

**Proposal for an
A-G Completion Improvement Initiative 2022-23
for the
Los Angeles Leadership Academy
Submitted on 12 May 2022
By Tutorly Inc.**



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INTRODUCTION:

Tutorly Inc. (Tutorly) is pleased to submit a proposal for a \$99,825 contract to the Los Angeles Leadership Academy (LALA) for an A-G Completion Improvement Initiative to deliver 1,650 sessions of one-to-one tutoring support in the 2022-23 school year in order to:

(1) Improve academic achievement of at-risk high school students, those in danger of not achieving a grade of C or better in A-G courses, by providing high-impact, skill-based tutoring services through an online interface

(2) Provide supplemental college counseling services to support seniors with completing college applications, including essay composition for private and public colleges, emphasizing the University of California and California State University systems.

The initiative to improve academic achievement builds on Tutorly’s high-impact math tutoring with LALA high school students in 2021-22, which led to significant improvements in performance. Students who participated in tutoring improved internal assessment scores by an average of 21 percentage points. Nearly a quarter of students saw their math grades increase by at least one letter grade—a 25% rise in grade point average. Tutored students also improved performance on the math section of the MAP exam (administered by NWEA) by an average RIT¹ score of 5.06 and an average percentile increase of 5.40 compared to non-tutored students who had an average RIT score *decrease* of 0.16 and an average percentile increase of only 0.18. Tutorly also anticipates that California Assessment of Student Performance and Progress (CAASPP) test results, available in July 2022, will provide additional data illustrating positive learning outcomes.

The initiative to provide supplemental counseling services builds on Tutorly’s 2021-22 college counseling services with 18 seniors who had a 2.5 GPA or better and were, therefore, eligible to apply to the California State University systems. The placement results were as follows:

- Private colleges – 2
- University of California – 6
- California State University – 5
- Community Colleges – 3
- Opted for the workforce – 2

¹ RIT stands for Rasch Unit and is a measurement scale developed to simplify the interpretation of test scores.



OBJECTIVES:

The objectives of the A-G Completion Improvement Initiative are to use one-to-one tutoring support to:

- (1) Improve academic achievement of at-risk high school students—those in danger of not achieving a grade of C or better in A-G courses—by providing high-impact, skill-based tutoring services through an online interface. A-G subjects include history, English, math, science, language other than English, visual and performing arts, and college-preparatory electives. Tutorly will measure improvements through a pre/post assessment by subject and by tracking gains in Grade Point Average in A-G courses and score improvements in MAP and CAASPP standardized exams.
- (2) Provide supplemental college counseling services to support students in completing college applications, including essay composition for private and public colleges, with an emphasis on the University of California and California State University systems. Tutorly will also support students in completing the Common Application, the Coalition Application, the University of California application portal, the California State University application portal, junior and community colleges, and other application portals used by students. Tutorly will measure improvements through comparison with enrollments in prior years.

SCOPE OF SERVICES:

Tutorly will provide two types of services: (1) high-impact, skill-based tutoring for at-risk students, those in danger of not achieving a grade of C or better in A-G courses (history, English, math, science, a language other than English, visual and performing arts, and college-preparatory electives) and (2) supplemental college counseling services.

Section 1 will describe the former; section 2, the latter.

Section 1: High-impact, skill-based tutoring

Key Elements of High-Impact Tutoring

The National Student Support Accelerator defines high-impact tutoring as having the following five vital characteristics²:

- Alignment with school curriculum
- High Frequency - substantial time (three or more sessions per week for at least 30 minutes per session) of required tutoring
- Consistent Tutor - sustained and strong relationships between students and their tutors
- Training and oversight of tutors to assure quality interactions
- Formative Assessment - close monitoring of student knowledge and skills

Tutorly has employed these five critical elements in its high-impact math tutoring with LALA students during 2021-22, and it proposes to build on that foundation in 2022-23. This section describes those key elements.

² National Student Support Accelerator. "Defining High-Impact Tutoring." October 8, 2020. Accessed May 7, 2022. https://studentsupportaccelerator.com/sites/default/files/Higg_Impact_Tutoring_Definition.pdf



- (1) Alignment with school curriculum: A team of subject matter experts developed a scaffolded set of problems (organized by chapter and topic) using the McGraw-Hill math textbook used by LALA. Tutorly also provided tutors with the complete textbook so tutors could teach concepts in a manner consistent with the textbook. Tutorly also provided tutors with supplemental curriculum resources.
- (2) High Frequency: Tutorly offered every student at least two 50-minute sessions each week.
- (3) Consistent Tutor: Students had the same tutor. Keeping students with the same tutors built a foundation of trust, which accelerated student progress.
- (4) Training and oversight of tutors to assure quality interactions: To identify the optimal tutors for LALA, Tutorly implemented a rigorous tutor recruitment process that involved licensing access to a proprietary global database of qualified tutors and inviting the strongest candidates to apply. Applicants then completed a rigorous recruitment process involving proficiency tests, simulated sessions, and group interviews. The typical profile of selected tutors was a full-time tutor with a graduate degree or a part-time tutor pursuing a graduate degree. Before starting with students, every tutor went through intensive, research-based training in 11 modules, including formative assessment, trauma-informed tutoring, the latest education technology, English Language Development, and more. See Appendix A for details.
- (5) Training and Oversight of Tutors: An experienced training and monitoring team reviewed a random selection of sessions for each tutor and provided regular written feedback to tutors. Where necessary, the team provided tutors with hands-on follow-up training.
- (6) Formative Assessment: One of the most important aspects of tutoring was anchoring sessions in formative assessment. Tutorly's teaching model is based on the principles of formative assessment ("Check for Understanding"). Our goal is to help students become independent learners. Our approach builds on the writings of Doug Lemov's *Teach Like a Champion 3.0* (2021) and *Teaching in the Online Classroom* (2020) and early research on formative assessment by Black and William in *Inside the Black Box: Raising Standards through Classroom Assessment* (1998).

