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Overview

Introduction

Significant interruptions to in-person learning due to the COVID-19 pandemic have led to potentially long-lasting negative impacts on student achievement, impacting every part of Colorado education. With scarce resources, it is imperative to know which academic interventions yield the best results for students so that resources are deployed judiciously and effectively. While there are many interventions that have a positive impact on student achievement, "high-impact tutoring," an intervention backed by a body of research, has consistently yielded a significant positive impact on students from all backgrounds, including students furthest from opportunity. As recent research suggests, when such tutoring is implemented, increased achievement by an additional three to 15 months of learning can occur across grade levels. Tutoring has also positively impacted other measures including school engagement, grades in other courses, and benefits to the tutor such as exposure to teaching as a career.[1]

The United States Department of Education estimates $121 billion was provided for all state education agencies (SEAs) and local education providers (LEPs) for the safe operation of schools for in-person learning and to address the impact of the COVID–19 pandemic on the Nation's students. Of this total, $27 billion could be spent on academic recovery, with $3 billion reserved for tutoring alone.[2] Following the lead of the U.S. Department of Education, the Colorado legislature passed House Bill 21-1234, creating the Colorado Department of Education (Department) High-Impact Tutoring Program (HITP) Grant, which was signed into law by Governor Jared Polis on June 16, 2021. In August 2021, the Colorado State Board of Education identified three broad areas of focus for the Elementary and Secondary School Emergency Relief (ESSER) state set-aside funds. The first of these was supporting academic acceleration for students most impacted by the pandemic with a focus on math and literacy for students in grades Kindergarten-8th, which includes providing additional federal funding to support high-impact tutoring programs. High-impact tutoring is an evidenced-based academic support that educational leaders are leveraging to address unfinished learning[3] caused from the COVID-19 pandemic. Colorado is not unique in this endeavor, however, as at least 25 other states have initiated statewide tutoring efforts.[4]

Through the HITP grant, the Department provides incentives for local education providers to implement high-impact tutoring as one of the interventions schools have access to as they create plans to recover from unfinished learning that has taken place because of the pandemic. This report details the preliminary progress of the first cohort of grantees. The report documents the current impact and level of participation, summarizing progress, challenges, and preliminary trends, while also documenting the recommendations of both grantees and Department staff regarding the future of the program.

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[1] National Student Support Accelerator: https://studentsupportaccelerator.com/sites/default/files/Equitable_Effective_Student_Learning_Acceleration.pdf

[2] U.S. Department of Education: https://www.ed.gov/news/press-releases/statement-secretary-education-national-center-education-statistics-data-showing-student-recovery-throughout-2021-2022-school-year

[3] Unfinished learning refers to concepts students have yet to finish and knowledge they will need in order to progress or prepare for future concepts. This is a positive framing of the term learning loss. Related terms include unfinished instruction or teaching.

[4] National Student Support Accelerator: https://studentsupportaccelerator.com/legislation

Program Priorities & Goals

H.B. 21-1234 created the Colorado high-impact tutoring program to provide grant funding to local education providers to create high-impact tutoring programs to address student unfinished learning due to the COVID-19 pandemic in Colorado. The below chart details the alignment of the priorities of the program, as indicated by statute[5], with the program goals and current progress and outcomes. This will serve as a benchmark for future reports to measure program growth and success.

TABLE 1: HITP Grant Priorities, Goals & Progress

1. **Address** significant interruptions to in-person learning due to the COVID-19 pandemic and its potentially long-lasting negative impacts on student achievement, impacting every part of Colorado society.
   - **Correlating Goal -** Increase academic and social emotional outcomes for students through high-impact tutoring to further connection to schools, learning, and community.
     - **Current performance indicators:** 76% of grantees reported students experienced academic growth after participating in the high impact tutoring program, and some saw increased engagement, confidence and motivation.

2. **Respond** to unfinished learning and the widening of opportunity gaps, which could be the greatest challenge our state faces over the next few years, and the urgent and immediate need to provide additional support to ensure students are well prepared for the future.
   - **Correlating Goal -** Increase awareness of best practices, resources, and strategies for high-impact tutoring for educators and leaders.
     - **Current performance indicators:** Department staff held 8 virtual meetups, deployed monthly newsletters, and offered on-call technical support for all grantees.

3. **Prioritize** low-income or underserved students to address student unfinished learning resulting from the COVID-19 pandemic.
   - **Correlating Goal -** Increase access to extended learning through high-impact tutoring for low-income and underserved students in Colorado.
     - **Current performance indicators:** 17 grantees have reached 74 schools and 3,800 students, providing 35,000 hours of tutoring in preliminary implementation.

This model was used as part of staff's proposed work plan for the first year of implementation of the grant and will be revisited annually with stakeholders for review and refreshing.

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[5] See C.R.S. § 22-104-103 and/or H.B. 21-1234

Structure & Timeline

House Bill 21-1234 aims to provide supplemental education through high-impact tutoring models. According to National Student Support Accelerator, a leading research organization affiliated with Brown University, high-impact tutoring programs share key model elements such as high-dosage, high quality, data informed tutoring that takes place during the school day. High-impact is tutoring that has directly demonstrated significant gains in student learning through state-of-the-art research studies or tutoring that has characteristics proven to accelerate student learning and responds to students' individual needs while complimenting their classroom curriculum.[6] Per Colorado state statute, high-impact tutoring aligns with the following criteria.[7]

1. Tutoring is provided in groups of four or fewer students, and the same tutor tutors the group of students throughout the school year;
2. Tutoring is provided a minimum of three times per week;
3. Tutoring is implemented throughout the school day, not as a before- or after-school program, and is supplemental to core academic instruction and not a replacement for such instruction;
4. High-quality trained tutors provide the tutoring, including teachers, paraprofessionals, community providers, AmeriCorps members, and other individuals who have received training;
5. The program uses a high-quality curriculum that is aligned with academic standards and may be provided by the local education provider; and
6. Tutoring is data-driven, with interim assessments to monitor student progress.

HITP Grant Timeline
2021-22

- **Jun '21:** H.B. 21-1234 signed by the Governor
- **Oct '21:** RFA and online application released.
- **Oct '21:** Information Webinar & Intent to Apply.
- **Nov '21:** Application due date
- **Dec '21:** Applicants notification & revision period
- **Dec '21:** Final awards announced
- **Feb '22:** Funds distributed & performance period begins
- **Jun '22:** Year One fiscal deadline
- **Aug '22:** Year One reporting deadline
- **Nov '22:** Report issued to SBE & Education Committee
- **Jan '23:** Launch next RFA

The HITP grant's structure is dictated by statute, which outlines the deadlines, program guidelines, and reporting requirements for all participating grantees. Department staff created the application, timeline, and review process in accordance with statute. Following the passage of the bill in June of 2021 and financial allocation in July, the Office of Standards and Instructional Support initiated the grant process. The intent to apply forms were released in October of 2021 followed shortly after by the application window, during which time staff also held informational webinars and were available to provide answers to any questions from potential applicants. In late 2021, the Department opened the request for applications (RFA) for HITP. The deadline for submission was in the month of November. The Department received proposals from 24 applicants, including about a third of applicants from rural or small rural districts, proposing over $10 million in funding for programs across the state (note: not all proposals were selected for funding). Applications totaled millions of dollars proposed to address unfinished learning for students in Colorado, focused on the populations of students most in need, as identified by the bill. Subsequent and standard review processes followed, with internal competitive grant protocol followed by staff to ensure fair and timely reviews. Successful applicants were notified of preliminary selection or requested amendments or revisions for further consideration, during the month of December. Final awards were announced in January. At this time, staff also hired the program manager for the high-impact tutoring grant. Grantees were notified of awards in January of 2022, received funds in February of the same year, and were approved for implementation of their programs for the spring 2022 term. For this reason, it is important to note that, though this program is technically on a two-year grant cycle for the first cohort of grantees, the operational timeline is not 24 months. At most, grantees will have had 6 months to implement their first cycle of high-impact tutoring grants to be captured by this report. Moreover, the grantees will have 18 months (at most) to

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[6] National Student Support Accelerator: https://studentsupportaccelerator.com/district-playbook/introduction-high-impact-tutoring
[7] Colorado General Assembly, H.B.21-1234: https://leg.colorado.gov/bills/hb21-1234

complete their initial proposals by the closeout of operations in June of 2023. The below table shows the complete list of original awardees, including deferrals. In this case, a deferral is a request from the grantee to begin program implementation the following academic year (denoted with * in the table).

