville, Brentwood, and Franklin can serve Williamson County and the surrounding counties.</p>		<p>Description of capacity: We currently serve 370 students across my five centers, and I think each center could easily serve 150 kids at each center (750 total) without expanding our hours. If the right situation came about I would work very hard to expand that further - and if students could do their lessons online then I'd have an infinitely-sized classroom.</p>	
C. Describe the experience of your organization's tutors, including the training and/or certification they receive:		D. How does your organization monitor the effectiveness of tutors and programming on an ongoing basis?	
<p>Description of experience: The first step to becoming a Mathnasium instructor is to take a rigorous employment test. In addition to that, we look for tutors that are patient, kind, fun, and able to connect with children. Being good at math and being good at teaching math to kids are often very different skills!</p> <p>Once hired, instructors receive about 20 hours of training in pedagogy, center operations, and child management and then shadow our most experienced staff for another 5 hours to ensure they are ready to deliver high-quality lessons.</p> <p>Our tutors range from creme-de-la-creme high school students all the way up to staff with Master's Degrees in mathematics. I believe that all of my tutors do an exceptional job (some of my high school students are our most beloved and sought after instructors), but I also could ensure credentials for tutors participating in this program if that were necessary.</p>		<p>Response: All of our tutoring is done in a wide-open center, so mostly we monitor tutors through direct observation. Our tutors are evaluated based on the productivity of their students, their ability to engage and interact with them in a fun and rapport-building manner, and the amount of help they need throughout their lessons to perform their jobs. In addition, we hold meetings often to address tricky concepts, discuss situations that come up in the center where our tutors need more support, and to improve the efficiency and fun of the center.</p>	
E. Will your organization ensure that tutors complete all background check requirements in accordance with TN state law?		F. Does your organization offer tutoring in person, online, or both?	
Response: Yes		Response: Both	

	<p>More information: One aspect of Mathnasium that I think would be very appealing to school districts is that because all of our students work individually rather than as part of a class, families can schedule their lessons whenever they would like throughout the week and we have lots of hours available after school and on the weekend.</p>
<p>G. Describe the data your organization collects on student performance:</p>	<p>H. Describe the communication loops your organization provides as part of its programming (e.g., between tutors and families, teachers, school leaders, etc.):</p>
<p>Description of data collected: Every student that comes to Mathnasium starts with a personalized assessment, and then we regularly conduct post-assessments so that we can gauge progress. In addition, each student's assessment results help us generate a learning plan where we can keep track of the skills they have demonstrated they need help on, along with which one's they have been assigned, completed, and have on deck.</p>	<p>Description of communication loops: Our communication game is A+. Parents receive a monthly report on their student's attendance, the skills they have mastered in their learning plan, and what skills are upcoming. In addition, parents can schedule a progress meeting directly with a center director to get a more personalized update on their child's progress. We generally find that teachers and school leaders have a lot on their plate, so we try not to bother them too much! If desired though, it would be very easy to provide this information along with updates to school staff. We occasionally have teachers who recommend specific topics for students that we then add to their learning plan, but again this is usually only initiated by the teacher or parent out of respect for their time.</p>
<p>I. Describe the instructional materials your organization's tutors use and whether your organization is willing to align tutoring with districts' curricular materials:</p>	<p>J. For what grade levels and content areas does your organization provide tutoring services?</p>
<p>Description: At Mathnasium, we have our own proprietary curriculum. We are definitely able to work with districts to align students work along with their curriculum, but I will say that I wouldn't necessarily recommend that in most situations. Lots of students who are struggling in math are not just struggling with grade level work, they are struggling because they have gaps which make it hard for them to follow along and keep up. Mathnasium finds those baseline skills and fixes them from the bottom up, which leads to better understanding, more confidence, and a better attitude toward math.</p>	<p>Response: We tutor grades K-12, though for younger students we only have 1:1 lessons available due to their attention spans and ability to work independently.</p>

<p>K. Provide evidence of your organization's impact on student outcomes:</p>	<p>L. Does your organization provide tutoring before, during, or after school? Select all that apply:</p>
<p>Evidence: To be quite honest, the best evidence I have would be our reviews online at Mathnasium of Chattanooga, Hixson, Franklin, Brentwood, and Nolensville. Parents love what we do! I will admit that the below is a combination of anecdotal evidence, ballpark figures, and interpretations of data based on my six years owning this business. I don't have any NWEA before/after results, but on average our students seem to do about two assessment levels every year which roughly translates to about two years of math learning for every year of math - I think this is all the more impressive because we work with students who historically don't seem to get a ton out of their math classes in the first place. Over the summer, our students made about 15% progress on their assessments. The average score for an initial grade-level assessment is 40%, which means that kids did about a quarter of a grade level in three months - all while attending fewer sessions than during the school year and having no math in school. The summer slide simply doesn't exist in our centers.</p>	<p>Response:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Before School <input checked="" type="checkbox"/> During School <input checked="" type="checkbox"/> After School
<p>M. Does your organization offer tutoring sessions on Saturdays or during school vacations/holiday breaks?</p>	<p>N. What is the approximate annual cost per student for your organization's services?</p>
<p>Response: Yes More information: All of our centers are open at least Monday-Thursday and then one weekend day whether it be Saturday or Sunday.</p>	<p>Approximate annual cost: Ballpark: \$3000-4000 if paying full price. Mathnasium is a lot like a gym membership. Our monthly membership includes up to 10 visits per month. When students enroll, they pay a \$149 enrollment fee and then their monthly rate depends on their commitment length and their grade level - the monthly fee ranges from \$269/month on the low-end (Elementary School 12-month commitment) to \$389 (High School with a month-to-month commitment). If we were to work directly with a school district and had enough volume of students, it would only be fair to expect that I should work with you on price.</p>

Partner Name: Operation Andrew Group | | United4Hope

Partner Contact: Adam Buzard,
adam.buzard@operationandrew.org

Partner Description: United4Hope (U4H) is a program of Operation Andrew Group, and has been around for 10+ years, bringing together Nashville area churches and public schools to see Nashville's students thrive and our communities transformed by serving in four primary roles: student support, staff encouragement, family engagement, and in-kind contributions. The primary focus is on supporting Metro Nashville Public Schools (MNPS) Reading and Math Literacy initiatives and social-emotional support programs. U4H partners churches with their local schools to provide support in the areas identified by each individual school, which for the majority of MNPS schools, is in literacy. We are a network of 100+ churches serving in 50+ schools across MNPS.

Partner Services

A. List the geographic areas (regions or counties) within the state of Tennessee that your organization is able to serve:

Geographic area(s) served: Davidson County

B. Describe your organization's available capacity to support this work (e.g. the number of students it can serve, the number of districts it can support, etc.):

Description of capacity: United4Hope (U4H) is currently operating solely in Davidson County, but if your county and district are interested in creating faith community partnerships that serve schools, we would love to hear from you. Even during the pandemic year, U4H shows over 22,000 points of connection with students across 28 schools, and this year we have church partners in 52 schools so the capacity is growing to support academic learning in each partner school.

C. Describe the experience of your organization's tutors, including the training and/or certification they receive:

Description of experience: Our organization's tutors professional and academic experience is diverse, ranging from retired teachers to passionate college students and every skill level in between those. U4H provides robust volunteer training on issues such as literacy, cultural humility, trauma, and resilience, as well as helping facilitate the necessary background checks.

D. How does your organization monitor the effectiveness of tutors and programming on an ongoing basis?

Response: U4H is a program that is constant communication with both our school liaisons as well as our church coordinators to enable us to be able to make sure that each volunteer has the tools and resources needed to support quality and effective tutoring.