Additional features of Tutorly's model included:

One-to-one Tutoring Compared to Small Group Tutoring

A critical feature of Tutorly's model is that it was exclusively one-on-one tutoring. While research indicates that even small group tutoring of up to four students has positive impacts relative to other interventions, a recent comprehensive meta-analysis conducted by the Jameel Poverty Action Lab (J-PAL) at MIT makes clear that one-on-one tutoring has a greater impact than tutoring with two or more students.³ For example, with regard to paraprofessional tutors (which are the profiles of Tutorly tutors), one-on-one tutoring has a 0.46 "program effect in standardized test scores" compared to a 0.25 program effect from tutoring with two students.⁴

³ J-PAL Evidence Review. 2020. "The transformative potential of tutoring for PreK-12 learning outcomes: Lessons from randomized evaluations." Cambridge, MA: Abdul Latif Jameel Poverty Action Lab.

⁴ J-PAL, 2020:72. Table 3A.

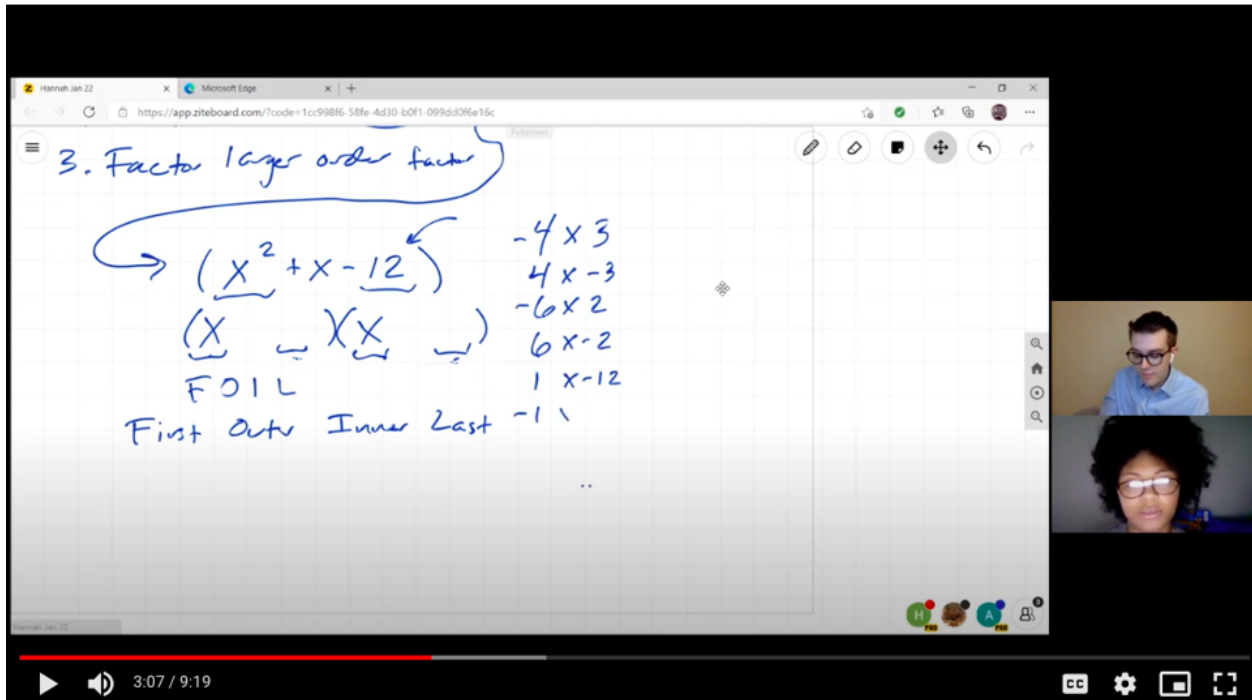


This is because tutoring is effective because of its capacity for customization of learning, i.e., teaching at the right level. As explained in the J-PAL study, "learning productivity will increase to the extent that instructional content matches the skill deficits binding the students' learning, a situation that can be remedied by decreasing students' skill variation through tracking systems or reducing class sizes. Tutoring interventions can be seen as an extreme case of class size reduction in which the class size is reduced to one or a few students. This reduction leads to a massive increase in customization."⁵ In brief, more students per tutor will reduce improvements in educational outcomes because a tutor will need to divide time and attention among students. So one-on-one tutoring will have a more significant impact than tutoring two or more students.

In addition, published research studies have so far only included in-person tutoring. Tutorly believes that if a randomized control trial were conducted for online tutoring, the improvement in educational outcomes for *online* one-on-one tutoring versus small group tutoring would be even more significant than improvements that have been seen in studies of *in-person* one-on-one tutoring versus small group tutoring. In summary, Tutorly believes that the return on investment in one-on-one tutoring will be significantly greater than in small group tutoring—especially in an online interface. Therefore, Tutorly proposes to continue one-to-one tutoring in 2022-23. That said, Tutorly is open to a group model if that is a requirement.

Online Two-Way Whiteboard

All sessions were on Zoom, and tutors used an online interactive two-way whiteboard that was responsive in real-time, making it feel like the student and tutor were in the same room. The whiteboard was multi-colored, and tutors downloaded a PDF of the whiteboard after the session so that students had access to it after the session.



⁵ JPAL, 2020:14.

Collaborative Key Takeaways

Sessions included a consistent closure activity in which tutors and students collaboratively created a study guide of key takeaways that captured important principles, formulas, and other data. This document served as a record of session activities.

Tutor: Ben

- This document is a way to review what you learned and create your own study guide after each session
- In-session, please have a dedicated space to take **hand-written notes** :)

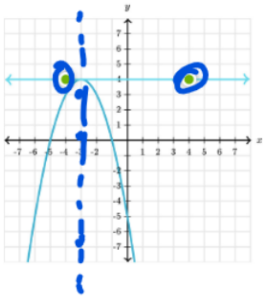
September 27

Whiteboard link

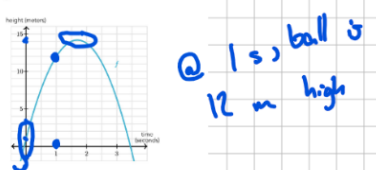
What were the most important questions we solved together?