2022 Grantees

TABLE 2: 2021-2022 High-Impact Tutoring Grantees

Grantee Name	Type	Students	Grade Levels	Year One Award
Archuleta School District 50Jt	Rural	58	Kindergarten – 8th	$140,278
Aurora Public Schools-Vega	Non-rural	386	Kindergarten – 8th	$52,800
Aurora Public Schools – Charter School – Rocky Mountain Prep Fletcher*	Non-rural	N/A	N/A	N/A
Center Consolidated Schools, 26JT	Small rural	118	Kindergarten – 10th	$323,850
Charter School Institute - Academy of Arts and Knowledge	Non-rural	152	Kindergarten – 3rd	$6,000
Charter School Institute - AXIS International Academy	Non-rural	49	$2^{nd} – 5^{th}$	$48,000
Charter School Institute - Kwiyagat Community Academy	Rural	25	Kindergarten – 1st	$55,000
Charter School Institute - New America School	Non-rural	78	$9^{th} – 12^{th}$	$106,275
CIVICA Colorado Charter School*	Rural	N/A	N/A	N/A
Colorado Springs School District 11	Non-rural	107	Kindergarten – 5th	$102,785
Denver Public Schools	Non-rural	1,609	$4^{th} – 8th$	$2,017,500
Denver Public Schools – Charter School – Rocky Mountain Prep	Non-rural	55	$3^{rd} – 5^{th}$	$15,000
East Grand School District	Rural	65	$3^{rd} – 8^{th}$	$20,433
Greeley-Evans School District 6	Non-rural	143	Kindergarten – 8th	$37,500
Ignacio School District*	Small rural	N/A	N/A	N/A
Jefferson County Public Schools R-1	Non-rural	72	$4^{th} – 8^{th}$	$164,859
Poudre School District	Non-rural	282	Kindergarten – 12th	$960,000
Sargent School District RE- 33J*	Small-rural	N/A	N/A	N/A
School District 27J	Non-rural	101	$4^{th} – 8^{th}$	$42,470
South Routt School District	Small rural	25	Kindergarten – 10th	$50,197
Westminster Public Schools	Non-rural	559	$9^{th} – 12^{th}$	$140,278

The below map shows the districts in Colorado participating in the high-impact tutoring program. These districts are listed in the table above the map as well.
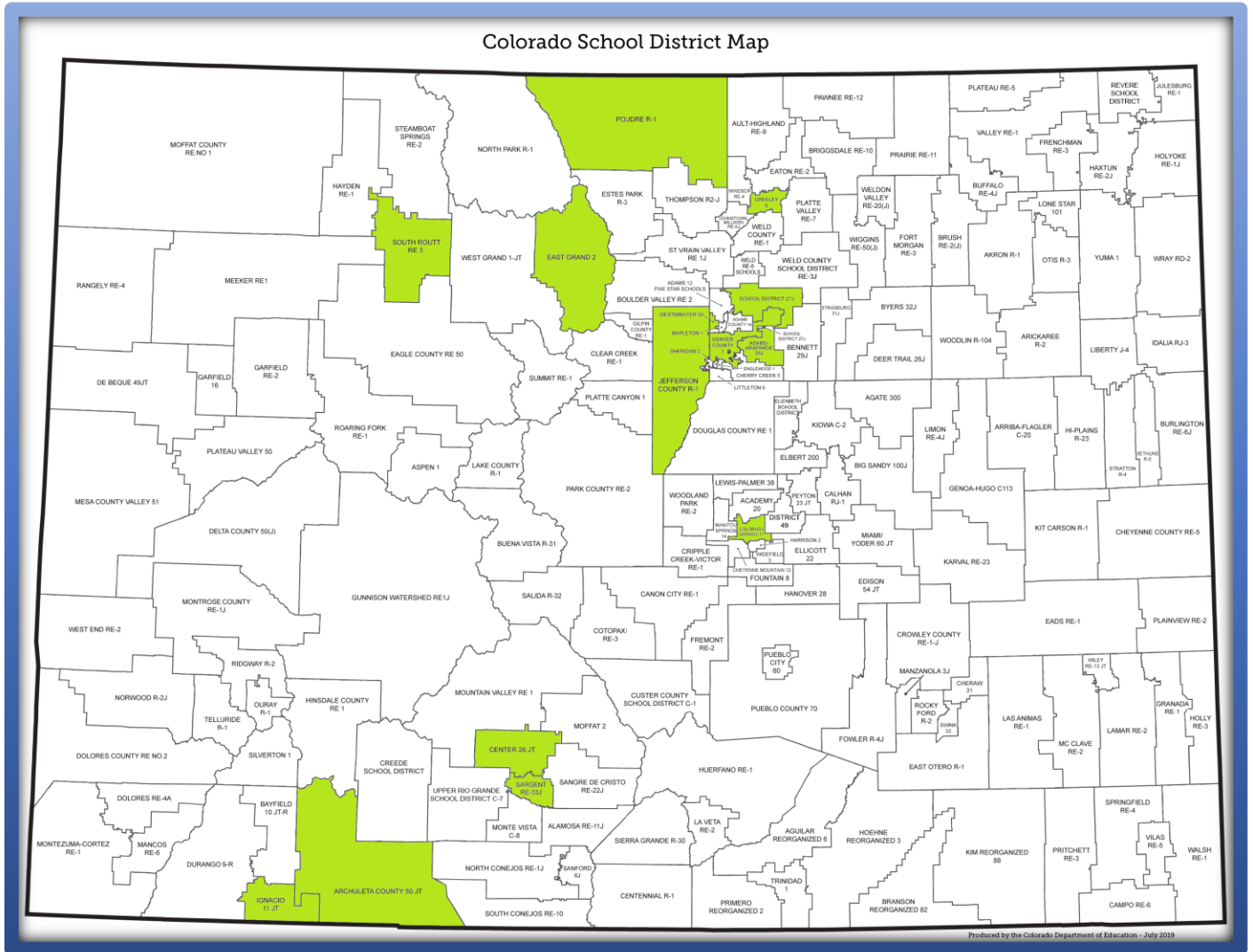
Figure A: Map of the high-impact tutoring grantees.

Impact & Key Findings

Preliminary implementation enabled successful deployment with room for growth and development for the program. The below graphic summarizes the key findings from the grantees' initial reporting. It is also important to note this report details only high-impact tutoring programs funded through CDE's HITP grant. Likely there are other high-impact tutoring programs occurring in the state, but they are not funded through this program and therefore not reported on in this document.

Current performance of grantees indicates a positive impact on Colorado students and schools

1

- 76% of grantees reported students experienced growth after participating in the high impact tutoring program. Growth measures vary by program, but include improvement in math, reading, engagement, and other locally defined metrics.
- About one fourth of grantees reported increased student confidence, engagement, and/or motivation for students participating in their tutoring programs.
- Students served included rural communities, urban districts, culturally and financially diverse students, multilingual learners, and students on Free and Redcued Lunch (FRL).

Though high-impact tutoring is impactful it can sometimes be difficult to implement[8]

2

- 76% of programs reported making changes or adapting their original proposals.
- Grantees most frequently identified recruiting, hiring, and training tutors as a challenge for their programs.
- Nationally, research indicates high-dosage tutoring is sometimes a challenge to offer and is a costly, but effective intervention.

Preliminary implementation demonstrates meaningful foundation with room for growth and improvement for program

3

- 88% of programs are continuing operations into the second performance period of the grant.
- Grantees recommend further support, resources, and investment to sustain operations.
- Participating schools are located in rural, non-rural, and urban districts; services present in several, but not all, regions of the state.

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[8] See recent research from NSSA: https://studentsupportaccelerator.org/sites/default/files/Early%20Lessons%20from%20Implementing%20High-Impact%20Tutoring%20at%20Scale.pdf and Hechinger: https://hechingerreport.org/proof-points-early-data-on-high-dosage-tutoring-shows-schools-are-sometimes-finding-it-tough-to-deliver-even-low-doses/ .