E. Will your organization ensure that tutors complete all background check requirements in accordance with TN state law?

Response: Yes

F. Does your organization offer tutoring in person, online, or both?

Response: Both

More information: We have schools that are welcoming volunteers who feel comfortable being in person (with masks) and we have some that are still trying to limit the amount of volunteers in the building, and we support both decisions! The tutoring takes

	place through the online platform, so therefore, it can be facilitated either way.
G. Describe the data your organization collects on student performance:	H. Describe the communication loops your organization provides as part of its programming (e.g., between tutors and families, teachers, school leaders, etc.):
Description of data collected: The online platform utilized by MNPS students tracks their data, learning, and opportunities for growth, and that data is shared with U4H.	Description of communication loops: Each church partner has a church coordinator who is in constant communication with the volunteer, and each school provides a school liaison that is in communication with both U4H and the church. Those tutors and volunteers coordinate with the teacher and school leaders when is a good, consistent time, and then the teachers are responsible for communicating with the families - unless the families are involved in an after-school program where the tutoring is taking place. U4H also provides ongoing training for volunteers throughout the school year.
I. Describe the instructional materials your organization's tutors use and whether your organization is willing to align tutoring with districts' curricular materials:	J. For what grade levels and content areas does your organization provide tutoring services?
Description: Our organization aligns our tutoring with the district's curricular materials so that it can best be tracked as well as be more impactful and aligned with student learning.	Response: Primarily elementary school, but literacy support can be provided for every grade level.
K. Provide evidence of your organization's impact on student outcomes:	L. Does your organization provide tutoring before, during, or after school? Select all that apply:
Evidence: U4H provides support across four pillars (student support, staff encouragement, family engagement, and in-kind contributions) through church partners, and even in the midst of the pandemic, U4H provided almost \$85,000 via In-Kind Donations, served 24,639 individuals in schools, and provided 2000 volunteer hours for the 2020-2021 school year. U4H is a long term partner of MNPS and will continue to support student academic success moving forward as we grow partnerships to reach more schools and support more student success.	Response: <input type="checkbox"/> Before School <input checked="" type="checkbox"/> During School <input checked="" type="checkbox"/> After School

M. Does your organization offer tutoring sessions on Saturdays or during school vacations/holiday breaks?	N. What is the approximate annual cost per student for your organization's services?
<p>Response: No</p> <p>More information: Currently we ask our volunteers to operate within the academic school year, but if there were opportunities during school vacations and holiday breaks, we would open that opportunity for volunteers.</p>	<p>Approximate annual cost: Roughly per student, it is about \$7-10 for U4H volunteer support per student.</p>

Partner Name: United Way's Raise Your Hand Tutoring Program		Partner Contact: Sonya Johnson, sonya.johnson@unitedwaygn.org	
Partner Description: United Way advances the common good by creating opportunities for all. Our focus is on education, income and health—the building blocks for a good quality of life and a strong community. Our tutoring program is designed to stimulate innovative strategies to achieve reading proficiency through FREE out-of-school tutoring for students in first through fourth-grade students.			
Partner Services			
A. List the geographic areas (regions or counties) within the state of Tennessee that your organization is able to serve:		B. Describe your organization's available capacity to support this work (e.g. the number of students it can serve, the number of districts it can support, etc.):	
Geographic area(s) served: Williamson County		Description of capacity: We typically serve 450-500 students annually	
C. Describe the experience of your organization's tutors, including the training and/or certification they receive:		D. How does your organization monitor the effectiveness of tutors and programming on an ongoing basis?	
Description of experience: We work with certified teachers and trained volunteers.		Response: We collect fall, winter and spring student performance reports.	
E. Will your organization ensure that tutors complete all background check requirements in accordance with TN state law?		F. Does your organization offer tutoring in person, online, or both?	
Response: Yes		Response: Both More information: RYH is an in-person tutoring program with the capacity to move to remote services in the event a school is closed or students are quarantined.	
G. Describe the data your organization collects on student performance:		H. Describe the communication loops your organization provides as part of its programming (e.g., between tutors and families, teachers, school leaders, etc.):	
Description of data collected: STAR and MAPS assessment tools.		Description of communication loops: Weekly communication between the tutors and teachers. Principals and Teachers communicate with parents and families. School leaders are looped into all communications.	
I. Describe the instructional materials your organization's tutors use and whether your organization is willing to align tutoring with districts' curricular materials:		J. For what grade levels and content areas does your organization provide tutoring services?	
Description: Teachers develop the curriculum for each class.		Response: Tutoring services is provided for 1st through 4th grade students in math and ELA.	

K. Provide evidence of your organization's impact on student outcomes:	L. Does your organization provide tutoring before, during, or after school? Select all that apply:
Evidence: Since 2012, over 90% of RYH students increased their literacy skills to achieved reading proficiency. Virtual services provided in 2021-2020, proved 90% of students' reading skills increased and 93% of students increased their math skills.	Response: <input checked="" type="checkbox"/> Before School <input type="checkbox"/> During School <input checked="" type="checkbox"/> After School
M. Does your organization offer tutoring sessions on Saturdays or during school vacations/holiday breaks?	N. What is the approximate annual cost per student for your organization's services?
Response: No More information:	Approximate annual cost: Cost is \$217 per student for 18 weeks

Partner Name: Boys & Girls Club of Johnson City/Washington County

Partner Contact: Robin Crumley, rcrumley@gokidz.org

Partner Description: We are a year round afterschool, summer and holiday youth serving agency in Northeast TN.

Partner Services

A. List the geographic areas (regions or counties) within the state of Tennessee that your organization is able to serve:

Geographic area(s) served: Washington, Sullivan, Carter, Unicoi

B. Describe your organization's available capacity to support this work (e.g. the number of students it can serve, the number of districts it can support, etc.):

Description of capacity: For this tutoring program we currently could serve 30 additional kids in any of these four districts.

C. Describe the experience of your organization's tutors, including the training and/or certification they receive:

Description of experience: We have a certified teacher on staff, three staff have gone through the TN Tutoring Corp training the last two summers. We hired a part time academic interventionist in Oct 2020 that was made full time May 2021.

D. How does your organization monitor the effectiveness of tutors and programming on an ongoing basis?

Response: We use the exact path program to do periodic diagnostic assessments to track for growth, regression, or gaps in skills. The academic interventionist oversees all tutors to ensure accountability, training, and quality of tutoring services.

E. Will your organization ensure that tutors complete all background check requirements in accordance with TN state law?

Response: Yes

F. Does your organization offer tutoring in person, online, or both?

Response: In person

More information: We provide transportation, as part of our services, from any Johnson City school to our physical club and we run our 5 club vans to 5 Washington County schools at this time.

G. Describe the data your organization collects on student performance:

Description of data collected: We collect Exact Path data, grade cards and Vello reading reports as needed.

H. Describe the communication loops your organization provides as part of its programming (e.g., between tutors and families, teachers, school leaders, etc.):

Description of communication loops: We have a case management sheet that is used to track each student's activities and performance. We use this to best communicate with parents and teachers. We are starting to pair up our staff with each school administrator in our Johnson City and Washington County school districts. This was started in 2019 with an abrupt halt in 2020-2021 from the pandemic. One of our full time staff members communicate with and to our parents daily upon drop off or pick up.

<p>I. Describe the instructional materials your organization's tutors use and whether your organization is willing to align tutoring with districts' curricular materials:</p>	<p>J. For what grade levels and content areas does your organization provide tutoring services?</p>
<p>Description: We have iReady curriculum from the State of TN -- Our Exact path software creates customized skills sessions based on each child's diagnostic testing--We have access to targeted ELA curriculum through our Vello program that we can print off for instruction and tutoring. We have a variety of math and ELA manipulatives that we have acquired through our own purchases (ie: bob books, flash cards, math manipulatives) We are always willing to review and utilize other proven curriculum in other districts.</p>	<p>Response: K-12</p>
<p>K. Provide evidence of your organization's impact on student outcomes:</p>	<p>L. Does your organization provide tutoring before, during, or after school? Select all that apply:</p>
<p>Evidence: This was our TN Tutoring Summary for the Summer of 2021: Over the course of the summer program of 2021, The Boys & Girls Club of Johnson City/ Washington County successfully conducted a round of the TN Tutoring Corporation program. Overall, we tutored and assessed 33 members between the grades of kindergarten and 3rd grade. The TN Tutoring program assessed and tutored members on the subjects of math and reading. In reading, the intervention sessions focused on phonological awareness, phonics, high-frequency words, vocabulary, and comprehension. In math, the intervention sessions focused on number and operations, algebra and algebraic thinking, measurement and data, and geometry. For the program, we used the online testing system labeled IReady that provided a fun, interactive format for the members to complete their testing. Following the initial pretest, the members were spilt into groups and tutored by one of our 4 tutors, volunteers, or staff. The program books provided by the TN Tutoring Corps were great. The pairing of the workbook lessons to the Bob Books were a major hit with our members. We supplemented some of the lessons with fun, active activities and games, such as sight word bingo, flashcard mania, freeze dance</p>	<p>Response:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Before School <input type="checkbox"/> During School <input checked="" type="checkbox"/> After School

trivia, adding and subtracting hopscotch, and essential brain breaks. On the reading pretest, 55% of the kindergarten group tested on or above grade level, 75% of the 1st grade group tested on or above grade level, 45% of the 2nd grade group tested on or above grade level, and 29% of the 3rd grade group tested on or above grade level.