Parabolas intro

Draw the parabola's axis of symmetry.



- Sarah kicked a ball in the air. The function f models the height of the ball (in meters) as a function of time (in seconds) after Sarah kicked it.



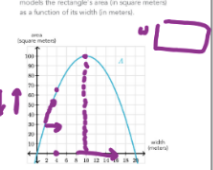
Which of these statements are true?

Choose all answers that apply:

- Sarah kicked the ball from a height of about 1 m.
- Sarah kicked the ball from a height of about 14 m.
- At its highest point, the ball was about 1.25 m above the ground.
- At its highest point, the ball was about 14 m above the ground.

✔

- Simon has a certain length of fencing to enclose a rectangular area. The function A models the rectangle's area (in square meters) as a function of its width (in meters).



Which of these statements are true?

Choose all answers that apply:

- Greater width always relates to smaller area.
- Greater width relates to smaller area as long as the width is less than 10 m.
- When there is no width, the area is 20 m².
- When there is no width, the area is 0 m².

✔

What important math rules/concepts did we use?

- Parabola
- Vertex
- Axis of symmetry - dividing line between a parabola
- Open upward, open downward



Session Recordings

All sessions were recorded, and students could access them on-demand if they wanted to review sessions. School administration also had on-demand access to recordings.

24/7 text channel for scheduling, homework, and questions

Tutorly provided students with a 24/7 text channel. The channel was used for:

- Sending homework: Before each session, students sent homework over text or email so that the tutor had material to work with during the session. In the absence of homework, tutors drew on the curriculum resources provided by the Tutorly curriculum team.
- Homework help: Students also used the text channel around the clock for any academic questions. A tutor was able to respond to students within minutes to walk them through a problem over text.
- Scheduling: The scheduling team also used the text channel to schedule sessions, address any last-minute changes that a student might request, and send automated reminders prior to each session. The team followed automated reminders with personal calls to students and parents if a student did not show up for a scheduled session—thus ensuring a high participation rate.

Mia APP 11:56 PM **Even at midnight!**

I need help using distributive property

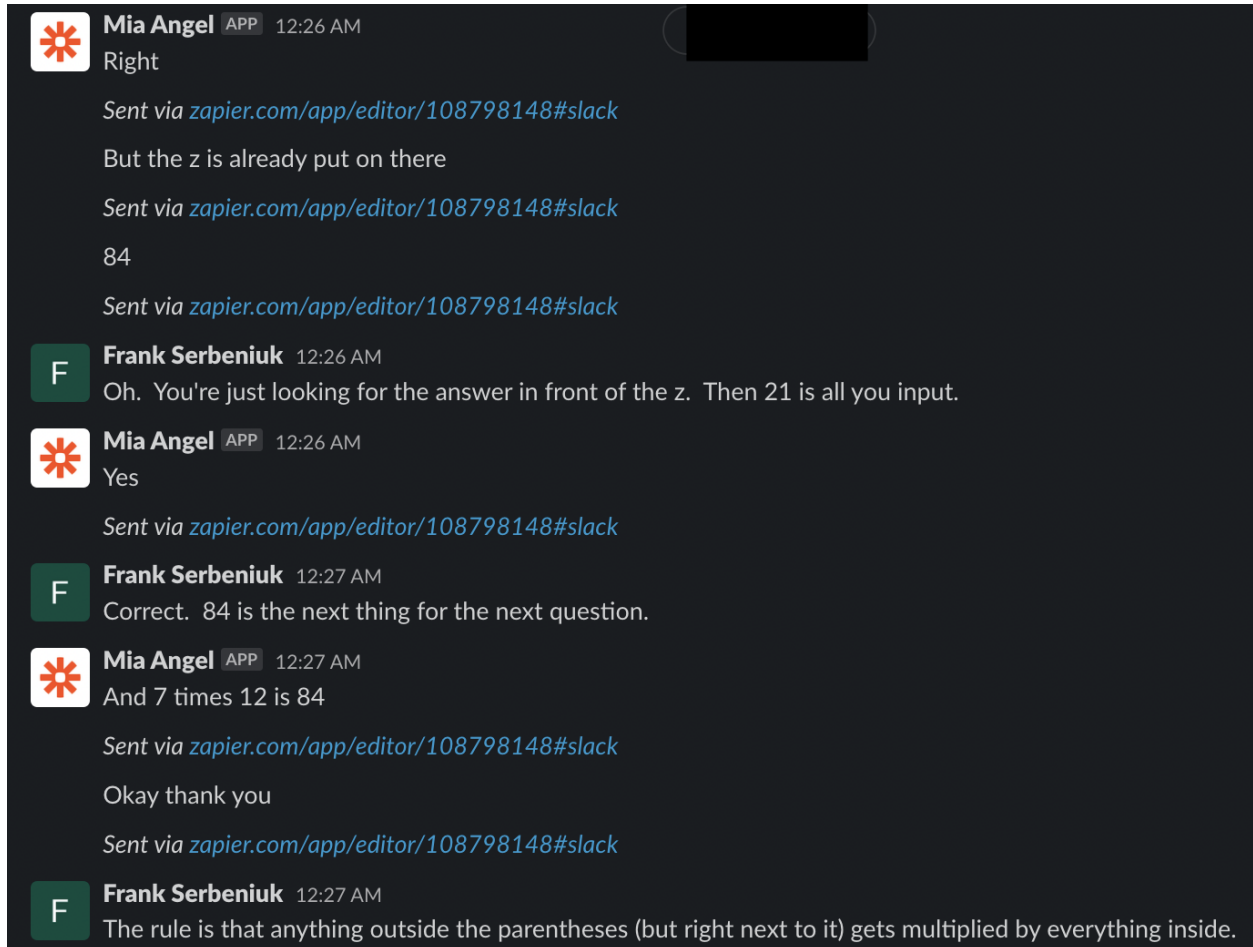
F **Frank Serbeniuk** 12:21 AM
OK. Give an example of a question.