During the last nine months, CDE staff have attempted to lay the foundation for a community of learning, practice, and support for high-impact tutoring leaders in Colorado. In alignment with legislation and the goals of the program, staff incentivized local education providers to implement high-impact tutoring as one of the interventions schools have access to as they create plans to recover from unfinished learning that has taken place because of the pandemic. CDE initially awarded grants in the amount of $4.8 million to 21 grantees, though two grantees deferred implementation after receiving the award, one opted not to participate, and another amended services to one campus.[9] In the first period of implementation, 17 grantees leveraged $4.3 million to implement HITP. About 3,800 students were reached in the initial implementation phase of the grant program. This number is expected to grow in the coming year of operations. Seventy-six percent of grantees reported adjusting their program plan, such as adjustments to budget and operational adjustments. Reasons for adjustments included challenges in recruiting/hiring staff, challenges posed by COVID-19 (including student and staff attendance) and responsiveness to ongoing or emerging local needs. Eighty-eight percent of programs are continuing operations into the second performance period of the grant. Those who will not continue or are uncertain about continuing cite "lack of space and time in schedule" and contingency of funding for the program as reasons for uncertainty or reasons not to continue.

"…the relationships built between the tutors and students were so positive and were not captured in qualitative data metrics. We had a tremendously caring group of individuals who were dedicated to both student growth and emotional well being."
-HITP Grant Cohort #1

"It's outstanding that 89% of the students who participated in the HITP showed growth from their BOY to EOY summative assessment. In addition to academic growth, the HITP at KCA in Towaoc, CO incorporated language, culture and community connections into each targeted intervention. As a reservation charter school it is imperative to bring culture and identity to the forefront of instruction." -HITP Grant Cohort #1

"Thank you for this opportunity. It has had such a positive impact on our students and school as a whole."
-HITP Grant Cohort #1

"The data shows tremendous amounts of growth in all populations but specifically in our [Free and Reduced Lunch] students in Reading. It helped drive changes in the way we focus on data and growth and thus created a better school wide procedure for helping all students."
-HITP Grant Cohort #1

"Overall, the school saw extremely positive success for students with disabilities. Many of the school's students with disabilities were new to the school, and with the tutoring program, the school was able to provide robust supports to help close learning gaps."
-HITP Grant Cohort #1

"With the positive reception and high engagement seen at [the school] for such a short time already, extending the program for additional years at the site and receiving additional funding to offer the program to more students within the district at other sites would aid us."
-HITP Grant Cohort #1

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[9] Deferrals include Sargent and Civica. Staff are supporting grantees to determine feasibility of implementation. Ignacio decided not to participate after discussion with the department during the summer and funds were reverted. Rocky Mountain Prep consolidated services to one campus rather than two as projected.

Program Activities & Highlights

Program Highlights

Of the original 21 grantees selected, 17 were able to implement for the spring 2022 term. This report represents the data and information included from the 17 state funded grantees who began implementation with the originally proposed timeline of the HITP grant. Again, it is also important to note this report details only high-impact tutoring programs funded through CDE's HITP grant. Likely there are other high-impact tutoring programs occurring in the state, but they are not funded through this program and therefore not reported on in this document. As mentioned before, implementation during a short window and over one academic term, due to the Department's implementation timeline of the related bill, dictated the nature of the preliminary report. Department staff created a survey to gather program level data to inform this report and meet statutory reporting requirements. Additionally, staff provided grantees with templates and spreadsheets for budget reporting. Department staff created two tutorial videos to address how grantees were expected to complete the report, as well as companion guide documents. Department staff and grantees both note the infancy of the programs and the preliminary nature of the data. Further detail for each grantee's report can be found in the Appendix[10], which includes individual profiles summarizing the grantees' programs and progress through one term of implementation. This year's report is intended to assess program level implementation.

Fiscal Summary

The total amount to be awarded in the first term of implementation was $4.8 million. Due to the aforementioned deferrals and amendments, $4.3 million was granted, with the remaining difference used for year two funding. In the first year of implementation, grantees were given the opportunity to roll funds over until the end of the grant award period (June 2023). According to fiscal reporting data, grantees identified "tutors salaries" as the largest portion of budgeted lines items, at 31 percent on average. This item is followed by "Purchased Professional & Technical Services" (at 23 percent) and Support Salaries (at 16 percent). This data is consistent with the expenses reported by grantees. In addition to department resources, grantees reported using additional local resources. Grantees leveraged current staff, facilities, and data resources to complement the funds received through the grant program to fully execute their projects. Of those reporting, 76 percent of grantees reported using district resources in addition to grant funds, most commonly referencing curriculum materials, personnel, and complementary ESSER II funds to fully implement their programs.

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[10] See Appendix for Grantee Profile Progress Summaries

HB21-1234 Reporting Requirements

The data reported by all grantees includes program level data solicited through the survey instrument, which grantees were given access to completing shortly after the launch of the program. Staff also detailed reporting requirements for the programs, including fiscal reporting, via demonstrative videos for grantees to access at any time. As the program progresses and grantees are given further time to fully execute their proposals, Department staff will develop further data and reporting frameworks to better understand the impact of this program on students, schools, and communities.[11] Per statue, the data collection forms, and process was created in alignment with bill language and requirements. The below table shows the reported data required per statute, summarized to directly report aggregated information for the program.

TABLE 4: Reporting Requirements	
(a) the number of students who participated in the high-impact tutoring program and nonidentifying information, including demographic information, relating to those students;	Over 3,800 students Reached in initial implementation phase of the grant program. This number is expected to grow in the coming year of operations.
(b) any adjustments made to the local education provider's program plan and the reason adjustments were made;	76% grantees Reported adjusting their program plan. Adjustments include, budget amendments, operational adjustments, other. Reasons for adjustments included challenges in recruiting/hiring staff, challenges posed by COVID-19 (including student and staff attendance) and responsiveness to ongoing or emerging local needs.
(c) how the local education provider maintained consistent access for participating students to non-core-academic instruction;	Variety of Access Strategies Grantees employed a variety of strategies to ensure access to tutoring for students. Among them, leveraging impact/what I need (WIN) time in students' schedules, and maintaining a specific, consistent and dedicated schedule for the students throughout the term were the most frequently used strategies for maintaining access for students.
(d) how program grants were used by the local education provider and a summary of other resources used, if any, to provide high-impact tutoring beyond the resources provided through the program;	Local & Virtual Tutoring Provided Details on grantees available in Appendix. Grant resources were used to deliver high-impact tutoring in a variety of methods. Most grantees, 82 percent, reported offering in-person tutoring only, while two programs offered virtual high-impact tutoring offered by a contracted partner/provider, and one grantee offered a hybrid approach combining both. Overall, grantees used funds for personnel (tutor) compensation, with materials and facilities filling in other budgetary needs. Grantees leveraged current staff, facilities, and data resources to compliment the funds received through the grant program to fully execute their projects. Of those reporting, 76 percent

[11] Future data collection and framework approaches are currently being scaffolded by Department staff, in alignment with program goals, existing data collection instruments such a Pipeline data, and other similar programs such as the ELO grant.

of grantees reported using district resources in addition to grant funds, most commonly referencing curriculum materials, personnel, and complimentary ESSER funds to fully implement their programs.

(e) the academic achievement results or other criteria used to place students in the high-impact tutoring program;	## Students Selected with Local Data Much like other aspects of the program, grantees utilized varying forms of data to select the student population receiving the high-impact tutoring. This consisted of local assessment data, inclusive of various measures including standardized tests/assessments (NWEA, CMAS, STAR Math, and more), teacher observation, recommendations, and discretion. Students served included culturally and financially diverse, multilingual learners, and students on FRL. Participating schools are located in rural, non-rural, and urban districts.
(f) the impact or student outcomes associated with the local education provider's high-impact tutoring program; and	## 76% of Grantees Reported students experienced growth (as defined by local measures) after participating in the high impact tutoring program. Early indications demonstrate positive impacts on student outcomes, academic success and other development for students who participated in the tutoring program.
(g) whether the local education provider's high-impact tutoring program will continue in the following fiscal year and, if not, the reason the tutoring program will not continue.	## 88% of programs Are continuing operations into second performance period of the grant. Those who will not continue or are uncertain about continuing cite "lack of space and time in schedule" and contingency of funding for the program (meaning needing successful grant renewals or new grant awards through this program) as reasons for uncertainty or potential reasons not to continue.

Additional Grantee Data

The below describes initial reported data from grantees documenting the impact of the project on schools, programs, and communities, inclusive of program themes and adjustments, access strategies and trends, and grant fund usage.

