
PERSONALIZED LEARNING INITIATIVE OVERVIEW

NOTICE OF OPPORTUNITY
FEBRUARY 2023



INTRODUCTION

The Personalized Learning Initiative (PLI) is recruiting local education agencies, state education agencies, and charter school networks across America to partner on scaling and studying the benefits of high-dosage tutoring in SY2023-24.

This initiative, led by the University of Chicago Education Lab in partnership with MDRC, provides funding, intervention design, implementation support, data monitoring, and qualitative and impact feedback to ensure partners can engage thousands of students in high quality, high impact tutoring.

This work has received broad financial support from America Achieves, Arnold Ventures, Citadel Founder and CEO Ken Griffin, Crown Family Philanthropies, and Vivo Foundation and is conducted in partnership with newly formed non-profit Accelerate. For school years beyond SY23-24, we will invite qualified partner districts to participate.

School districts across the country are working to address persistent disparities in student opportunity that, while longstanding in nature, have been significantly exacerbated by the COVID-19 pandemic. Research shows that high-impact or high-dosage tutoring is an effective and cost-effective approach to accelerating student learning through tailored instruction.¹

However, while school districts recognize the importance of impactful tutoring programs in meeting their students' needs, they are limited by implementation challenges like cost and labor shortages. The Personalized Learning Initiative (PLI) is working shoulder-to-shoulder with educational entities across America to identify and design promising tutoring programs, provide funding to scale tutoring in schools, and help districts better understand the impact of these efforts on student achievement.

¹See for instance, Nickow, Oreopoulos, and Quan from 2020, [here](#).

NOTICE OF OPPORTUNITY

For a short time, the PLI team seeks one to three additional districts to join our second cohort of PLI partners.

Benefits of participation

Selected district partners will receive:



A dedicated team

Our team will work closely with your district to help scale current tutoring efforts in a high-quality manner.



Funding

We support the implementation of additional tutoring (with budgeted amount of \$500 per student served with sustainable high dosage tutoring).



Implementation monitoring

Understand who is receiving tutoring, how much, as well as facilitators and barriers to implementation.



Hands-on support

We help you address implementation barriers to improve quality of tutoring services



Objective research

Learn whether tutoring is yielding academic gains for students in your district through a research study.

Who is eligible to apply?

Any districts, LEAs, charter networks, who affirms that they:

- Already are implementing high-dosage tutoring during the school day in at least some schools;
- Are able to fund a minimum of 1,500 students to receive in-school, high-dosage tutoring during SY2023-2024
- Have at least 3,000 additional non-proficient students below grade-level proficiency in math and/or ELA who would benefit from tutoring
- Are interested in benefiting from PLI funds of \$500 per student to subsidize the expansion of a more sustainable version of in-school high-dosage tutoring to half of these otherwise unserved students
- Are interested in benefiting from technical assistance including support on tutor training and coaching
- Are interested in participating in a rigorous research study to understand the impact of your district's tutoring program

TUTORING MODELS

What could the HDT and SHDT tutoring look like?

We provide examples of our ideal HDT and SHDT models below, though the exact model will be decided alongside our school and district or state partners:

	HDT Ideal parameters for PLI study	SHDT Ideal parameters for PLI study
Overview	Both HDT and SHDT are supplementary to regular classroom instruction, and support students with personalized academic content based on their unique needs	
Tutors	Paid & trained tutor	
Student Eligibility	Students who would particularly benefit from tutoring, in grades K-12, in ELA or Math	
Curriculum	High quality instructional material aligned to classroom instruction that can be personalized in pace/difficulty level to meet student needs; frequent use of assessment to adjust instruction.	
Scheduling	During school/ dedicated class (e.g., elective class or intervention block)	
Dosage	Sessions are ideally 45-60 minutes (at least 30 minutes); Sessions are ideally daily (at least 3 days a week); Sessions are ideally conducted throughout the year (at least 14 weeks) <i>Note that existing research suggests consistent tutoring – more time per session, per week, and per year – leads to stronger academic gains.</i>	
Student:Tutor Ratio	2:1 (no more than 4:1)	Larger, ranging from 6:1 to 8:1
Ed Tech	May include ed tech, but not necessary	More likely to utilize ed tech platforms, to allow tutors to work with more students

As an example, a HDT model might look like students spending the full tutoring session with their tutor in a group of 2, spending at least 90% of time on-task on personalized academic content. Students do the bulk of the cognitive lift. Students complete exit ticket/assessment to monitor progress. A SHDT model includes the same elements, but with a group of six or eight students working with their tutor, alternating between working with high-quality, adaptive ed tech and with their tutor.

APPLY TODAY

What does study participation look like?

The PLI team will work with the partner to test and scale two models of tutoring during the 2023-2024 school year: High-Dosage Tutoring (HDT) and Sustainable High Dosage Tutoring (SHDT). Through our work with districts, we know that costs and ability to staff tutoring programs are a barrier. Studying SHDT allows us to learn which models are most cost effective for districts without compromising effectiveness.

The goal of our shared work is to:

1. Support districts in developing of a portfolio of tutoring interventions with varying costs and intensities
2. Work in partnership to develop an evidence base for each intervention
3. Generate information about which interventions work best for which students

How to Apply

Interested districts can submit the following information to plistudy@uchicago.edu. Our team will schedule a follow up call to determine eligibility; the PLI team can accommodate up to three additional districts in our second cohort starting fall SY2023-24.

Please answer the following questions:

- School District, LEA, or SEA Name
- Contact Person: Name, Title, Email, and Phone
- Is your district providing tutoring this year (2022-23)? If so, to how many students?
- Next year (2023-24), how many students will receive tutoring? (Note: we ask PLI participants to provide tutoring to at least 1,500 students)
- What is the current plan for tutoring next year? In particular, we are interested in the following:
 1. When does tutoring take place (e.g., during the school day, as an elective, after school, during an intervention block, ad hoc)
 2. What grades and subject areas does tutoring cover?
 3. How much time do students spend with their tutor per week?
 4. Who are the tutors who provide tutoring (e.g., paraprofessionals, vendor supplied, volunteers, etc)?
 5. Do you have current tutoring providers that you already work with to provide tutoring?
 6. Would you be interested in working with the PLI team and/or your current vendors to develop and implement a SHDT tutoring model (for which we can supplement at \$500 per student, for an additional 1,500 students)?
- Are you willing to rigorously study the impact of tutoring on student learning, including conducting a fair lottery to randomly assign which students get the limited HDT and SHDT slots? *If unsure, leave blank and we will discuss in an introductory call.*

More information

Partners can learn more about this initiative [here](#).