On the reading posttest 77% of the kindergarten group tested on or above grade level, 80% of the 1st grade group tested on or above grade level, 59% of the 2nd grade group tested on or above grade level, and 28% of the 3rd grade group tested on or above grade level.

On the math pretest, 56% of the kindergarten group tested on or above grade level, 80% of the 1st grade group tested on or above grade level, 53% of the 2nd grade group tested on or above grade level, and 44% of the 3rd grade group tested on or above grade level. On the math posttest, 55% of the kindergarten group tested on or above grade level, 80% of the 1st grade group tested on or above grade level, 62% of the 2nd grade group tested on or above grade level, and 55% of the 3rd grade group tested on or above grade level.

Overall, the program helped us combat summer learning loss and helped our members grow academically in a fun, positive aspect. The kindergarten through 3rd grade range is the most critical time for students to be on grade level because those years introduce and sharpen the core fundamentals of their educational journey. The TN Tutoring Corporation assisted us in our mission to promote a positive relationship with learning in our members. Our merit store process was modified to allow the members in our Summer TN Tutoring program to earn STEAM rewards at the end of the summer.

M. Does your organization offer tutoring sessions on Saturdays or during school vacations/holiday breaks?

Response: Yes

N. What is the approximate annual cost per student for your organization's services?

Approximate annual cost: Estimated at \$1600 per student per year: this includes part of 1 full time staff, 4 part time tutors for 40 weeks, and printed or purchased materials for each student. This

More information: We do not provide services on Saturdays but do provide services for most vacation and holiday school breaks as well as summer.

does not include software, transportation, incentives or any other operational costs.

Partner Name: Niswonger Foundation

Partner Contact: Dr. Debra Bentley,
dbentley@niswongerfoundation.org

Partner Description: The Niswonger Foundation was established in 2001 to make a positive and sustainable difference in education in Northeast Tennessee. This dream was envisioned by Scott M. Niswonger, who founded Landair Transport, Inc. and Forward Air Cooperation. These companies were the first two Greeneville-based companies to be taken public in the history of Greene County, Tennessee. With the success of his two companies, the philosophy of "Learn-Earn-Return" was created. Using the innovative model of having a private, for-profit logistics company, Landair Transport, supported a not-for-profit educational foundation, with the goal of bringing rigorous, relevant, and cost-effective programs to public education. Fundamental to the success of the Niswonger Foundation has been a clear focus on removing constraints to educational innovation and problem solving, thus allowing local school systems to better provide for student needs. By building school programs that are research-based and sustainable, the Niswonger Foundation has become a recognized voice for educational reform in the State of Tennessee, while nurturing the next generation of leaders. Current programs and partnerships are: NiswongerCARE (program serves 30 high schools and 30,000 high school students in Northeast Tennessee and is designed to support partnering schools in developing a stronger college-going and career-ready culture); School Partnership Program (from 2001 to 2011, thirty-five multi-year partnerships were completed representing all aspects of PreK to twelfth grade education); CareerConnect (a workforce readiness and career exploration initiative for 10th-12th grade students that is designed to provide students the opportunity to explore career paths, develop "soft" skills, earn workforce readiness credentials, and gain real-world experience); Work Ethic Distinction and WE Track (the program consists of 14 standards that show students the soft and technical skills necessary to be prepared to enter the workforce); Developing Academic Coaches (partner with the New Teacher Center to implement a high-quality, standards-aligned instructional coaching program with the goal to improve the effectiveness of teachers via job-embedded coaching and advance the learning of K-12 students in high-need rural and urban school districts); AP Access For All (the program is a partnership between the Niswonger Foundation and the Tennessee Department of Education to provide barrier-free access to AP coursework with an expectation of serving a minimum of 5000 students with AP courses over the next two years); Project On-Track (a literacy high-dosage tutoring program for children in kindergarten through grade three serving approximately 1500 students at 48 educational sites in Northeast Tennessee during the 2021-2022 school year); STEM.LD (STEM.LD {learning design} is aimed at using the "creative and deliberate act of devising new practices, plans of activity, resources and tools" aimed at achieving educational results in a given context with the expectation that as many as 57,000 students will benefit from this program); Rural LIFE (the grant serves 18 school systems and 73 schools in Northeast Tennessee and focuses on literacy effectiveness in middle grades); and Comprehensive Educational Resources (an educational consortium that currently serves 25 school districts and 120,000 students across the state that aims to improve student outcomes as measured by the state assessment by providing teacher-created and reviewed materials).

Partner Services

<p>A. List the geographic areas (regions or counties) within the state of Tennessee that your organization is able to serve:</p>	<p>B. Describe your organization's available capacity to support this work (e.g. the number of students it can serve, the number of districts it can support, etc.):</p>
<p>Geographic area(s) served: Tennessee's First Congressional District (Carter, Cocke, Greene, Hamblen, Hancock, Hawkins, Johnson, Sullivan, Unicoi and Washington and parts of Jefferson and Sevier)</p>	<p>Description of capacity: The Niswonger Foundation can support 19 school districts and 4000 students in grades K-3 during the school year and in the summer.</p>
<p>C. Describe the experience of your organization's tutors, including the training and/or certification they receive:</p>	<p>D. How does your organization monitor the effectiveness of tutors and programming on an ongoing basis?</p>
<p>Description of experience: Project On-Track's tutors are selected by the respective school districts and, typically, are current employees who choose to work with students in a high-dosage format before school, during school, after school, and in the summer. All tutors are under the supervision of a Project On-Track coordinator who oversees the tutoring site. Tutors are required to have a five-hour training in the use of the instructional materials (Amplify Reading and mCLASS Intervention). Tutors will be trained by Ballad Health in Trauma-Informed Practices, as well, in October. Follow-up training will be provided to tutors, as needed, throughout the 2021-2022 school year. This past summer, over 1000 K-3 students were served at 20 tutoring sites by Project On-Track.</p>	<p>Response: The site coordinators are responsible for overseeing the tutoring program by making sure that the delivery of the intervention adheres to the protocols and program model originally developed. Site coordinators meet, monthly, with Dr. Bentley, project director. Dr. Bentley, also, visits all sites and observes tutoring lessons. In July, data were collected from site coordinator focus groups and an online survey administered to tutors. Feedback from both instruments was used to adjust the tutoring program for this fall. The Niswonger Foundation partners with SRI Education, an independent, nonprofit research institute that works with Project On-Track's steering committee to determine research protocols and solutions that will take the tutoring program to the next level.</p>
<p>E. Will your organization ensure that tutors complete all background check requirements in accordance with TN state law?</p>	<p>F. Does your organization offer tutoring in person, online, or both?</p>
<p>Response: Yes</p>	<p>Response: In person More information: This summer's Project On-Track high-dosage tutoring program was deemed successful because of students being served in-person. The project served students in summer learning camps, summer childcare programs, and as a stand-alone tutoring program during the month of July.</p>
<p>G. Describe the data your organization collects on student performance:</p>	<p>H. Describe the communication loops your organization provides as part of its programming (e.g., between tutors and families, teachers, school leaders, etc.):</p>
<p>Description of data collected: The instructional tutoring platforms (Amplify Reading and mCLASS Intervention) provide</p>	<p>Description of communication loops: Dr. Bentley, project director, meets with a district-level contact for each school system</p>