TABLE 3: Additional Grantee Data[12]

Over 3,800 students: Reached by 17 grantees in initial implementation phase of the grant program. This number is expected to grow in the coming year of operations. The group of students who benefited is diverse, including those identified by local data measures as needing high-impact tutoring intervention.
35,000 hours: Aggregated tutoring hours delivered to students through this grant program in the initial implementation period. This includes 100% of programs convening groups of four or fewer students, meeting times ranging from 25 minutes to 90-minute sessions, with most grantees offering tutoring at least three times per week.
74 Schools: Participated across all districts and systems. This number is reflective of the initial implementation period and could change as grantees continue operations in the fall term and spring term of year two.
Emphasis on Kindergarten-8th Grade: Tutoring during this preliminary period provided to K-12 students, with 71 percent of grantees reporting service specifically to K-8th grade students.
88% of Programs: Delivered tutoring services three times or more to students on a weekly basis. This high-dosage approach is a core component of the high-impact model.[13]
Math & Reading: 88 percent of grantees reported offering tutoring in Mathematics, while 65 percent offered tutoring in Reading, Writing & Communications content areas. Other content area tutoring includes Sciences and Social Studies.
76% of Grantees: Reported students experienced growth (as defined by local measures) after participating in the high impact tutoring program. Early indications demonstrate positive impacts on student outcomes, academic success and other development for students who participated in the tutoring program.
71% of Grantees: Offered tutors and other education professionals providing tutoring services information about potential pathways into the teaching profession in their districts. This was done by a variety of means ranging from informal referrals/discussions to leveraging existing higher ed partnerships and offers of contractual employment.
76% of programs: Leveraged in-person only delivery method of tutoring service. Additionally, 12 percent offered only virtual tutoring services, and the remaining 12 percent offered a hybrid approach with both in-person and online services. This model occurred at multiple sites under one grant.
88% of programs: Are continuing operations into second performance period of the grant. Those who will not continue or are uncertain about continuing cite "lack of space and time in schedule" and contingency of funding for the program (meaning needing successful grant renewals or new grant awards through this program) as reasons for uncertainty or potential reasons not to continue.
Variety of Access Strategies: Grantees employed a variety of strategies to ensure access to tutoring for students. The most frequently used strategies for maintaining access include leveraging "impact" or "what I need" (WIN) time in students' schedules and maintaining a specific, and consistent and dedicated schedule for the students throughout the term.

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[12] For detailed grantee profiles, see Appendix.

[13] The remainder of grantees offered tutoring, but in some instances experienced challenges to offering in a high-dosage format. Given nascent nature of the program, staff are working with grantees on amendments and additional technical support to refine programs in the coming years.

Grant Program Activities

CDE staff provided several points of communication, support, and assistance as HITP grantees began the implementation of their programs. This included community-focused events as well as opportunities for specific or custom assistance for grantees. As a standard, Department staff offered monthly webinars and meetup sessions during which best practices, recent relevant research and trends, and additional resources were presented to grantees. During these sessions, Department staff offered grantees the opportunity to ask questions specific to their grant programs. Staff also facilitated peer sharing opportunities to highlight promising practices and share peer learning through the network of Colorado HITP grantees. These monthly sessions were used as a checkpoint to emphasize and remind grantees of specific requirements, deadlines, and expectations. In addition, staff invited local and national subject matter experts to share information on high-impact tutoring during these meetups. For example, Colorado Youth for a Change presented on how AmeriCorps volunteers are recruited, trained and available for districts needing in-person tutoring placements. Grantees also discussed their current progress and programs in general. This intentional effort to allow information sharing is considered a key to developing a model for collective impact and leveraging each of the grantees' strengths in an effort to grow the impact of the program statewide. Figure C below models the impact cycle CDE staff expect to continue for the program in the coming year.

PROVIDED local education providers an incentive to implement high-impact tutoring as one of the interventions schools have access to as they create plans to recover from unfinished learning resulting from the pandemic.

SUPPORTED education providers/ grantees with technical, operational, and subject matter expert resources for optimizing high-impact tutoring programs locally. *CONVENED* educators and experts to share best practices with regard to high-impact tutoring and best practices. *SHARED* information and professional development opportunities through resources, research and regular touch points.

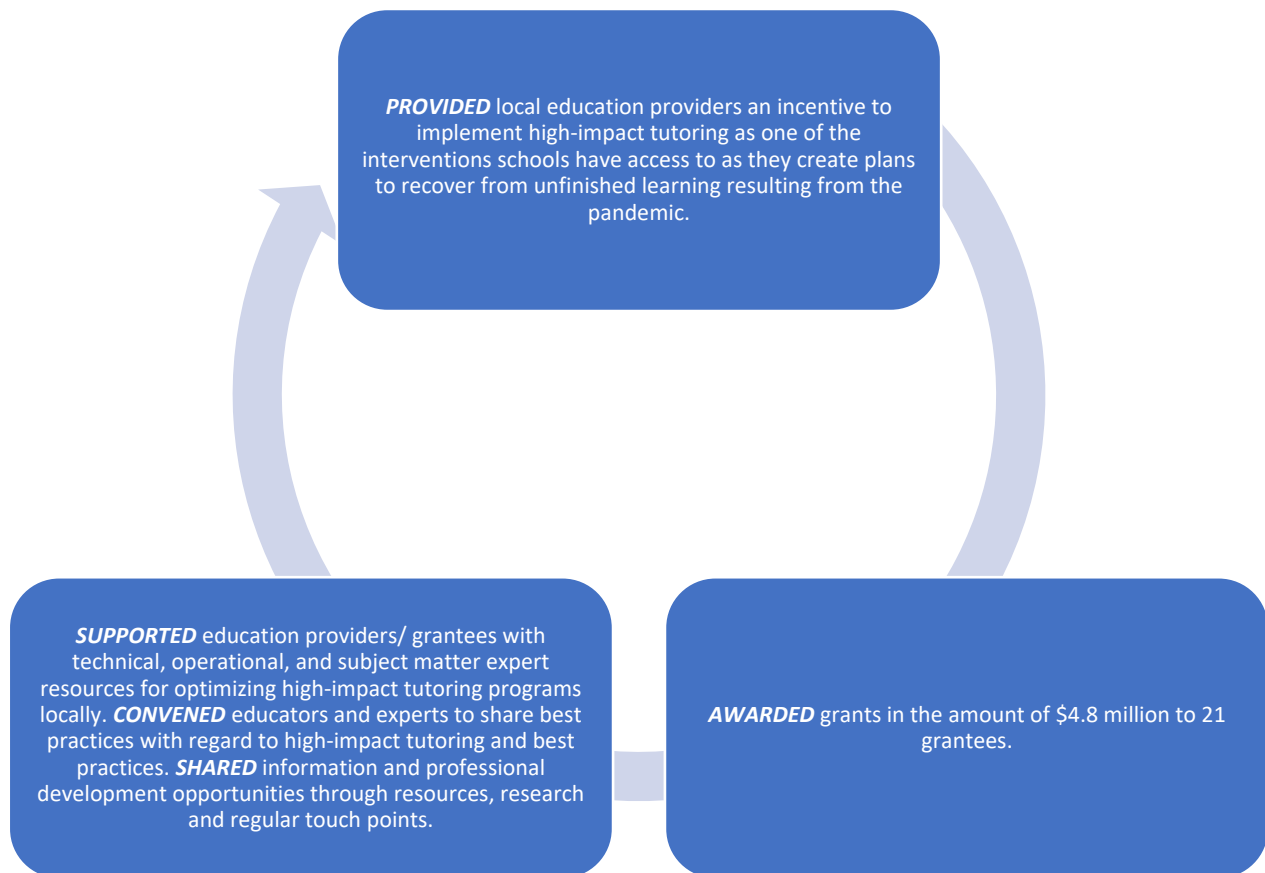*AWARDED* grants in the amount of $4.8 million to 21 grantees.

Figure B: Cycle of services and support from CDE, in alignment with goals and logic model.