Mia Angel APP 12:22 AM
7(3z+12)=?z+?
Sent via zapier.com/app/editor/108798148#slack

F **Frank Serbeniuk** 12:23 AM
OK. You will multiply the 7 times each thing inside the parentheses. What is 7 times 3z?

Mia Angel APP 12:24 AM
21?
Sent via zapier.com/app/editor/108798148#slack

F **Frank Serbeniuk** 12:25 AM
Almost. It's 21z.
The z doesn't disappear.
Next, do the 7 times the 12.



The screenshot shows a Slack chat interface with a dark background. The messages are as follows:

- Mia Angel** (APP) 12:26 AM: Right
Sent via zapier.com/app/editor/108798148#slack
But the z is already put on there
Sent via zapier.com/app/editor/108798148#slack
84
Sent via zapier.com/app/editor/108798148#slack
- Frank Serbeniuk** 12:26 AM: Oh. You're just looking for the answer in front of the z. Then 21 is all you input.
- Mia Angel** (APP) 12:26 AM: Yes
Sent via zapier.com/app/editor/108798148#slack
- Frank Serbeniuk** 12:27 AM: Correct. 84 is the next thing for the next question.
- Mia Angel** (APP) 12:27 AM: And 7 times 12 is 84
Sent via zapier.com/app/editor/108798148#slack
Okay thank you
Sent via zapier.com/app/editor/108798148#slack
- Frank Serbeniuk** 12:27 AM: The rule is that anything outside the parentheses (but right next to it) gets multiplied by everything inside.

Personal Homepage

Each student had a personal home page, including links to all the key takeaway documents, whiteboard PDF downloads, and recordings. There were other folders: (1) a homework folder where all the homework sent by the student was held and (2) a resources folder where tutors uploaded supplemental material. The home page also had the Zoom link, the tutoring schedule, and the 24/7 text number. The home page had everything a student needed, and Tutorly ensured that students bookmarked the page.

Each student had a Google Drive folder as a repository for all the material in the personal home page. Tutorly provided the school administration full on-demand access.



Personalized Student Home Page

The screenshot shows a personalized student home page for Adriana. The page includes a 'Welcome, Adriana' header, a 'View Your Key Takeaways' section with a document preview, a 'Join Your Session: Zoom Link' button, a 'Message the Tutorly Team or Your Tutor: (947) 888-7044' button, a 'Homework Folder' section with a reminder to upload homework, a 'Resources Folder' section, and a 'Session Recordings' section. A 'Time Table' section is also visible at the bottom. Callout boxes on the right side of the page point to these features: 'Easy-to-find Zoom link', '24/7 H.W. & scheduling help', 'Student homework uploads', 'Tutor-shared resources', and 'Session recordings'. A callout box on the left points to the 'Key Takeaways' section, and another points to the 'Time Table' section.

Student Safety

- All Tutorly staff who interacted with students have passed the California Department of Justice LiveScan background check.
- The Tutorly management team had access to all student/tutor communication lines. No one-to-one texting lines existed. Tutors did not give out their personal numbers.
- Students were not able to communicate with other students via these channels.

Attendance and Session Notes

In a separate section of the Google Drive, there was a master attendance record for each student, a time stamp, and confidential session notes. Tutors completed the confidential session notes if there were any issues that the tutor felt needed management's attention. Issues could range from academic concerns to safety issues. Tutorly's policy is that tutors who suspect child abuse, neglect, or any similar issues report such suspicions or any other issues of concern to Tutorly management which will immediately share information with the school administration.

Spanish-language interpreter

For Spanish-speaking students with limited English language proficiency (ELP), Tutorly provided a Spanish-language interpreter during sessions.

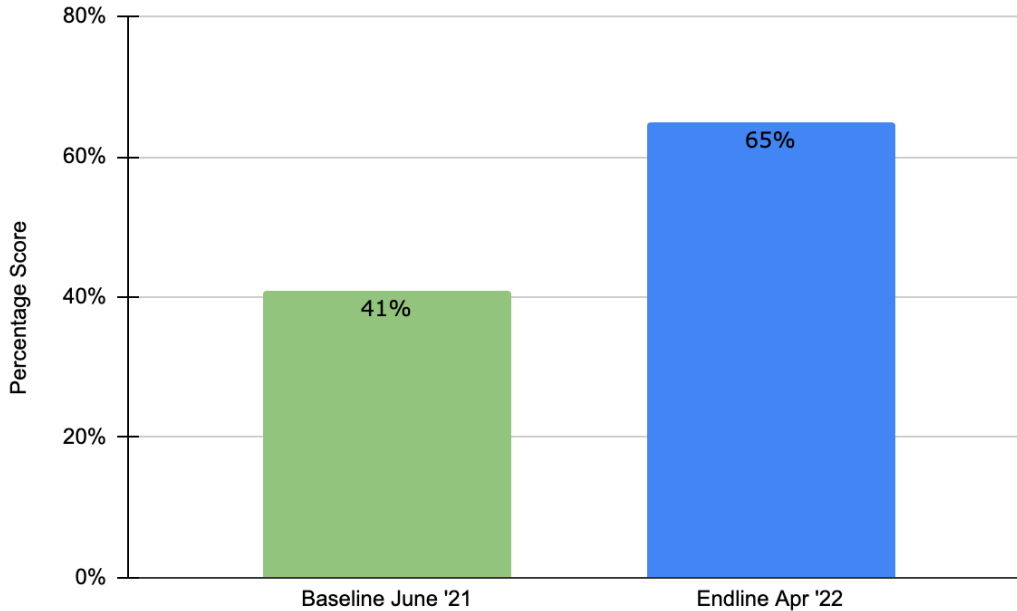
Tutoring Impact on Student Performance

Tutorly measured student performance with an assessment designed by a subject matter expert and based on LALA's math curriculum. After nine months, students who participated in high-