<p>specific data points. mCLASS Intervention includes DIBELS 8 one-minute measures, progress monitoring assessments, and robust reports for tutors and site coordinators. All students are given three assessments during the year: beginning-of-year, mid-year, and end-of-year. In addition to these three, students are progress monitored every 7-8 tutoring lessons with results to be used to make informed decisions regarding "next steps." Performance reports available are a skill-based report for each student, a real-time growth report for each student, tutoring group class summary reports, and parent/guardian reports.</p>	<p>to discuss the tutoring services available. The district contact meets with principals to determine the group of students in K-3 who would most benefit from high-dosage tutoring sessions. Site coordinators work with principals and teachers at designated sites to determine which students to serve. Once students are selected, the site coordinator contacts the parent/guardian to secure their support for the tutoring program.</p>
<p>I. Describe the instructional materials your organization's tutors use and whether your organization is willing to align tutoring with districts' curricular materials:</p>	<p>J. For what grade levels and content areas does your organization provide tutoring services?</p>
<p>Description: mCLASS Intervention is a rigorous, proven intervention solution to be used for 30-45 minutes per tutoring session. Materials are aligned to Tennessee's foundational literacy skills. Skill groups consist of phonological awareness, letter sounds, sounding out and blending, regular words, irregular words, letter combinations, advanced phonics, fluency and comprehension. Amplify Reading is the personalized learning program for K-3 students. Build on the science of reading, the platform adapts to the student's instructional level and accelerates their growth at all reading levels.</p>	<p>Response: Kindergarten through grade 3 in literacy development</p>
<p>K. Provide evidence of your organization's impact on student outcomes:</p>	<p>L. Does your organization provide tutoring before, during, or after school? Select all that apply:</p>
<p>Evidence: Our summer rollout had limited data results due to the short window students participated in tutoring sessions. There were three sites with a total of 60 students who experienced 25 tutoring sessions. Of the 60 students, 49% moved from "below benchmark" to "benchmark" and 33% moved from "benchmark" to "above benchmark."</p>	<p>Response:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Before School <input checked="" type="checkbox"/> During School <input checked="" type="checkbox"/> After School
<p>M. Does your organization offer tutoring sessions on Saturdays or during school vacations/holiday breaks?</p>	<p>N. What is the approximate annual cost per student for your organization's services?</p>
<p>Response: No More information:</p>	<p>Approximate annual cost: Approximate cost is \$275.00 per student.</p>

Partner Name: Boys & Girls Clubs of the Tennessee Valley

Partner Contact: Kierra Jones, Director of Program Services,
kyjones@bgctnv.org

Partner Description: Boys & Girls Clubs of the Tennessee Valley's mission is to enable all young people, especially those who need us most, to realize their full potential as productive, caring, and responsible citizens. Our vision is to provide a world-class Club Experience that assures success is within reach of every young person who enters our doors, with all members on track to graduate from high school with a plan for the future, demonstrating good character and citizenship, and living a healthy lifestyle. Boys & Girls Clubs of the Tennessee Valley provides afterschool and summer youth development program services in five core programs areas: 1) Education & Career Development 2) Character and Leadership Development 3) Health & Lifeskills 4) the Arts and 5) Sports, Fitness, and Recreation. Our organization serves over 6,700 youth in grades K-12 annually across 20 Club sites in four East Tennessee Counties (Knox, Blount, Loudon, and Anderson Counties). We will open our 21st Club in Claiborne County in 2022.

Partner Services

A. List the geographic areas (regions or counties) within the state of Tennessee that your organization is able to serve:

Geographic area(s) served: Knox County (Knox County Schools); Blount County (Blount County Schools, Maryville City Schools, Alcoa City Schools)
Loudon County (Loudon County Schools, Lenoir City Schools)
North Anderson County (Anderson County Schools--specifically Lake City Element

B. Describe your organization's available capacity to support this work (e.g. the number of students it can serve, the number of districts it can support, etc.):

Description of capacity: Through our current model, we anticipate we will be able to support tutoring for approximately 200 students in total in grades K-8 across the school districts we serve (Knox County, Blount County, Maryville City, Alcoa City, Loudon County, Lenoir City, Anderson County, and Clinton City Schools).
Our organization also offers College and Career Readiness Programs in six Knox County High Schools (The Talent Search Program at Austin East High and Fulton High and the Pipeline Program at Central, Karns, Powell, Fulton, and West High Schools). Tutoring is provided to these high school students at these specific high schools when the student is enrolled in our Talent Search and Pipeline Program at these schools and are in need of tutoring.

C. Describe the experience of your organization's tutors, including the training and/or certification they receive:

Description of experience: Some of our tutors are certified teachers or retired teachers so they have a host of experience related to best practices for curriculum and instruction. We also employ college students, targeting those with 3.0 GPA or above who excel in math, science, and literacy, to serve as tutors. Experience in tutoring K-8 students is preferred. For college

D. How does your organization monitor the effectiveness of tutors and programming on an ongoing basis?

Response: The program supervisors for the tutors monitors student progress in the subjects for which they are being tutored to ensure effectiveness of tutoring. The Program Supervisors also provides monitoring of tutors when tutoring students and seeks feedback of the effectiveness of the tutor from students, parents and/or caregivers of students, as well as the students' teachers. Constructive feedback on strengths and areas for improvement is

<p>students, we offer training around program delivery, as well as specialized content training.</p> <p>Our tutors for our Talent Search and Pipeline Programs at the six targeted Knox County High Schools (referenced above) must at least be college sophomores with a GPA of 3.0 or higher in core subject areas/ rigorous courses of study (math, science, English, composition, foreign language, etc.), must demonstrate ability to effectively tutor students and track academic progress as indicated on their Individual Academic Plans, and must have knowledge of barriers to postsecondary education faced by low income and potential first generation college youth in the target area.</p>	<p>provided to the tutor so that they may continue to improve their skills and effectiveness in tutoring.</p>
<p>E. Will your organization ensure that tutors complete all background check requirements in accordance with TN state law?</p>	<p>F. Does your organization offer tutoring in person, online, or both?</p>
<p>Response: Yes</p>	<p>Response: Both</p> <p>More information: A majority of time, our organization, Boys & Girls Clubs of the Tennessee Valley only offers tutoring in-person to students afterschool or during the summer months (or during school breaks) at our Club sites.</p> <p>However, our Pipeline and Talent Search Programs, which provides tutoring to high school students at our six targeted Knox County High Schools (Powell, West, Karns, Central, Austin East, and Fulton) did provide some tutoring to high schools students online during the 2020-2021 school year when it was preferred tutoring did not take place in school during the COVID-19 pandemic. Should online tutoring be needed due to COVID-19 restrictions or limitations, or due to other extenuating student circumstances, our Talent Search and Pipeline Program serving our six targeted Knox County High Schools may be able to provide this.</p>
<p>G. Describe the data your organization collects on student performance:</p>	<p>H. Describe the communication loops your organization provides as part of its programming (e.g., between tutors and families, teachers, school leaders, etc.):</p>
<p>Description of data collected: We collect Report Card Data (grades) for students in grades K-12; State Assessment information for students in grades 4th- 8th; and GPA tracking for students in grades 6th through 12th. We also use our own iReady pre/post</p>	<p>Description of communication loops: The Education Directors at our Club sites are tasked with forming relationships with school personnel of the schools served by their Club site to better assist students academically, as well as gain a consensus of the targeted</p>

<p>assessments conducted by our tutors in the afterschool and summer programs to assess skill gaps, pinpoint opportunities for growth, as well as skills sets to build upon. Finally, we gather data on assessments from students' teachers at school in core subject areas. For all data collected, we get parent permission for the release of data and work with our partners at the target schools and school districts we serve to access data.</p>	<p>content grade levels are focusing on at any point in time. Likewise, Club staff work with families to identify students who may need extra academic support and ensure participation expectations (as well as student progress) are communicated, to increase the effectiveness of tutoring.</p>
<p>I. Describe the instructional materials your organization's tutors use and whether your organization is willing to align tutoring with districts' curricular materials:</p>	<p>J. For what grade levels and content areas does your organization provide tutoring services?</p>
<p>Description: Many Clubs use homework as a way to incorporate various academic concepts to drive tutoring content. Likewise, many tutors rely on state standards to ensure tutoring information is grade level appropriate and on track to support learning that occurs in the regular school day. Platforms, such as Edmentum's Study Island and iReady Digital Pathway, are utilized for more a more tailored tutoring experience. We use curriculum sets such as Heggerty- Phonemic Awareness to supplement literacy iReady reading and math workbooks. We are open to aligning tutoring with districts' curricular materials.</p> <p>For our high school program that offers tutoring through our Talent Search and Pipeline Program at the targeted six Knox County High Schools, we use ACT prep materials that we receive from ACT directly. For tutoring students in core subject areas or rigorous secondary school courses of students, we mainly use materials that the students have supplied from the teachers (such as homework, study guides, etc.)</p>	<p>Response: We primarily offer tutoring to students in grades K-8 in core subject areas across all school districts we serve, though tutoring in core subject areas and rigorous courses of study are provided to students in grades 9-12 at the six targeted high schools in Knox County for those enrolled in our Talent Search or Pipeline College and Career Readiness Programs.</p>
<p>K. Provide evidence of your organization's impact on student outcomes:</p>	<p>L. Does your organization provide tutoring before, during, or after school? Select all that apply:</p>
<p>Evidence: We track the following student outcomes: Attendance requirements, for the Club, which help support lowering absenteeism rates in the regular school day (thus kids are more present for daily instruction); grade level advancement of students; and data that showcases members who maintain and grow academically (based on report card) data; as well as students who</p>	<p>Response:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Before School <input checked="" type="checkbox"/> During School <input checked="" type="checkbox"/> After School