In addition to monthly meetups, Department staff issued a monthly newsletter for grantees to provide multiple channels of communication for the large networks of diverse participants. Monthly newsletters included updates on CDE operations, and other resources such as additional grant opportunities, relevant research/toolkits, conferences, and professional development. Staff also maintained a resources website, standing office hours, and one-on-one consultations for all grantees. Though these supports were constant and readily available, CDE staff expect growth in engagement in the coming years as the preliminary phase of implementation yielded high-quality but low-volume interactions.
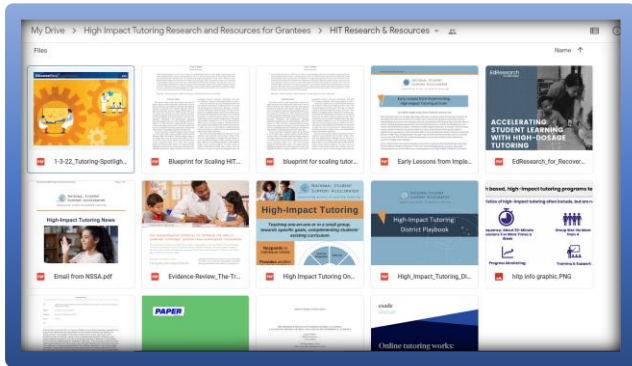

Figure C: HITP Resource Library

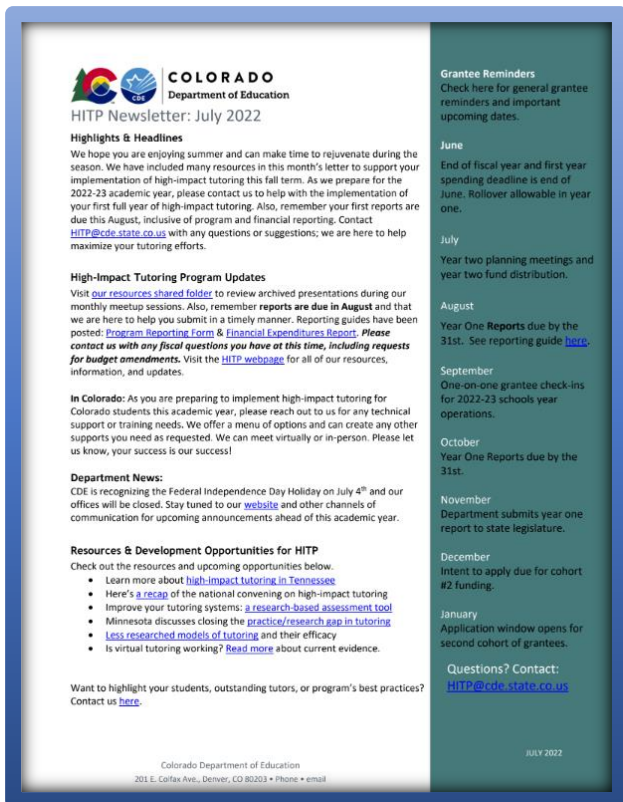Figure D: Screenshot from monthly meetup webinar
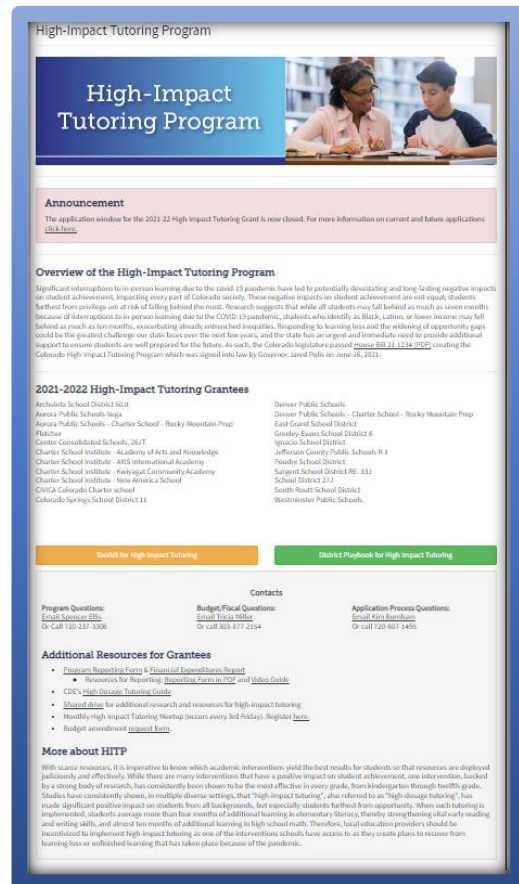

Figure G: HITP Newsletter July

Figure F: HITP Webpage

Feedback from Grantees

The below list contains specific recommendations received from grantees during the reporting period.

TABLE 4: Direct Feedback for Program and Technical Support Improvement for HITP Grant

Increase the number of students who can participate in a single HITP cohort beyond 4 to perhaps 5 or 6.
Allow for tutoring cohorts to be scheduled during **out-of-school time hours.**
We've appreciated the office hours, videos, and website support offered by CDE. We would appreciate any **assistance in connecting and recruiting individuals to our AmeriCorps tutoring** project.
We appreciate everything the CDE staff has provided to us so far. The **tutoring toolkit is especially helpful.**
None. Although we have not always been able to participate, I **appreciate the opportunity to collaborate with other grant awardees and staff's communication** has been consistently helpful.
If there was **a basket of tutors that were comfortable with a virtual session**, this could help. In a rural community we lack human capital.
My recommendation would be to design a **data gathering tool for grantees** that would allow them the ability to enter data, disseminate it, and report out within grantee cohorts.
The hardest part of the grant process was gathering student achievement data in the short time frame of this spring's tutoring window. There were so many variables that impacted the participating students during the eight weeks, it is hard to pinpoint that this intervention is what made a difference. **Recognition that it takes time to demonstrate impact would enhance the program.**
With the positive reception and high engagement seen for such a short time already, **extending the program for additional years at the site and receiving additional funding to offer the program** to more students within the district at other sites would aid us.
Work with AmeriCorps programs to figure out membership likelihood BEFORE applications are due. With Math Corps and Reading Corps not finding members, this has put a lot more strain on in-district personnel to make after-hours tutoring an option.
Overall, this grant has felt very supportive and manageable. **The emails and monthly meetings have been very helpful** in regard to staying on top of deadlines and ensuring we are in compliance**. The recordings have been the most helpful since sometimes school schedules can be tight**, so having access to the recordings to watch when time is available is incredibly helpful.
I would recommend **starting as early as possible and making sure tutors have enough resources.**
We **love the support and quick responses to clarifying questions**. Continue doing what you're doing!
You all have been very organized and supportive. Thanks for the reminders, meetings, and the newsletters. We are interested in any training on best practices you can offer.
We are looking for a better **progress monitoring tool for math.** If you have any recommendations it would be greatly appreciated.
The **website, regular office hours and newsletters have been extremely comprehensive. Staff members have been easy to reach for questions both through email and phone call**s. It would be difficult to come up with any improvements when the service and staff accessibility has been exemplary.

2022 Recommendations & Conclusion

Recommendations

In reflecting on the initial reports, recovery from the pandemic extends beyond the classroom and to the operational functions of schools and local education providers. This is also true for the grantees implementing the high-impact tutoring programs throughout Colorado. During the brief implementation period of this high-impact tutoring grant, several grantees and local education providers faced a variety of challenges in executing the programs as originally conceived or proposed. Many of the challenges emerging during the implementation of this grant can be addressed by staff in the coming year of operations. These challenges are not unique to Colorado's high-impact tutoring programs, however, as national indicators show the difficulties of implementing high-impact tutoring persist with many programs nationally.

The below graphic summarizes the recommendations from feedback and data gathered from the grantee reports as well information documented by staff during the operationalization and implementation of the legislation. CDE staff and leadership can use this evidence to inform future decisions regarding the status of the HITP, centering these themes to provide concrete supports and conditions for future success. In sum, grantees recommend continuing and enhancing support, developing data collection framework, planning, and leading sustainability efforts, and revising the program to meet the needs of districts.

Technical Support & Resources
1. Continue and enhance technical support, training, professional development.
2. Develop refined data collection framework support.

Strategic Leadership
1. Plan for sustainability in centralized support.
2. Offer additional resources continuing fiscal support.

Analyze Program & Structure
1. Consider current model and needs of districts.
2. Respond to ongoing needs of schools and grantees.

Foundational support from CDE

Figure H: Recommendations for HITP grant.

In addition to these recommendations, staff intend to gather ongoing feedback for continuous program improvement from various stakeholders. This includes formal and informal solicitations of feedback from participants of the program, local and national experts, and internal collaborators/leadership. The aim for the program is to continue to enhance supports for grantees to make a meaningful, measurable impact on students who need tutoring supports the most. The vision for a sustainable and scalable solution of high-impact tutoring for Colorado students is the aim of the initiative, with co-creation at the core of the program's architecture for future success.