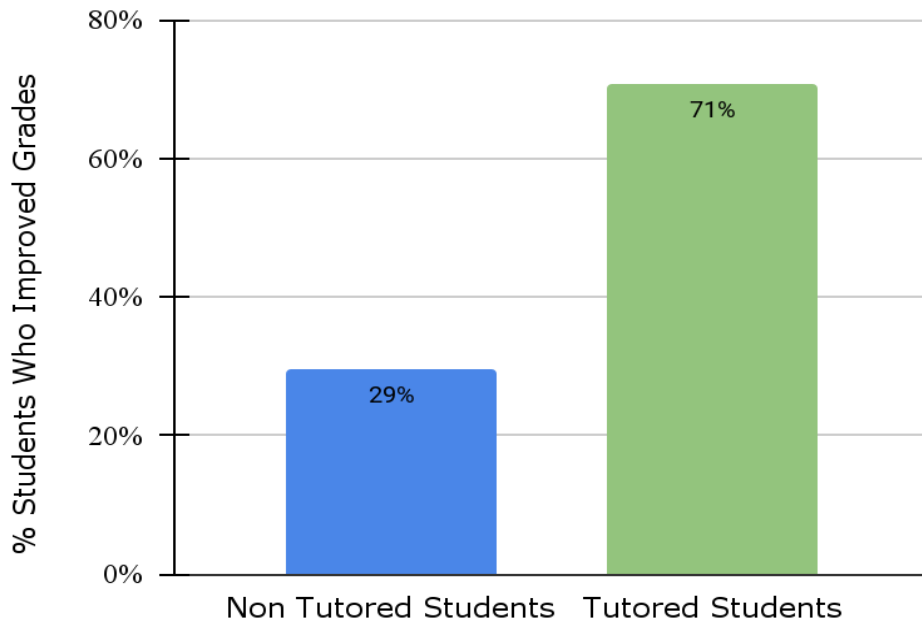
impact tutoring—and who took both the baseline and end-line assessment test—improved performance by an average of 21 percentage points.

Assessment Results for Los Angeles Leadership Academy



In addition, nearly a quarter of students who participated in tutoring saw their math grades increase by at least one letter grade—a 25% rise in grade point average.

Percentage of Students Whose Grades Improved

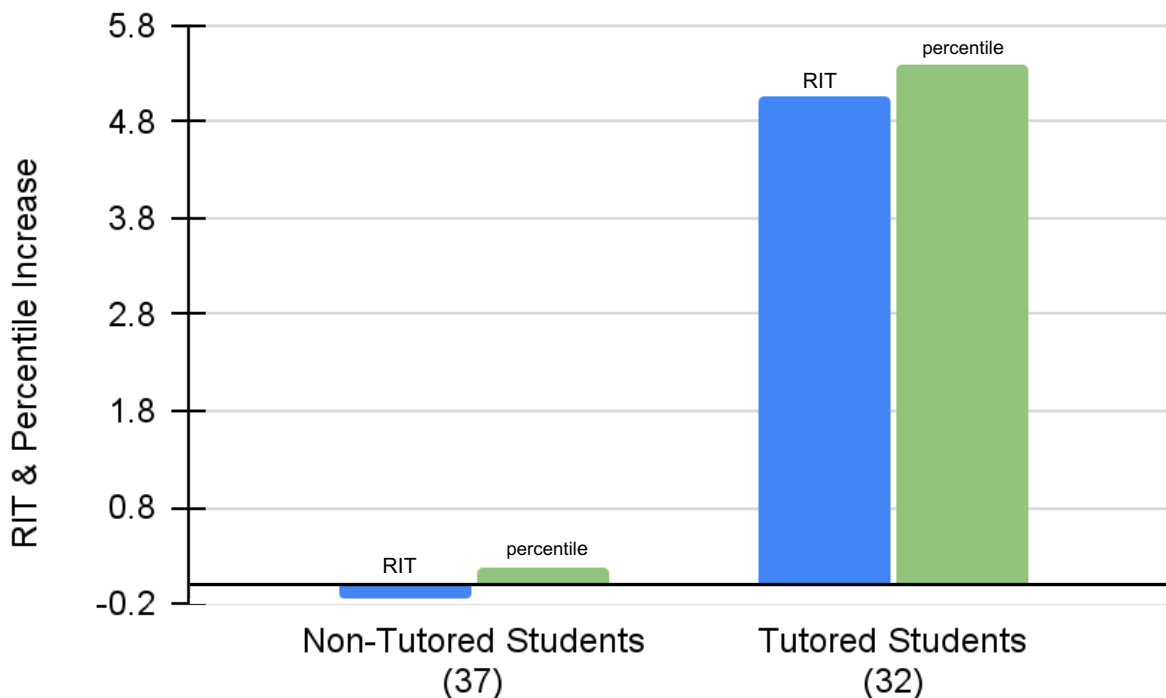




The chart below shows that tutored students improved performance on the math section of the MAP exam (administered by NWEA). The data includes only students who tested for both Spring '21 and Winter '22. It does not include grade 12 students since they did not take the Spring '21 MAP exam. Data excludes one non-tutored student⁶ outlier who had an extraordinary 61 RIT score increase and 83 percentile increase.

From July 2021 until December 2021 (with the bulk of students commencing in September 2021), **the average number of sessions for students who participated in tutoring was 14.3, which correlated with an average RIT increase of 5.06 and an average percentile increase of 5.40.** Non-tutored students included students with one or zero tutoring sessions because many students had at least one session, since a teacher had required a session for a homework assignment. **So the average number of sessions for non-tutored students was 0.24, which correlated with an average RIT decrease of -0.16 and an average percentile increase of 0.18**

Comparison of Score Improvements of Tutored and Non-Tutored LALA Students in Math Section of MAP test (Spring '21 to Winter '22)