<p>demonstrate academic growth based upon pre/post assessment data (iReady/Study Island). We can provide outcomes provided from our past tutoring programs in these student outcome areas to school districts upon request.</p>	
<p>M. Does your organization offer tutoring sessions on Saturdays or during school vacations/holiday breaks?</p>	<p>N. What is the approximate annual cost per student for your organization's services?</p>
<p>Response: No More information: Primarily, we provide tutoring to students in grades K-8 across our Club sites afterschool and during the summer program, as well as school vacation and holiday breaks (Fall, Spring, and Winter Breaks). We only provide tutoring during school, as allowed, to our targeted six Knox County High Schools through our Talent Search and Pipeline Programs.</p>	<p>Approximate annual cost: The approximate annual cost per student for tutoring services for those in grades K-8 is \$3,000 per year (to cover personnel costs of tutoring, instructional materials and supplies, training costs for the tutor, and diagnostic and assessment tools and curriculum). Tutoring costs per student can be discussed with interested school districts to figure out the exact specific costs based on the level of tutoring services each school district is requesting.</p>

Partner Name: Centro Hispano de East Tennessee

Partner Contact: Megan Barolet-Fogarty,
megan@centrohispanotn.org

Partner Description: Centro Hispano is a non-profit organization serving Latino and immigrant communities in Knox County and the surrounding region through educational services for youth, adults, and families. We have adult ESL and HiSET programs, small business development, health workshops and community resources. Our Youth and Family Engagement department has afterschool elementary school programs, summer camps, and college access programs for high school aged youth.

Partner Services

A. List the geographic areas (regions or counties) within the state of Tennessee that your organization is able to serve:

Geographic area(s) served: Knox County Schools

B. Describe your organization's available capacity to support this work (e.g. the number of students it can serve, the number of districts it can support, etc.):

Description of capacity: We currently serve approximately 200 students K-12 at any given time. With increased funding, we could serve 300-350.

C. Describe the experience of your organization's tutors, including the training and/or certification they receive:

Description of experience: Centro Hispano's tutors are all bilingual and bicultural individuals who have a college degree or are currently in college. They participate in monthly trainings on topics such as lesson planning, positive discipline, socio-emotional health, and trauma-informed practices. They also participate in a weekly check-in to discuss student progress and concerns with supervisors. We have a very high staff retention rate, and our tutors have been working with our programs for an average of nearly three years. Former tutors have gone on to masters degrees in education, public health, and social work, in addition to participating in Teach for America and the Urban Teaching Fellows.

D. How does your organization monitor the effectiveness of tutors and programming on an ongoing basis?

Response: Tutors meet regularly as a team to discuss student progress and brainstorm new activities and suggestions. Programs are monitored by our Site Coordinators, Afterschool Program Coordinator and Youth and Family Engagement Director to ensure that policies are being followed and standards are being maintained.

E. Will your organization ensure that tutors complete all background check requirements in accordance with TN state law?

Response: Yes

F. Does your organization offer tutoring in person, online, or both?

Response: Both
More information: Centro Hispano has experience administering virtual programs for English Language Learners since April 2020. We have been successful in helping families whose primary language is not English and who may have lower levels of education navigate online technology with surprising success.

G. Describe the data your organization collects on student performance:	H. Describe the communication loops your organization provides as part of its programming (e.g., between tutors and families, teachers, school leaders, etc.):
Description of data collected: Centro Hispano maintains portfolios for each student throughout the year, we also collect standardized test data from the AIMS Webb tests in Fall, Winter, and Spring as well as report card data. Benchmark assessments and ongoing evaluation with the Reading A-Z curriculum is also utilized.	Description of communication loops: Family engagement is a cornerstone of our programs. Each of our site coordinators is in direct contact with the parents and caregivers of students and communicate with them regularly. We also communicate with school administrators and resources coordinators, as well as EL and classroom teachers to determine areas where each student needs focused attention.
I. Describe the instructional materials your organization's tutors use and whether your organization is willing to align tutoring with districts' curricular materials:	J. For what grade levels and content areas does your organization provide tutoring services?
Description: Centro Hispano has utilized various curricula depending on the focus and needs of the particular student. We are happy to align tutoring with districts' curricular material.	Response: K-12, ESL, ELA, Math (through Algebra I), Spanish
K. Provide evidence of your organization's impact on student outcomes:	L. Does your organization provide tutoring before, during, or after school? Select all that apply:
Evidence: 100% of Parents surveyed agree that Centro Hispano after school programs have helped their child's academic progress.	Response: <input type="checkbox"/> Before School <input type="checkbox"/> During School <input checked="" type="checkbox"/> After School
M. Does your organization offer tutoring sessions on Saturdays or during school vacations/holiday breaks?	N. What is the approximate annual cost per student for your organization's services?
Response: Yes More information: Summer Camp	Approximate annual cost: \$800-\$1000

Partner Name: SHADES of Development		Partner Contact: Sindy Dawkins-Schade, co@shadesofdevelopment.org	
Partner Description: SHADES of Development provides afterschool and summer programming in STEM, Creative Arts, and Healthy Lifestyles for students Prek through 8th grade. Some of our programs already contain a tutoring component.			
Partner Services			
A. List the geographic areas (regions or counties) within the state of Tennessee that your organization is able to serve:		B. Describe your organization's available capacity to support this work (e.g. the number of students it can serve, the number of districts it can support, etc.):	
Geographic area(s) served: Knox County		Description of capacity: 100	
C. Describe the experience of your organization's tutors, including the training and/or certification they receive:		D. How does your organization monitor the effectiveness of tutors and programming on an ongoing basis?	
Description of experience: Our tutors typically hold a Bachelor's degree. In addition they are trained annually on the tutoring content and processes, as well as, required to complete 20 hours of continued education credits.		Response: We review benchmark and report card data after each semester in order to make adjustments as needed.	
E. Will your organization ensure that tutors complete all background check requirements in accordance with TN state law?		F. Does your organization offer tutoring in person, online, or both?	
Response: Yes		Response: In person More information: Our programs are housed in public elementary schools. We provide in person services.	
G. Describe the data your organization collects on student performance:		H. Describe the communication loops your organization provides as part of its programming (e.g., between tutors and families, teachers, school leaders, etc.):	
Description of data collected: We collect benchmark results and report card grades. We also do pre and post testing on occasion.		Description of communication loops: We hold monthly meetings with school principals. We use a communication App called Procure Engage to communicate with parents and staff. We provide stakeholders quarterly reports. and we communicate daily or weekly with school teachers via e-mail and face-to-face.	
I. Describe the instructional materials your organization's tutors use and whether your organization is willing to align tutoring with districts' curricular materials:		J. For what grade levels and content areas does your organization provide tutoring services?	
Description: We currently use KidzLit and KidzMath for Kind to 8th grade tutoring. We are willing to align with the districts curricular		Response: Kind to 8th grade in Math and English Language Arts	