Conclusion

Due to the variance in terms of project size, scope, and goals for the first cohort of grantees, initial reports indicate varying levels of implementation after one academic semester of operations. Staff recognize the value of the shared and collective impact of the grant and therefore made intentional efforts to prompt sharing of experiences and ideas among grantees during monthly webinars and check-in sessions.

Among the themes garnered from the initial reports, preliminary data collection suggests most grantees have been able to provide high-impact tutoring services to their students utilizing the resources of this grant to initiate and/or enhance their local programs. Due to the nature of the structure of the program, with a common model implemented and adapted to local needs, the variety of approaches employed by grantees allows staff to investigate multiple approaches to high-impact tutoring. This diversity of grantees also poses challenges to support and measuring the impact for each program with a comparative lens, though this challenge is not unique to this grant. Overall, reports indicate directional success toward the program priorities and goals during an ambitious implementation timeline for the preliminary operational period.

Initial program- and district-level data include student success and outcomes measures as defined by each grantee, including but not limited to, student growth in reading, math, engagement, and other measures aligned to the goals of each grantee. Program level data submitted through the qualitative portion of this report indicates most grantees are satisfied with services provided by the Department and wish for continued support in the form of financial resources and continued technical support, as well as professional development. Though the program is nascent, and many grantees have only just begun implementation, program level data reported by grantees confirms positive impact with room for improvement and growth in the future.

Preliminary implementation of this grant program continues to yield enthusiasm for high-impact tutoring as a meaningful academic and student support intervention. Though the program has only been operational for a portion of the year due to the Department's implementation timeline, the first cohort of grantees aimed to implement impactful programs for their students and communities using funds from the first grant cycle.

References

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Appendix –HITP Grantee Progress Profiles

Grantee Profile: Archuleta School District 50Jt

HITP Grant | Cohort #1 | Year One Progress Summary

Program Summary

Tutoring will happen in groups of four students or less by the same tutor three times a week during the What-I- Need (WIN) time during the school day. Paraprofessionals will be trained to use Key Math diagnostic and Intervention curriculum or our Sunday reading intervention program. Both of these programs are research-based intervention programs.

> *"The data shows tremendous amounts of growth in all populations but specifically in our FRL students in Reading. It helped drive changes in the way we focus on data and growth and thus created a better school wide procedure for helping all students."*

Key Facts & Figures

The below chart shows progress reported by grantee for the first term of operations. The first cohort of HITP grantees were awarded a two-year grant for operations through June of 2023.

Year One Progress Data	
District Type	Rural
Number of Students Reached	58
Grade Levels Served	K, 1, 2, 3, 4, 5, 6, 7, 8
Number of Schools Participating	1
Primary Method of Delivery	In-person
Number of Tutors Serving Students	1 fulltime, 2 part-time
Hours of Tutoring Delivered	1,304
Content Areas Addressed	Mathematics, Reading, Writing & Communicating;
Percentage of Students Experiencing Growth	We found that all students made growth during this time period and 75% of students made more than expected growth during this time period.
Plan for Continuing Services (Y/N)	Yes
Award Amount	$140,278

Grantee Profile: Aurora Public Schools-Vega

HITP Grant | Cohort #1 | Year One Progress Summary

Program Summary

Vega Collegiate Academy will implement a data-driven, high impact tutoring strategy at our public charter school, for the grant period beginning January 2022 and concluding by June 2023. HIT will greatly benefit students, who have experienced hardships with learning and home life before COVID-19 compounded the challenges they still face. Proposed activities for this grant complement the work done to engage families and increase academic performance through curriculum development and social-emotional learning.

"Overall, the school saw extremely positive success for students with disabilities. Many of the school's students with disabilities were new to the school, and with the tutoring program, the school was able to provide robust supports to help close learning gaps."

Key Facts & Figures

The below chart shows progress reported by grantee for the first term of operations. The first cohort of HITP grantees were awarded a two-year grant for operations through June of 2023.

Year One Progress Data	
District Type	Non-rural
Number of Students Reached	386
Grade Levels Served	K, 1, 2, 3, 4, 5, 6, 7, 8
Number of Schools Participating	1
Primary Method of Delivery	Combination of in-person and virtual
Number of Tutors Serving Students	36
Hours of Tutoring Delivered	4383
Content Areas Addressed	English, Math
Percentage of Students Experiencing Growth	All students in the program grew, though not all students met their targeted growth results (approximately 63% met or exceeded their target growth results).
Plan for Continuing Services (Y/N)	Yes
Award Amount	$52,800

Grantee Profile: Center Consolidated Schools, 26J

HITP Grant | Cohort #1 | Year One Progress Summary

Program Summary

The tutoring program will follow the expectations as outlined for high quality/impact tutoring programs. Will provide tutoring at all five schools in the district. Will use the same tutor for the students throughout the year. Students will receive tutoring 3-4 times per week. Will provide tutoring during the school day as part of the schedule. It will be built into the schedule at each school. Tutoring will not be done in replacement of the academic core classes, but rather to supplement.

"We had good success but are just getting started. We are now building the practices we need to embed this into our school structures."

Key Facts & Figures

The below chart shows progress reported by grantee for the first term of operations. The first cohort of HITP grantees were awarded a two-year grant for operations through June of 2023.

Year One Progress Data	
District Type	Small rural
Number of Students Reached	118
Grade Levels Served	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Number of Schools Participating	3
Primary Method of Delivery	In-person
Number of Tutors Serving Students	14
Hours of Tutoring Delivered	TBD
Content Areas Addressed	Mathematics, Reading, Writing & Communicating
Percentage of Students Experiencing Growth	36%
Plan for Continuing Services (Y/N)	Yes
Award Amount	$323,850

Grantee Profile: Colorado Springs District 11

HITP Grant | Cohort #1 | Year One Progress Summary

Program Summary

This high impact tutoring application includes a two- pronged focus for targeted elementary reading and mathematics literacy needs. This application is being submitted as a district community partnership between CSSD11 and the Children's Literacy Center (CLC). Literacy center staff will provide coordination for both reading and math tutoring programs.

"Besides academic gains, about 95% of students showed significant growth in Social and Emotional Learning. Tutors and Site Staff reported (anecdotally) that kids were more confident during instructional times, students were more engaged in their own learning and their families were more involved with their learning at home."

Key Facts & Figures

The below chart shows progress reported by grantee for the first term of operations. The first cohort of HITP grantees were awarded a two-year grant for operations through June of 2023.

Year One Progress Data	
District Type	Non-rural
Number of Students Reached	107
Grade Levels Served	K, 1, 2, 3, 4, 5
Number of Schools Participating	2
Primary Method of Delivery	In-person
Number of Tutors Serving Students	37
Hours of Tutoring Delivered	1,334
Content Areas Addressed	Mathematics, Reading, Writing & Communicating
Percentage of Students Experiencing Growth	Math: 78% of students experienced growth for the spring 2022 session. This was a shortened series of 7 weeks but exceeded our goals of 75% growth. Literacy: Student Growth was significant, measuring in the 90-94% range
Plan for Continuing Services (Y/N)	Yes
Award Amount	$102,785

Grantee Profile: Charter School Institute – AXIS International Academy

HITP Grant | Cohort #1 | Year One Progress Summary

Program Summary

The high-impact tutoring program will be provided to students with ELL and/or FRL backgrounds who are currently below grade level. It's provided in a group of 4 students 30 mins daily, Monday through Thursday throughout the school year. The tutoring program will take place during student's differentiated center time and will be provided by outside community tutors (I.e., Colorado State University Tutors). Tutors will be utilizing Math in Focus as their primary tutoring curriculum.

> *"We partnered with the CSU Foreign Language Department and hired 7 CSU students as tutors. All of them have bilingual backgrounds and speak a second language. Each tutor comes in 2 hours at a time and works with identified students in small group tutoring sessions. Tutors were able to build great relationships with students and collaborate with teachers on content and materials for the tutoring services."*

Key Facts & Figures

The below chart shows progress reported by grantee for the first term of operations. The first cohort of HITP grantees were awarded a two-year grant for operations through June of 2023.