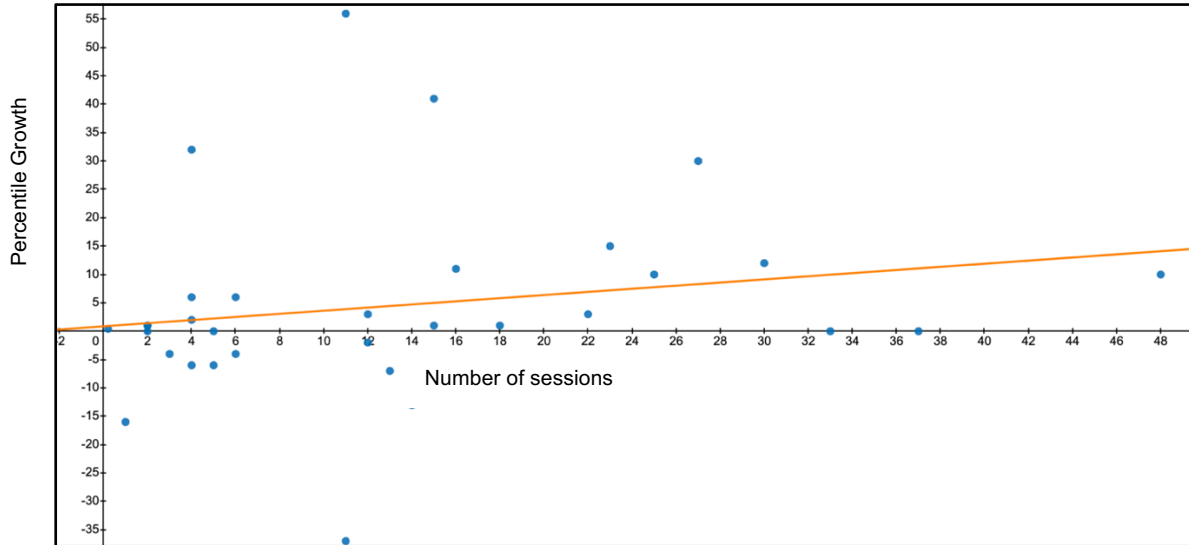
The scatter plots below show the positive correlation between tutoring sessions and improved performance on the math section of the MAP exam, as represented by increases in percentile and increases in RIT scores as a function of tutoring sessions.

⁶ Grade 11 student Angel J. Cambero



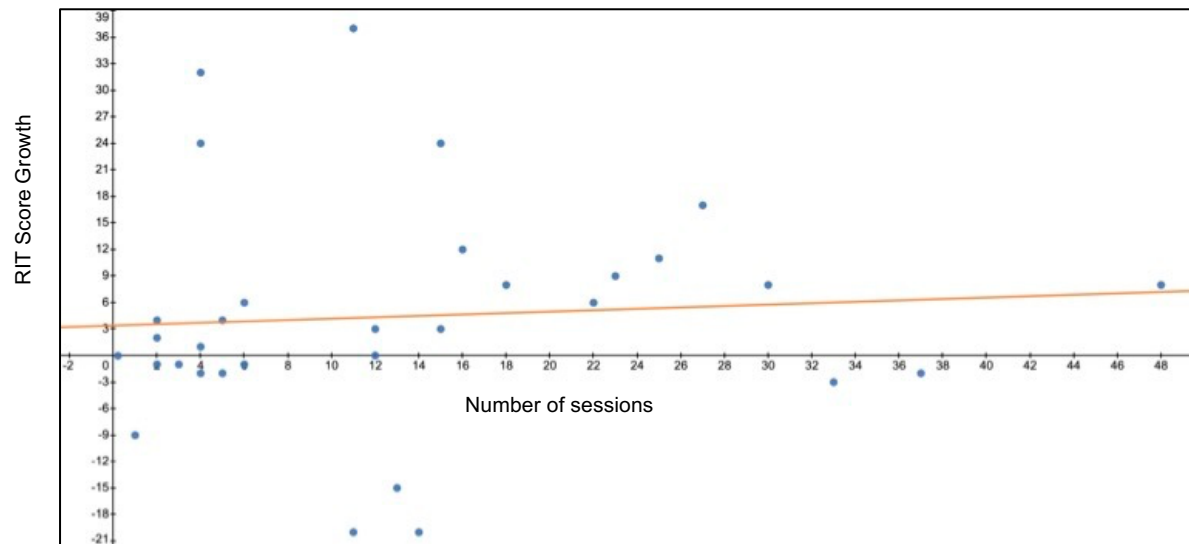
Each data point on the graph below represents the average increase in percentile (y-axis) for students who had participated in the indicated number of tutoring sessions (x-axis). The linear regression equation is $Y = 0.2761 * X + 0.8637$.

LALA Student Percentile in Math Section of MAP exam Improved as a Function of Sessions Tutored from Spring '21 to Winter '22 (69 students)



Each data point on the graph below represents the average increase in RIT score (y-axis) for students who had participated in the indicated number of tutoring sessions (x-axis). The linear regression equation is $Y = 0.07966 * X + 3.397$.

LALA Student RIT Score in Math Section of MAP exam Improved as a Function of Sessions Tutored from Spring '21 to Winter '22 (69 students)





Tutorly also anticipates that the California Assessment of Student Performance and Progress (CAASPP) test results, available in July 2022, will provide additional data illustrating positive learning outcomes.

Plan for High-Impact Tutoring in 2022-23

Tutorly proposes to use the same model for the 2022-23 A-G Completion Improvement Initiative, except that Tutorly will focus on at-risk students instead of all students and will expand from math to all A-G subjects: history, English, math, science, a language other than English, visual and performing arts, and college-preparatory electives.

Phase 1 – Needs Assessment and Curriculum Design (May – June 9)

- As a first step, Tutorly has reviewed current transcripts to identify at-risk students and will categorize those students based on A-G subject, grade, and performance level. See Appendix B1, B2, and B3. As of May 7, 2022, Tutorly estimates that 71 rising grade 10-12 students are at-risk based on transcript data. See Appendix C. Tutoring will start tutoring those students in the summer, beginning June 17, 2022, and continue until the end of the school year on June 9, 2023. Students who are rising 9th graders will start August 15, 2022, the beginning of the fall semester, and will end on June 9, 2023.
- It is anticipated that some students will need English Language Learner (ELL) supports. Tutorly tutors are equipped to provide ELL support; all tutors have taken English Language Development (ELD) training provided by Tutorly's partner organization, Smart ELD LLC, a premier firm of experienced ELD teachers. Tutorly will also provide real-time, live Spanish interpretation for any student that requires it.
- In parallel with the needs assessment, the curriculum team at Tutorly will obtain from LALA faculty the curriculum for each grade and subject. Tutorly has already completed this exercise for math, based on its current engagement to provide math tutoring services in 2021-22. A curriculum team with the requisite subject expertise will do the same for other A-G subjects. The curriculum team will also design a pre/post assessment for each subject and grade.