<p>materials. We have a Curriculum Specialist that currently develop curricula that aligns with Tennessee State Standards.</p>	
<p>K. Provide evidence of your organization's impact on student outcomes:</p>	<p>L. Does your organization provide tutoring before, during, or after school? Select all that apply:</p>
<p>Evidence: Based on report card grades, each year our students maintain or improve proficiency in English Language Arts and math. In addition our students show improved attendance habits and reduces behavior referrals. We use a trauma informed approach to ensure we are digging deep to discover underlying issues related to behavior concerns and school success.</p>	<p>Response:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Before School <input type="checkbox"/> During School <input checked="" type="checkbox"/> After School
<p>M. Does your organization offer tutoring sessions on Saturdays or during school vacations/holiday breaks?</p>	<p>N. What is the approximate annual cost per student for your organization's services?</p>
<p>Response: No More information:</p>	<p>Approximate annual cost: We currently do not provide a 1:3 ratio, so the cost would be significantly higher. For a one hour session 3 times a week for 40 weeks the cost per student would be approximately \$2,000.00 per year, per student.</p>

Partner Name: United Way of Anderson County		Partner Contact: Naomi Asher, Naomi@uwayac.org	
Partner Description: We provide technical assistance and training as well as funding to more than 40 organizations in Anderson County, additionally we run initiatives and programming that support non-profits, government, schools and businesses.			
Partner Services			
A. List the geographic areas (regions or counties) within the state of Tennessee that your organization is able to serve:		B. Describe your organization's available capacity to support this work (e.g. the number of students it can serve, the number of districts it can support, etc.):	
Geographic area(s) served: Anderson County and Oak Ridge schools which includes Anderson and Roane Counties.		Description of capacity: We partner with Oak Ridge High School to provide tutoring support three afternoons per week - Monday, Tuesday, and Thursday. We have an average of 70 students per session with 5 certified teachers, community volunteers as available and two peer tutors; however, the need is greater than what we can currently accommodate.	
C. Describe the experience of your organization's tutors, including the training and/or certification they receive:		D. How does your organization monitor the effectiveness of tutors and programming on an ongoing basis?	
Description of experience: Our current tutors are Oak Ridge High School certified staff. We have 5 teachers per session. In addition, The National Honor Society sends two senior students per session. These students are used for one-on-one support with high needs students. The protocols for the sessions are shared with high school staff and volunteers. Training in Canvas to review student assignments and work is provided. Community volunteers provide support only.		Response: Our progress for students is tracked daily through a database of missing work. The progress of our tutors is monitored by the assignments our students complete with their assistance. Students are grouped by specific content; therefore, we incorporate our tutors using their content and expertise strengths.	
E. Will your organization ensure that tutors complete all background check requirements in accordance with TN state law?		F. Does your organization offer tutoring in person, online, or both?	
Response: Yes		Response: In person More information: The utilization of tutors is on-site only; however, we would consider expanding to online if feasible.	
G. Describe the data your organization collects on student performance:		H. Describe the communication loops your organization provides as part of its programming (e.g., between tutors and families, teachers, school leaders, etc.):	
Description of data collected: Data is collected daily on students. Teachers can update the databases any time. All information can		Description of communication loops: The Oak Ridge High School Database sends a text every time an entry is made to inform the	

<p>be exported into spreadsheets for evaluation. Students are put in filters such as grade level, athletic teams, AVID, Guided Studies, etc. so that individual teachers can review the data and provide support to students with whom they come in contact. In addition, a weekly report is run from the student database with grades. Principals break down this data every Monday to track student who have had Ds and Fs so the grade level counselor and principal teams can provide intervention and supports.</p>	<p>parent a student has missed an assignment, and it must be made up. Student reports are run multiple times weekly to be reviewed by the Academic Intervention principal. This data informs the needs to meet with students and/or call parents. The information regarding this tutoring program is located in the school electronic newsletter every Monday morning. Information regarding specific students is communicated in person or through email. A Quarterly data presentation will be made to district and community leaders to share outcomes from this program.</p>
<p>I. Describe the instructional materials your organization's tutors use and whether your organization is willing to align tutoring with districts' curricular materials:</p>	<p>J. For what grade levels and content areas does your organization provide tutoring services?</p>
<p>Description: Our tutors use only teacher provided materials and curriculum.</p>	<p>Response: 9-12 grade.</p>
<p>K. Provide evidence of your organization's impact on student outcomes:</p>	<p>L. Does your organization provide tutoring before, during, or after school? Select all that apply:</p>
<p>Evidence: Our program began August 17th. Since that time, we are averaging 70 students per session and students have completed more than 3,000 assignments which historically would have translated into zeros.</p> <p>Our term 1 ends on October 1st; therefore, final grades are unavailable at this time; however, the antidotal evidence from staff is extremely positive of the impact on students being more mindful of deadlines and completing assignments in a timely manner. In addition, students who have historically "hidden" from staff and fallen through the cracks have had additional support and follow-up. Students and their families are receiving intentional interventions from school staff and the community to support their children.</p>	<p>Response:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Before School <input type="checkbox"/> During School <input checked="" type="checkbox"/> After School
<p>M. Does your organization offer tutoring sessions on Saturdays or during school vacations/holiday breaks?</p>	<p>N. What is the approximate annual cost per student for your organization's services?</p>
<p>Response: Yes</p> <p>More information: During Fall Break and Spring Break, our school offers "Intersession." This is a 4-day opportunity for students to make up work or receive intense support from certified teachers. Intersession is an "extension" of the term and allows students to</p>	<p>Approximate annual cost: \$2,000.</p>

complete work or makeup and improve assignments and test scores before the term grades are due. Intersession is staffed by school certified teachers - these are paid positions. Community volunteers are used to support this program in additional roles outside of the teaching / tutoring roles.

Partner Name: LearningRx

Partner Contact: Michelle Davis, m.davis@learningrx.net

Partner Description: LearningRx one-on-one brain training strengthens cognitive skills (attention, working memory, processing speed, reading and problem solving), helping students think faster, learn easier, and perform better. This training targets weak learning skills with intense mental exercises to directly address struggles associated with ADD/ADHD, Dyslexia, ASD, speech/language disorders, and general learning disabilities. The on-site programs partner every client with a personal brain trainer, much like is seen with a physical therapist or a personal trainer at the gym, to keep them engaged, accountable, and on-task—a key advantage over online-only brain exercises. The environment is one of growth, fostering the mindset of viewing mistakes as opportunities. This builds confidence and creates life-long learning skills. These non-medicated methods have been used in clinical settings for 35 years and have been verified as beneficial in peer-reviewed research papers and journals.

Partner Services

A. List the geographic areas (regions or counties) within the state of Tennessee that your organization is able to serve:

Geographic area(s) served: Chattanooga, Cleveland, Ooltewah, Apison, Hixson, Harrison, Red Bank, Soddy Daisy, Signal Mountain, Lookout Mountain and surrounding areas.

B. Describe your organization's available capacity to support this work (e.g. the number of students it can serve, the number of districts it can support, etc.):

Description of capacity: Can take up to 50 students one-on-one throughout the day.

C. Describe the experience of your organization's tutors, including the training and/or certification they receive:

Description of experience: Our staff is composed of educators, psychologists, speech therapists, and other backgrounds, with a commonality of all having exceptional cognitive skills themselves. This is determined through testing before a LearningRx training course is provided to become a Certified Cognitive Specialist. There are Certified, Advanced, and Master levels, and all trainers are overseen by an Ed.S., Educational Specialist and BCCS, Board Certified Cognitive Specialist with more than fifteen years experience in the field.

D. How does your organization monitor the effectiveness of tutors and programming on an ongoing basis?

Response: Regular progress check-ins with staff and parents (every 3-6 weeks), feedback and communication with regular classroom teachers, pre and post testing, utilizing the Woodcock Johnson IV and Kaufman Tests of Educational Achievement.

E. Will your organization ensure that tutors complete all background check requirements in accordance with TN state law?

Response: Yes

F. Does your organization offer tutoring in person, online, or both?

Response: Both
More information: All training is one-on-one, whether on zoom or in-person. This is paired with a digital training program that reinforces and propels in-person progress. Our facility is in East Brainerd, and can accommodate up to 10 students at one time.