Year One Progress Data	
District Type	Non-rural
Number of Students Reached	49
Grade Levels Served	2, 3, 4, 5
Number of Schools Participating	1
Primary Method of Delivery	In-person
Number of Tutors Serving Students	7
Hours of Tutoring Delivered	500
Content Areas Addressed	Mathematics
Percentage of Students Experiencing Growth	91%
Plan for Continuing Services (Y/N)	Yes
Award Amount	$48,000

Grantee Profile: Charter School Institute – Kwiyagat Community Academy

HITP Grant | Cohort #1 | Year One Progress Summary

Program Summary

Two tutors were hired by the school for the high impact tutoring grant. Tutoring is a daily activity throughout the school year and during the school day (not as a before or after school program) and supplement, not supplant, the core academic program. The program in Year 1 (December 2021-May 2022) will occur immediately after ELA academic instructional hour (8 am-9 am) each morning. Tutoring will also take place each afternoon from 1-2 pm before 2-3 pm electives so as not to interfere with electives. Each tutoring session will last 30 minutes.

> *"It's outstanding that 89% of the students who participated in the HITP showed growth from their BOY to EOY summative assessment. In addition to academic growth, the HITP at KCA in Towaoc, CO incorporated language, culture and community connections into each targeted intervention. As a reservation charter school, it is imperative to bring culture and identity to the forefront of instruction."*

Key Facts & Figures

The below chart shows progress reported by grantee for the first term of operations. The first cohort of HITP grantees were awarded a two-year grant for operations through June of 2023.

Year One Progress Data	
District Type	Rural
Number of Students Reached	25
Grade Levels Served	K, 1
Number of Schools Participating	1
Primary Method of Delivery	In-person
Number of Tutors Serving Students	2
Hours of Tutoring Delivered	243
Content Areas Addressed	Reading, Writing & Communicating
Percentage of Students Experiencing Growth	89% of students who participated in the HITP showed growth
Plan for Continuing Services (Y/N)	Yes
Award Amount	$55,000

Grantee Profile: Charter School Institute – New America Schools

HITP Grant | Cohort #1 | Year One Progress Summary

Program Summary

Each of the three New America Schools (NAS-Aurora; NAS- Lakewood; and NAS-Thornton) will hire in-field staff tasked with tutoring cohorts of students every available period during regular school hours for three days of the week. This schedule will allow for 54 hours of seat time per semester and thus enrolled students would be eligible to earn ½ credits per semester.

> *"As determined by quantitative data regarding the academic impact of the HITP program at NAS-Aurora, the program had a substantial impact on mitigating learning loss among program participants (the highest need students at NAS-Aurora)."*

Key Facts & Figures

The below chart shows progress reported by grantee for the first term of operations. The first cohort of HITP grantees were awarded a two-year grant for operations through June of 2023.

Year One Progress Data	
District Type	Non-rural
Number of Students Reached	78
Grade Levels Served	9, 10, 11, 12
Number of Schools Participating	3
Primary Method of Delivery	In-person
Number of Tutors Serving Students	6
Hours of Tutoring Delivered	1,503
Content Areas Addressed	Mathematics, Reading, Writing & Communicating, Science, ELD
Percentage of Students Experiencing Growth	Those students who attended regularly (75+ % of the time) saw growth, those who did not attend regularly (<50%) did not see growth.
Plan for Continuing Services (Y/N)	Yes
Award Amount	$106,275

Grantee Profile: Charter School Institute – Academy of Arts & Knowledge

HITP Grant | Cohort #1 | Year One Progress Summary

Program Summary

Tutoring will be provided to small groups, four or fewer or individually throughout the 21-22 school year. Students will receive tutoring a minimum of three times per week. Tutors will provide academic support during the school day and will supplement core academic instruction. A combination of AmeriCorps and other tutors will be used for the program.

"We will continue our tutoring program to ensure students are receiving not only grade level instruction but targeted individual instruction as well. We will be hosting one Reading Corps tutor and will utilize our own staff to ensure consistency."

Key Facts & Figures

The below chart shows progress reported by grantee for the first term of operations. The first cohort of HITP grantees were awarded a two-year grant for operations through June of 2023.

Year One Progress Data	
District Type	Non-rural
Number of Students Reached	152
Grade Levels Served	K, 1, 2, 3
Number of Schools Participating	1
Primary Method of Delivery	In-person
Number of Tutors Serving Students	6
Hours of Tutoring Delivered	354
Content Areas Addressed	Reading, Writing & Communicating
Percentage of Students Experiencing Growth	Total growth from BOY to EOY 46%-56% above benchmark.
Plan for Continuing Services (Y/N)	Yes
Award Amount	$6,000

Grantee Profile: Denver Public Schools

HITP Grant | Cohort #1 | Year One Progress Summary

Program Summary

Denver Public Schools has begun successfully offering high impact tutoring by contracting with an outside vendor. By contracting early and foreshadowing numbers, the program is able to stay under the 1:4 ratio of tutor to student. The tutors are hired by the vendor and commit to the length of the contract so that the students will have the same tutor throughout their experience. Tutors are screened for experience and are former or retired teachers.

"In year two, we are adding in-person tutoring for literacy and changing the measurement tools used for math tutoring. The tutors will work more closely with classroom teachers and school curriculums so that tutoring is more aligned."

Key Facts & Figures

The below chart shows progress reported by grantee for the first term of operations. The first cohort of HITP grantees were awarded a two-year grant for operations through June of 2023.

Year One Progress Data	
District Type	Urban
Number of Students Reached	1,069
Grade Levels Served	4, 5, 6, 7, 8
Number of Schools Participating	19
Primary Method of Delivery	Virtual
Number of Tutors Serving Students	194
Hours of Tutoring Delivered	14,409
Content Areas Addressed	Mathematics
Percentage of Students Experiencing Growth	TBD. Some increases in pre/post tests from provider, 82% of students with IEPs receiving tutoring achieved greater growth in CMAS scores than would otherwise be expected.
Plan for Continuing Services (Y/N)	Yes
Award Amount	$2,017,500

Grantee Profile: Denver Public Schools – Rocky Mountain Prep

HITP Grant | Cohort #1 | Year One Progress Summary

Program Summary

Rocky Mountain Prep (RMP) will be partnering with Colorado Youth for a Change (CYC) to implement Reading and Math Corps across our three Denver Public Schools (DPS) campuses. Specifically, both programs offer tutoring to students in small groups with the same tutors working with the same groups of students throughout the school year.

"The corps members had a schedule and were diligent in maintaining it. Corps members became part of the school team and communicated with core content teachers."

Key Facts & Figures

The below chart shows progress reported by grantee for the first term of operations. The first cohort of HITP grantees were awarded a two-year grant for operations through June of 2023.

Year One Progress Data	
District Type	Urban
Number of Students Reached	55
Grade Levels Served	3, 4, 5
Number of Schools Participating	1
Primary Method of Delivery	In-person
Number of Tutors Serving Students	2
Hours of Tutoring Delivered	660
Content Areas Addressed	Mathematics
Percentage of Students Experiencing Growth	TBD. Students reported increased confidence and student agency.
Plan for Continuing Services (Y/N)	No
Award Amount	$15,000

Grantee Profile: East Grand School District

HITP Grant | Cohort #1 | Year One Progress Summary

Program Summary

EGSD's high-impact tutoring program will include 3 areas of focus: Math Corps program 4th-8th grade, Colorado Reading Corps program K-3rd grade (focusing on 3rd grade) and implement additional reading tutoring services with current personnel within the school day (K-8).

Key Facts & Figures

The below chart shows progress reported by grantee for the first term of operations. The first cohort of HITP grantees were awarded a two-year grant for operations through June of 2023.

"Staff and administration believe that any additional support we can provide students is good. Better is an effective high impact tutoring program that follows the tenants of high impact tutoring. We are concerned about capacity of staff/tutors and [it] will continue to be a challenge to overcome."

Year One Progress Data	
District Type	Rural
Number of Students Reached	65
Grade Levels Served	3, 4, 5, 6, 7, 8
Number of Schools Participating	3
Primary Method of Delivery	In-person
Number of Tutors Serving Students	5
Hours of Tutoring Delivered	450
Content Areas Addressed	Mathematics, Reading, Writing & Communicating
Percentage of Students Experiencing Growth	78% of students experienced growth in this tutoring time frame.
Plan for Continuing Services (Y/N)	Yes
Award Amount	$20,433

Grantee Profile: Greeley-Evans School District 6

HITP Grant | Cohort #1 | Year One Progress Summary

Program Summary

The Greeley-Evans School District 6 High-Impact Tutoring Program Plan is to broaden the scope of the Reading Corps Research Base-K-3 Model along with phasing in the Math Corps Base 4-8 Model throughout the elementary and middle schools. This high-impact tutoring program meets all the elements of a research- based, high-quality, high-impact tutoring program.