Phase 2 – Intensive student outreach and scheduling (June 10-17, 2022)

- Tutorly has a comprehensive database of student and parent phone numbers for rising 10th through 12th graders and will add the data for rising 9th graders once it is received from the school administration. Tutorly will use this database to reach out to rising 10th through 12th-grade students before the end of the school year to schedule tutoring sessions during the summer. Tutorly will adopt the same approach it has used in the past: namely, sending personalized English and Spanish texts and emails on behalf of the school Principal and following up with calls to students and, if necessary, calls from a Spanish speaker to parents. Tutorly will undertake a similar exercise at the start of the fall academic year with 10-12th grade students and 9th-grade students. In addition, Tutorly will request the help of LALA faculty and staff to promote tutoring through print media, social media, and on-campus presentations.



Phase 3 – summer tutoring (June 17, 2022 – August 15, 2022)

- In their first session, all students will take an assessment for their respective grades and subjects.
- If there are summer school students participating in credit recovery, Tutorly proposes to work with summer school staff to prepare students for credit recovery exams for LALA's designated accredited credit recovery courses (e.g., Acellus, Edgenuity, or any other).
- Tutorly will administer a post-assessment at the end of the summer.

Phase 4 – school year tutoring (August 15, 2022- June 9, 2023)

- Phases 1-3 will be repeated for rising 9th graders, commencing on August 15, 2022, at the start of the fall semester. In addition, Tutorly will commence student outreach to 10-12th graders who did not participate in summer tutoring.

Phase 5 – Measurement of Outcomes (May 2023)

- Tutorly will review, analyze, and present data on improvement in education outcomes. Tutorly will measure this through improvements on internal assessments, grade point average, and scores on the MAP exam and, post facto, on the CAASPP exam.

Section 2: Supplemental College and University Admissions Counseling Services

LALA currently has two college/university and career counselors who perform their services in school. In 2021-22, Tutorly provided supplemental college/university (hereinafter college) counseling support to students, and it proposes to build on that foundation in 2022-23. Specifically, in 2021-22, Tutorly focused on assisting 18 seniors with a 2.5 GPA or better and were therefore eligible to apply to the California State University systems. The placement results were as follows.

Private colleges – 2
University of California – 6
California State University – 5
Community Colleges – 3
Opted for the workforce – 2

Specifically, Tutorly focused on assisting students with completing college applications, including essay composition for private and public colleges, emphasizing the University of California and California State University systems. Tutorly also provided support for completing the Common Application, the University of California application portal, and the California State University application portal, with a particular emphasis on essays and short answers for the Educational Opportunity Program of the California State University system.

Tutorly first gave an overview presentation at advisory sessions. Tutorly then followed this up with experienced college counselors providing one-to-one, step-by-step orientation to students about the application process using a proprietary video tutorial which Tutorly licensed from a premier private college counseling company. Tutorly college counselors then provided ongoing one-to-one support until LALA students completed their applications.



Tutorly proposes to use the same model for 2022-23, this time with a focus not just on students with a 2.5 GPA or better but also on students with a GPA in the range of 2.0-2.5. Tutorly feels that even students with a 2.0-2.5 GPA have prospects of being admitted to certain California State University schools because many such schools use a Multi-Factor Review Process for applicants who do not meet the ranking GPA for California State University admission but have at least a 2.0 GPA. Tutorly has analyzed eligibility requirements; see Appendix D. The focus on students with a 2.0-2.5 GPA goes in tandem with the proposed tutoring initiative for at-risk students, paying particular attention to at-risk rising 12th graders.

Plan for College Counseling Services in 2022-23

In early August, in coordination with in-school college counselors, Tutorly will meet one-to-one with rising 12th graders to develop a customized plan for college applications, including completing California State University Educational Opportunity Program applications. Once those initial meetings are done, assigned college counselors will work one-to-one on the application process using a proprietary video tutorial (updated from 2021-22) that Tutorly licensed from a premier private college counseling company. Tutorly college counselors will then provide ongoing support until LALA students complete their applications, including financial aid applications.

Tutorly will also assist students in choosing a college after students have received their admission letters. Tutorly will also help students understand financial aid awards, especially loan and work-study components.

Though it is outside of the scope of the current proposal, Tutorly will also be providing ongoing *pro-bono* assistance to LALA '22 graduates through December 31, 2022, to help ensure college persistence, a student's ability to continue to the following term. Tutorly has taken on this initiative because research has shown that if low-income, first-generation students do not resolve transition issues in the first year, the likelihood of persisting at the same college is diminished.⁷ The *pro-bono* support will include guidance on course selection, summer activities to prepare for the first semester, how to access university resources such as advising and on-campus tutoring, logistical issues such as housing and transportation, financial aid, budgeting, and others.

In May 2023, Tutorly will review, analyze, and present data on improvement in outcomes by comparing past enrollments with current year data. In addition, Tutorly will compare past college persistence of graduates with the college persistence of '22 LALA graduates.

⁷ Sheilynda Stewart, Doo-Hun Lim, and JoHyun Kim. "Factors Influencing College Persistence for First-Time Students." Spring 2015. Accessed May 7, 2022. <https://files.eric.ed.gov/fulltext/EJ1092649.pdf>.



Budget and Fee Structure

As described in section 2 (pages 5-6), "One-to-one Tutoring Compared to Small Group Tutoring," Tutorly believes that one-to-one tutoring will have the highest impact on educational improvement. As such, we propose a budget of \$99,825 as per the following. See Appendix E for the excel file.