<p>G. Describe the data your organization collects on student performance:</p>	<p>H. Describe the communication loops your organization provides as part of its programming (e.g., between tutors and families, teachers, school leaders, etc.):</p>
<p>Description of data collected: Initially, we collect a parent evaluation/questionnaire, conduct testing (WJIV and KTEA), and interview/consult with parents to determine goals. The skills we measure and train include: attention, working memory, processing speed, visual processing, auditory processing, long-term memory and logic & reasoning, as well as other encompassing cognitive processing skills.</p> <p>Throughout a training plan, we meet with parents and teachers frequently (3-6 weeks), as well as discuss feedback on school performance with the student, and track progress through school performance. Finally, we post-test using the same testing (B version) to compare results.</p>	<p>Description of communication loops: We are in touch with all team members throughout. Initially with parents, then communicated with trainers and teachers every 3-6 weeks until a training plan nears the end. Finally, updates for ongoing recommendations are provided for families.</p>
<p>I. Describe the instructional materials your organization's tutors use and whether your organization is willing to align tutoring with districts' curricular materials:</p>	<p>J. For what grade levels and content areas does your organization provide tutoring services?</p>
<p>Description: We utilize ThinkRx, ReadRx, MathRx and ComprehendRx program materials, delivered individually based on each students' needs. These programs, designed and developed by teams of psychologists, educators, speech and language pathologists, and occupational therapists are proven to increase cognitive processing skills by utilizing the latest research in neuroplasticity.</p>	<p>Response: Grades 2-12 in reading, comprehension, math and attention.</p>
<p>K. Provide evidence of your organization's impact on student outcomes:</p>	<p>L. Does your organization provide tutoring before, during, or after school? Select all that apply:</p>
<p>Evidence: There are multiple studies, peer-reviewed and randomized controlled trials, as well as national conference presentations targeting and analyzing varying populations (TBI/concussion, mild cognitive impairment, Dyslexia, ADHD, etc.). All of this research can be found here: https://www.learningrx.com/research/</p> <p>Regarding cognitive training outcomes among students, the most compelling research can be found below: LearningRx cognitive training for children and adolescents ages 5-18: Effects on academic skills, behavior, and cognition. Frontiers in Education, 2(62). doi: 10.3389/feduc.2017.00062</p>	<p>Response:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Before School <input checked="" type="checkbox"/> During School <input checked="" type="checkbox"/> After School

<https://www.frontiersin.org/articles/10.3389/feduc.2017.00062/full>
 LearningRx cognitive training effects in children ages 8-14: A randomized controlled study. *Applied Cognitive Psychology*, 30(5), 815-826. doi: 10.1002/acp.3257
<https://onlinelibrary.wiley.com/doi/full/10.1002/acp.3257>
 The Efficacy of the LearningRx Cognitive Training Program: Modality and Transfer Effects. *Journal of Experimental Education: Learning, Instruction, and Cognition*, 84(3), 600-620. doi: 10.1080/00220973.2015.1065218.
<https://www.tandfonline.com/doi/full/10.1080/00220973.2015.1065218>
 Clinician-delivered cognitive training for children with attention problems: Effects on cognition and behavior from the ThinkRx randomized controlled trial. *Neuropsychiatric Disease and Treatment*, 14, 1671-1683. doi: 10.2147/NDT.S165418:
https://www.dovepress.com/articles.php?article_id=39028
 Cognitive Profiles in Dyslexia: Beyond Phonological Processing Deficits. Presented at American Psychological Association, Presidential Poster Session, August 6, 2020.
https://apadiv15.org/wp-content/uploads/2020/08/2020-APA-_Cognitive-Profiles-in-Dyslexia_Moore-.pdf

M. Does your organization offer tutoring sessions on Saturdays or during school vacations/holiday breaks?

Response: Yes
More information: We are closed only 5 holiday days throughout the year, and offer Saturday morning and afternoon sessions.

N. What is the approximate annual cost per student for your organization's services?

Approximate annual cost: \$3919-\$11,299 - there are 12 different pricing options/plans within that range that are individually determined.

Partner Name: Traveling Tutors

Partner Contact: Elizabeth Langs — (810) 569-1349,
Travelingtutorsofchatt@gmail.com

Partner Description: We are a team of certified teachers serving as tutors. We go to our clients and provide all materials necessary for the sessions. We use assessments to gauge where students have gap and make a plan for how to best address those needs using high quality materials, strong pedagogy, and research based approaches. We serve students in grades K-12 and most subjects. We have been in operation for 3 years. Last year we were in the top 3 of Best of the Best of Chattanooga for our category and an announcement will be made this month that does include us for the 2021 year.

We also support homeschool families through teaching the content and curriculum they are already using.

We also spend time attending IEP meetings, 504, parent teacher conferences, etc to advocate on our client's behalf.

Partner Services

A. List the geographic areas (regions or counties) within the state of Tennessee that your organization is able to serve:

Geographic area(s) served: Hamilton County

B. Describe your organization's available capacity to support this work (e.g. the number of students it can serve, the number of districts it can support, etc.):

Description of capacity: This is difficult to say without knowing the days/times. Is this program after school only? Would like to talk more about this in order to give a more specific answer.

C. Describe the experience of your organization's tutors, including the training and/or certification they receive:

Description of experience: They are all educators with at least 3 years of experience of classroom teaching. Some are current teachers, some are former, and some are retired. Many of them have also served as interventionists within the county.

D. How does your organization monitor the effectiveness of tutors and programming on an ongoing basis?

Response: Checking in with clients regularly, tutors do ongoing assessments to check in on the effectiveness of what they are doing. I also regularly attend sessions to check in with parents and students.

E. Will your organization ensure that tutors complete all background check requirements in accordance with TN state law?

Response: Yes

F. Does your organization offer tutoring in person, online, or both?

Response: Both

More information: Math and science work well virtually but we have found that literacy is too difficult and not effective.

G. Describe the data your organization collects on student performance:

Description of data collected: Assessment results, running records, anecdotal records, information from the school that is shared with us, exit slips.

H. Describe the communication loops your organization provides as part of its programming (e.g., between tutors and families, teachers, school leaders, etc.):

Description of communication loops: Because we are in the home, we are extremely close with families and communicate regularly. We also communicate with the school and teachers if we are approved to do so. We attend meetings as requested to also be

	aware of students specific needs and how we can support that with our time.
I. Describe the instructional materials your organization's tutors use and whether your organization is willing to align tutoring with districts' curricular materials:	J. For what grade levels and content areas does your organization provide tutoring services?
Description: Guided reading lesson plans, RAZ kids for literacy, words their way for spelling and word study, in many cases we are helping with homework provided by the school for older students. We would be more than willing to use materials provided by the district.	Response: K-12 math, K-12 literacy, K-8 science, chemistry, biology, K-12 social studies
K. Provide evidence of your organization's impact on student outcomes:	L. Does your organization provide tutoring before, during, or after school? Select all that apply:
Evidence: That would be a case by case basis and would be best communicated by one of our clients. Like I stated earlier, we were in the top 3 for Best of the Best last year as voted by our clients based on their positive experience and our effectiveness. We will be included this year as well (I can't technically share the details until it comes out on the 30th of this month) As tutors, our goal is to always transition students out of our services.	Response: <input checked="" type="checkbox"/> Before School <input checked="" type="checkbox"/> During School <input checked="" type="checkbox"/> After School
M. Does your organization offer tutoring sessions on Saturdays or during school vacations/holiday breaks?	N. What is the approximate annual cost per student for your organization's services?
Response: Yes More information: That would be up to the individual tutor's availability and schedule	Approximate annual cost: Our services are \$50/hour. That would depend on how often services are needed

Partner Name: YMCA of Metropolitan Chattanooga		Partner Contact: Bill Rush, brush@ymcachattanooga.org	
Partner Description: The YMCA builds healthy spirit, mind and bodies through programs and services for all. Our primary focus areas are healthy living, social responsibility and youth development.			
Partner Services			
A. List the geographic areas (regions or counties) within the state of Tennessee that your organization is able to serve:		B. Describe your organization's available capacity to support this work (e.g. the number of students it can serve, the number of districts it can support, etc.):	
Geographic area(s) served: Hamilton and Bradley Counties		Description of capacity: 3 School districts, over 500 students	
C. Describe the experience of your organization's tutors, including the training and/or certification they receive:		D. How does your organization monitor the effectiveness of tutors and programming on an ongoing basis?	
Description of experience: The YMCA has been utilizing tutors for its programs for decades. We have a solid training program and have worked with the Haslam Foundation for the previous two years.		Response: Through data collection, parent surveys and with our direct relationship with each school districts. As part of the formal relationship we provide data sharing through Power Schools.	
E. Will your organization ensure that tutors complete all background check requirements in accordance with TN state law?		F. Does your organization offer tutoring in person, online, or both?	
Response: Yes		Response: Both More information: Most of our work is in person with support to online services through the district during times related to covid or other factors.	
G. Describe the data your organization collects on student performance:		H. Describe the communication loops your organization provides as part of its programming (e.g., between tutors and families, teachers, school leaders, etc.):	
Description of data collected: Our primary areas of focus are on academic achievement, social-emotional learning (management), attendance and health.		Description of communication loops: The YMCA provides families the information on the goals and objectives for the tutoring program. We have families agree to the requirements of the tutoring program. We commit to working with tutors to understand their role, building report with the families, students and counselors. We then communicate with the school district the students enrolled, achievements and areas of need. This allows for all to be on the same path to student success. The YMCA is part of the Student Success Plan as a resource and supporting agency.	