"The LEA believes that we have learned throughout the year to better strategize how to address learning loss and remove educational barriers in the areas of Math and Reading. With changes of in-person learning and more consistency of students attending (COVID decreases) the impact of the program is sure to benefit students. The timely and person-to-person support(s) is integral to the student groups at Greeley-Evans School District 6."

Key Facts & Figures

The below chart shows progress reported by grantee for the first term of operations. The first cohort of HITP grantees were awarded a two-year grant for operations through June of 2023.

Year One Progress Data	
District Type	Non-rural
Number of Students Reached	143
Grade Levels Served	K, 1, 2, 3, 4, 5, 6, 7, 8
Number of Schools Participating	7
Primary Method of Delivery	In-person
Number of Tutors Serving Students	7
Hours of Tutoring Delivered	1,405
Content Areas Addressed	Mathematics, Reading, Writing & Communicating
Percentage of Students Experiencing Growth	Math growth and fact fluency: 51% made growth in fact fluency. Reading Corp: 49% experienced growth from January to May.
Plan for Continuing Services (Y/N)	Yes
Award Amount	$37,500

Grantee Profile: Jefferson County Public Schools R1

HITP Grant | Cohort #1 | Year One Progress Summary

Program Summary

High-Impact Math Tutors will be instructional paraprofessionals who are members of the school community. Tutoring will occur during the school day for 24-28 students each day at each school. Tutors will meet with the same small groups of no more than four students for 30 minutes four days per week across the school year. On the fifth day of the week, tutors will join students and teachers for math instruction time. This will allow tutors to align tutoring sessions with classroom instruction.

"At Jefferson Jr/Sr High, a recent graduate was hired as the tutor. She deepened her knowledge of math instruction through the professional learning provided by grant funds and built her efficacy in knowing how to work with students through the experience. She will continue tutoring in the current school year and plans to pursue a teaching certificate."

Key Facts & Figures

The below chart shows progress reported by grantee for the first term of operations. The first cohort of HITP grantees were awarded a two-year grant for operations through June of 2023.

Year One Progress Data	
District Type	Non-rural
Number of Students Reached	72
Grade Levels Served	4, 5, 6, 7, 8
Number of Schools Participating	7
Primary Method of Delivery	In-person
Number of Tutors Serving Students	4
Hours of Tutoring Delivered	48 (program started late in term and still being built)
Content Areas Addressed	Mathematics
Percentage of Students Experiencing Growth	74% made growth from mid-April until the end of May. Further impact being investigated given timing of the grant.
Plan for Continuing Services (Y/N)	Yes
Award Amount	$164,859

Grantee Profile: Poudre School District

HITP Grant | Cohort #1 | Year One Progress Summary

Program Summary

Beginning in January of 2022 the High-impact Tutoring and Targeted Supports program will be offered in classrooms during the school day; to four or fewer students in a single group; for a minimum of one hour a day, three days a week by the same tutor; by trained staff and community providers who are familiar with curriculum and academic standards. PSD will conduct interim assessments to monitor student progress and adjust content, frequency, and approach as needed.

"PSD will continue to offer High Dosage Tutoring in the following fiscal year. We recognize that High Dosage Tutoring is an important opportunity to provide students with targeted needs another layer of support. PSD has taken the time to create a tutoring program that supports as many students as possible with flexible, reliable, supportive options so that our students with greatest need can find a tutoring model that works best for them."

Key Facts & Figures

The below chart shows progress reported by grantee for the first term of operations. The first cohort of HITP grantees were awarded a two-year grant for operations through June of 2023.

Year One Progress Data	
District Type	Non-rural
Number of Students Reached	282
Grade Levels Served	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Number of Schools Participating	16
Primary Method of Delivery	Combination of in-person and virtual
Number of Tutors Serving Students	87
Hours of Tutoring Delivered	5,396
Content Areas Addressed	Mathematics, Reading, Writing & Communicating, Graduation Requirements
Percentage of Students Experiencing Growth	TBD. Poudre School District is in the process of analyzing the impact of tutoring.
Plan for Continuing Services (Y/N)	Yes
Award Amount	$960,000

Grantee Profile: School District 27J

HITP Grant | Cohort #1 | Year One Progress Summary

Program Summary

The district intends to utilize a partnership with Colorado Youth for a Change (CYC) to provide our schools with AmeriCorps Math tutors to provide tutoring to 4-8th grade students. The focus of the tutoring will be improvement in foundational math skills required for algebra readiness. This program is intended to provide targeted evidence-based interventions to students who are just below grade proficiency in math based on a body of evidence.

> *"The relationships built between the tutors and students were so positive and were not captured in qualitative data metrics. We had a tremendously caring group of individuals who were dedicated to both student growth and emotional well-being."*

Key Facts & Figures

The below chart shows progress reported by grantee for the first term of operations. The first cohort of HITP grantees were awarded a two-year grant for operations through June of 2023.

Year One Progress Data	
District Type	Non-rural
Number of Students Reached	101
Grade Levels Served	4, 5, 6, 7, 8
Number of Schools Participating	3
Primary Method of Delivery	In-person
Number of Tutors Serving Students	3
Hours of Tutoring Delivered	2644
Content Areas Addressed	Mathematics
Percentage of Students Experiencing Growth	TBD. Utilizing internal metrics (Star Math Assessment and tutoring fact fluency scores), some growth observed.
Plan for Continuing Services (Y/N)	Yes
Award Amount	$42,470

Grantee Profile: South Routt School District

HITP Grant | Cohort #1 | Year One Progress Summary

Program Summary

The LEP is a small rural school district that operates on a 4- day school week. Tutoring will take place during the school day Monday through Thursday at the Elementary, Middle School, and High School. In addition, the LEP would like to extend the tutoring of middle school and high school students to Fridays. As an additional component to the program, the LEP proposes an expansion of our Friday School program from a half-day program to a full-day program, allowing for the morning (8 AM-12) to be dedicated to small group tutoring to take place with the same tutor working with students Monday through Thursday.

> *"There was great success with a 5th grade student that was falling further behind and losing confidence. The 1:1 time got her back up to speed with her peers so she can transition to 6th with more energy and excited she is capable of doing the work."*

Key Facts & Figures

The below chart shows progress reported by grantee for the first term of operations. The first cohort of HITP grantees were awarded a two-year grant for operations through June of 2023.

Year One Progress Data	
District Type	Small rural
Number of Students Reached	25
Grade Levels Served	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Number of Schools Participating	4
Primary Method of Delivery	In-person
Number of Tutors Serving Students	3
Hours of Tutoring Delivered	15 (program started late in the term and still being built)
Content Areas Addressed	Mathematics, Reading, Writing & Communicating, Science
Percentage of Students Experiencing Growth	TBD. Testing at the beginning of the year and then year-end did show growth for our low-income students and at-risk population.
Plan for Continuing Services (Y/N)	TBD
Award Amount	$50,197

Grantee Profile: Westminster Public Schools

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Program Summary

WPS partnered with Paper for tutoring services. All Paper tutors use the Socratic method to assess each students' understanding and tailor instruction to the individual student, complement Westminster Public Schools' Competency Based System and curriculum, as well as support Colorado's Academic Standards. Paper's tutoring program support data-use and ongoing informal assessments that allow tutors to tailor instruction for individual students more effectively. Paper tutors provide detailed, personalized feedback to further assess student progress and pinpoint gaps in learning.

> *"With the positive reception and high engagement seen at WHS for such a short time already, extending the program for additional years at the site and receiving additional funding to offer the program to more students within the district at other sites would aid us."*

Key Facts & Figures

The below chart shows progress reported by grantee for the first term of operations. The first cohort of HITP grantees were awarded a two-year grant for operations through June of 2023.

Year One Progress Data	
District Type	Non-rural
Number of Students Reached	559
Grade Levels Served	9,10,11, 12
Number of Schools Participating	1
Primary Method of Delivery	Virtual
Number of Tutors Serving Students	Paper Education employs ~ 2,500 tutors
Hours of Tutoring Delivered	283 (program started late in the term and still being built)
Content Areas Addressed	English, Math
Percentage of Students Experiencing Growth	TBD
Plan for Continuing Services (Y/N)	Yes
Award Amount	$140,278