	Cost
1,650 Total Sessions (@\$50 per session)	\$82,500
Admin (10% of Session Costs)	\$8,250
Evaluation (10% of overall)	\$9,075
License for College Counseling Tutorial (\$850/student at 59 grade 11 students = \$20,650)	in-kind
TOTAL	\$99,825

Per Session Tutoring Minutes	50
Per Session Preparation/Documentation Minutes	10
Number of Students per Session	1
Total Tutor Minutes per Session	60
Total Minutes per Student	60
Total Cost	\$50
Cost/Minute/Student	\$0.83
"Attention" from Tutor/cost (total minutes/total student)	60



An alternate option, Proposal B, is as follows:

	Cost
825 Total Sessions (@\$100 per session)	\$82,500
Admin (10% of Session Costs)	\$8,250
Evaluation (10% of overall)	\$9,075
License for College Counseling Tutorial (\$850/student at 59 grade 11 students = \$20,650)	in-kind
TOTAL	\$99,825

Per Session Tutoring Minutes	50
Per Session Preparation/Documentation Minutes	10
Number of Students per Session	3
Total Tutor Minutes per Session	60
Total Minutes per Student	180
Total Cost	\$100
Cost/Minute/Student	\$0.56
"Attention" from Tutor/cost (total minutes/total student)	20

Proposal A will cost 1.5 more per minute than proposal B. However, when considering the attention from each tutor to the student—see yellow highlight—we estimate that each minute in proposal A will result in 3 times as much of an impact on educational improvements. Hence, the return on investment is higher in proposal A over B. Tutorly, therefore, recommends Proposal A, but Tutorly is open to Proposal B if LALA prefers that.

Compliance with Federal and State Regulations

Tutorly is fully compliant with all federal and state regulations, including those related to working with students. Tutorly is not excluded or disqualified under 2 CFR Part 200, Appendix II [1] and 2 CFR 180.220 and 180.300, found on Sam.gov.

Qualifications

Tutorly is a start-up in its second year of operation. The qualifications of the team which will lead the proposed A-G Completion Improvement Initiative are as follows.



Vikram Akula, PhD, Founder and CEO, is a social entrepreneur named by *TIME* magazine as one of the 100 most influential people in the world (2006). His career has focused on education inclusion and financial inclusion. He is the founder and president of [The Bodhi School](#) in India, which serves 497 low-income students, from pre-k to high school; most students are low-caste children of small farmers and landless laborers, and many are first-generation students. He is the founder and CEO of [Tutorly](#), which provides online tutoring to students in low-income communities in the US.

Before his work in education, he founded [Bharat Financial Inclusion](#) in India, which became the world's largest microfinance company, having disbursed \$18 billion in micro-loans to more than 10 million poor women. He is also the founder and chairperson of [Vaya Financial Services](#), which uses tablet-banking technology to deliver loans to low-income people in India.

He is currently a Distinguished Career Fellow at Stanford University, was a Fulbright Scholar, has a PhD in political science from the University of Chicago, an MA in International Relations from Yale University, and a BA in philosophy and English from Tufts University.

He has worked with McKinsey & Company and the Worldwatch Institute. He has authored *Micro-Meltdown: The Inside Story of the Rise, Fall, Resurgence of the World's Most Valuable Microlender*, *A Fistful of Rice: My Unexpected Quest to End Poverty Through Profitability*, and several articles. His awards include the Schwab Social Entrepreneur of the Year in India (2006) and the Ernst & Young Entrepreneur of the Year in India (2009).



Daniel Koh, Academic Lead, is a certified grade 7-12 teacher and experienced tutor. As a tutor and classroom teacher, Daniel has taught hundreds of students in academic subjects and prepared students for the SAT, ACT, AP, and IB Exams. He also has extensive experience advising students in the college application process. Alongside tutoring, he works with civil rights organizations, such as Breakthrough-Houston and Universal Human Rights Initiative-LA, applying his teaching experience and knowledge of pedagogy to create resources for educators and community organizers. He graduated *cum laude* from Rice University with a BA in English and a Texas Secondary Teacher Certification.



Alex Dardick, Student Success Lead, has a BA in business management from the University of Arizona, Eller College of Management. He started his career in financial services and obtained a FINRA Series 65 license. He held previous roles as a Wealth Advisor and Team Lead of Client Services Teams. He also worked on teams to develop relationships for accounts of ultra-high net worth clients.



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Appendix A

<p style="text-align: center;">① The Tutorly Model</p> <ul style="list-style-type: none"> • Video • Presentation • Tutorly Rubric • Post-Session Quiz 	<p style="text-align: center;">② Tutoring Setup</p> <ul style="list-style-type: none"> • Video • Presentation • Post-Session Quiz
<p style="text-align: center;">③ Your First Session</p> <ul style="list-style-type: none"> • Video • Presentation • Relationship Building • Post-Session Quiz 	<p style="text-align: center;">④ Tutoring Session Logistics</p> <ul style="list-style-type: none"> • Video • Presentation • Tutor Timesheet • Tutoring Self-Reflection • Post-Session Quiz
<p style="text-align: center;">⑤ Making Students Independent Learners</p> <ul style="list-style-type: none"> • Video • Presentation • Post-Session Quiz 	<p style="text-align: center;">⑥ Closing the Session</p> <ul style="list-style-type: none"> • Video • Presentation • Post-Session Quiz
<p style="text-align: center;">⑦ Trauma-Informed Tutoring</p> <ul style="list-style-type: none"> • Video • Presentation • Post-Session Quiz 	<p style="text-align: center;">⑧ Behavior Management</p> <ul style="list-style-type: none"> • Video • Presentation • Handling Difficult Tutoring Situations & Difficult Students (UCF Upward Bound) • Post-Session Quiz
<p style="text-align: center;">⑨ Meeting Students</p> <ul style="list-style-type: none"> • Video • Presentation 	<p style="text-align: center;">⑩ Bitpaper</p> <ul style="list-style-type: none"> • How to Use Bitpaper • Best Whiteboard Practices
<p style="text-align: center;">⑪ ELD Training</p> <ul style="list-style-type: none"> • Making Math Content Accessible to ELLs • Intro/Using Language to Support ELLs • Using Charts, Manipulatives, Visuals and Tech Tools to Support ELLs in Math • Scaffolded Instruction • ELL Support Resource Guide for Tutorly Math 	