<p>I. Describe the instructional materials your organization's tutors use and whether your organization is willing to align tutoring with districts' curricular materials:</p>	<p>J. For what grade levels and content areas does your organization provide tutoring services?</p>
<p>Description: We align directly with the school districts curriculum.</p>	<p>Response: Kindergarten through 5th grade. In some instances 6th - 8th grades. Our content is literacy, math, STEM and health.</p>
<p>K. Provide evidence of your organization's impact on student outcomes:</p>	<p>L. Does your organization provide tutoring before, during, or after school? Select all that apply:</p>
<p>Evidence: Last year we saw an increase in math and maintaining literacy during the summer of 2020.</p>	<p>Response:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Before School <input checked="" type="checkbox"/> During School <input checked="" type="checkbox"/> After School
<p>M. Does your organization offer tutoring sessions on Saturdays or during school vacations/holiday breaks?</p>	<p>N. What is the approximate annual cost per student for your organization's services?</p>
<p>Response: Yes More information: The YMCA operates programs during all out-of-school time breaks. We have not offered tutoring on Saturdays but would be open to that option should there be a request or need.</p>	<p>Approximate annual cost: \$3,000 approximately in direct costs</p>

Partner Name: BrightPath Tutors

Partner Contact: Brad Gellman, Sam Margolis,
Bradley.gellman@vanderbilt.edu,
Samantha.margolis@vanderbilt.edu

Partner Description: BrightPath Tutors is a 501(c)(3) that aims to level the academic playing field through providing free, 1-on-1 tutoring to K-12 students. Founded by two Vanderbilt students in 2020 during their senior year, BrightPath recruits college-student volunteers throughout Tennessee and beyond to serve as high-dosage tutors. In addition to recruiting college students, BrightPath manages volunteers (both our own and from partner organizations) on the BrightPath platform, which facilitates tutor onboarding, tutor training, tutor matching, includes a virtual classroom, and has data tracking and collection capabilities. BrightPath currently operates Metro Nashville Public School's district-wide high-dosage tutoring program called Accelerating Scholars and is being incubated by Tennessee SCORE as part of SCORE's new innovation fund.

Partner Services

A. List the geographic areas (regions or counties) within the state of Tennessee that your organization is able to serve:

Geographic area(s) served: All - though we currently only operate in Metro Nashville Public Schools.

B. Describe your organization's available capacity to support this work (e.g. the number of students it can serve, the number of districts it can support, etc.):

Description of capacity: Our technology platform allows us to support as many students and districts as tutors we can recruit. We are currently serving 1,000 students in Metro Nashville Public Schools, but are open to expanding to other districts and finding new partner college campuses and organizations from which we can recruit volunteers.

C. Describe the experience of your organization's tutors, including the training and/or certification they receive:

Description of experience: Tutors first apply on our online platform at brightpath.goschoolbox.com/apply. If they are approved, they are automatically sent a background check (at no cost). Once cleared, tutors have access to the rest of the platform, including the matching portal and the training modules. On the matching portal, tutors see suggested students based on information and preferences they input during their application; tutors can also filter by grade, subject, time, day, and school to manually find a compatible match. Tutors also go through 3-4 hours of training modules developed for BrightPath and MNPS, by TNTP (formerly The New Teacher Project). Once tutors have been matched and trained, they can access the virtual classroom on the platform and meet with their students. Tutors submit and receive frequent feedback through the platform in the form of post-session

D. How does your organization monitor the effectiveness of tutors and programming on an ongoing basis?

Response: Our program's evaluation work is led by Matt Kraft from Brown University. We primarily use MAP assessment data to measure academic outcomes, and we conduct surveys to measure socio-emotional learning (SEL) growth. Last spring, Mr. Kraft helped us implement a Randomized Controlled Trial (RCT) in which we 150 Nashville students were randomly assigned tutoring and 150 were randomly assigned to a control group; we are still awaiting those results. This fall, we are using a regression discontinuity design to help measure our effectiveness at scale. In addition to our research design, we conduct post-session and more long-term surveys of students and tutors, as well as

surveys, and tutors communicate with their student's teacher on a bi-weekly cadence.	hold focus groups with teachers in order to measure our performance and drive continuous improvement.
E. Will your organization ensure that tutors complete all background check requirements in accordance with TN state law?	F. Does your organization offer tutoring in person, online, or both?
Response: Yes	Response: Both More information: Teachers that have signed up to tutor students from their own school can tutor in-person, but our university and community volunteers tutor virtually.
G. Describe the data your organization collects on student performance:	H. Describe the communication loops your organization provides as part of its programming (e.g., between tutors and families, teachers, school leaders, etc.):
Description of data collected: We primarily use MAP results to measure student performance. Given that MAP is administered three times per year and our program runs by semester, MAP growth is a good marker for student growth through our high-dosage tutoring (e.g. to measure our results from our Fall semester program, we can look at student's MAP score in August vs. their MAP score in January).	Description of communication loops: At each of our 46 MNPS partner schools, we have a Tutor Lead that oversees the tutoring program at their school. Tutor Leads facilitate communication with students, tutors, parents, and teachers, as well as BrightPath and MNPS leadership. Tutors talk to their student's teacher in the form of bi-weekly check-ins. And BrightPath and MNPS leadership survey tutors, students, and school leaders to make sure the program is running according to expectations.
I. Describe the instructional materials your organization's tutors use and whether your organization is willing to align tutoring with districts' curricular materials:	J. For what grade levels and content areas does your organization provide tutoring services?
Description: Our tutors have access to a "Resources" tab on our platform that holds all training and curriculum resources for tutors. This includes our training modules, a tutoring guide book, Tennessee Foundational Skills Curriculum Supplement (TNFSCS) for those tutoring 1st and 2nd graders, Core Knowledge Language Arts curriculum (CKLA) for those tutoring 3rd graders, and Illustrative Math (Kendall Hunt) for those tutoring 8th and 9th graders. These resources are used in conjunction with district pacing guides.	Response: Currently we serve grades 1, 2, and 3 in English Language Arts (ELA), and grades 8 and 9 in math.
K. Provide evidence of your organization's impact on student outcomes:	L. Does your organization provide tutoring before, during, or after school? Select all that apply:

<p>Evidence: We are still awaiting the results of our RCT from last spring, but can point to our student retention and satisfaction (both above 90%), as reported from prior surveys. Our successful pilot last spring led MNPS leadership to ask BrightPath to expand from serving 3 MNPS schools to 46 MNPS schools fall, with another 44 schools launching this spring; this speaks to how the district perceives our impact and the value BrightPath brings to students.</p> <p>The BrightPath model also includes all five components that research identifies as having the greatest impact on student outcomes - high frequency (dosage), low ratio, in-school delivery, training and curriculum that aligns with the district, and teacher-tutor communication. This has led to our program being dubbed a "Gold Standard" program for the state:</p> <p>https://www.tennessean.com/story/news/education/2021/07/26/metro-nashville-public-schools-looks-expand-gold-standard-tutoring-program-more-than-7-000-students/5374546001/.</p>	<p>Response:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Before School <input checked="" type="checkbox"/> During School <input checked="" type="checkbox"/> After School
<p>M. Does your organization offer tutoring sessions on Saturdays or during school vacations/holiday breaks?</p>	<p>N. What is the approximate annual cost per student for your organization's services?</p>
<p>Response: No</p> <p>More information: Tutoring occurs during the schoolday, so tutoring does not occur unless school is in session.</p>	<p>Approximate annual cost: Free!</p>