



## MOBILIZING ASPIRING TEACHERS AS TUTORS

# AN ACTION PLAN FOR FEDERAL POLICY LEADERS

March 2023

Mobilizing aspiring teachers as tutors is a win-win solution that could simultaneously accelerate PK-12 student learning and build a pipeline of well-prepared, diverse educators. The [Aspiring Teachers as Tutors Network](#) (ATTN) is a national collaborative of tutoring initiatives that aims to increase the number of aspiring teachers serving as high-impact tutors and to strengthen their instructional skills through practice-based experiences and training. Facilitated by Deans for Impact, the ATTN is mobilizing more than 1,000 tutors impacting nearly 3,000 students in the 2022-2023 school year.

To mobilize hundreds of thousands more tutors in the coming years, members of the network believe that **FEDERAL POLICY** changes are necessary. The following recommendations are adapted from [Mobilizing Aspiring Teachers as Tutors: Policy Solutions to Accelerate Student Learning and Strengthen Teacher Pipelines](#).

### POLICY RECOMMENDATION 1

*Make high-impact tutoring a common opportunity for aspiring teachers prior to licensure*

#### ☰ THE PROBLEM

Expectations for early “field” opportunities prior to licensure are often overly vague or undefined. Often, aspiring teachers are able to satisfy requirements without engaging in actual instructional practice with groups of PK-12 students.

#### ☰ SOLUTIONS FOR FEDERAL LEADERS

- **The Department of Labor** should approve National Guideline Standards for Registered Apprenticeship Programs for the occupation of PK-12 Teachers that define high-impact tutoring as an on-the-job learning experience that occurs early in the apprentice’s wage progression.

### POLICY RECOMMENDATION 2

*Streamline funding to enable more aspiring teachers to serve as tutors*

#### ☰ THE PROBLEM

Current policies do not allow funds to be spent where they are most needed to support high-impact tutoring programs that mobilize aspiring teachers as tutors.

#### ☰ SOLUTIONS FOR FEDERAL LEADERS

- Revise federal education-related funding streams to enumerate and define high-quality tutoring as an allowable use of funds, including the Elementary and Secondary Education Act of 1965, the Higher Education Act of 1965, and the Workforce Innovation and Opportunity Act (WIOA). See *Appendix B* in [Mobilizing Aspiring Teachers as Tutors: Policy Solutions to Accelerate Student Learning and Strengthen Teacher Pipelines](#).
- Streamline processes for establishing community service programs and positions. This includes:
  - Establishing a process for approving tutor positions as national service positions and a degree or a certificate of completion for a term of service.
  - Developing a program under which national service educational awards can be distributed to tutors upon completion of service.
- Prioritize Community Funding Projects that support high-impact tutoring initiatives that mobilize aspiring teachers as tutors, prioritizing initiatives that serve high-need schools.

- Establish grant programs to high-needs or hard-to-staff schools to carry out high-impact tutoring programs that mobilize aspiring teachers, and others, as tutors. The [PATHS to Tutor Act](#) is one such example.
- Create grant funding to support subsidized transportation for aspiring teachers serving as tutors. This could be accomplished by defining new initiatives and awards under the Bipartisan Infrastructure Law.

## ☰ THE PROBLEM

Although it was intended to compensate higher-education students that serve in critical areas of support and service, Federal Work Study (FWS) rules limit the number of higher-education students pursuing service-oriented positions, including tutoring.

## ☰ SOLUTIONS FOR FEDERAL LEADERS

**Congressional leaders** should amend Federal Work Study (HEA, Title IV(C), Sec. 443 – §1087–53(d)) in the following ways:

- Codify and standardize waivers for institutions of higher education to allow for Federal Work-Study dollars to compensate students for student teaching/clinical experiences as well as other field experience requirements (e.g. tutoring).
- Codify waivers to the part-time employment requirement under 34 CFR 675, enabling institutions to compensate students for full-time employment (e.g. paraprofessional) opportunities related to the student’s academic program (e.g. relevant apprenticeships, clinical rotations, or student teaching).
- Expand current use of tutors from reading in grades PK-6 to include tutors in grades PK-12 in all academic subject areas.
- Prioritize FWS funding for programs that place tutors in “high-needs schools”.\*
- Increase the Community Service Requirement to at least 25% and increase the required number of tutors within the Community Service Requirement.

\* We suggest a school or educational service agency (ESA) be defined as “high needs” if they are included in the Teacher Cancellation Low Income (TCLI) Directory, which identifies schools and SEAs that qualify for Title I funds under the Elementary and Secondary Education Act of 1965 and at least 30% of the school or SEA’s total enrollment is made up of students who qualify for services under Title I. Federally, the definition of high-need schools should be expanded to include schools with high rates of teacher turnover, vacancies, and first year teachers.

## POLICY RECOMMENDATION 3

*Ensure program and tutor quality so that students learn and tutors become strong teachers*

## ☰ THE PROBLEM

A multitude of providers offer tutoring services to PK-12 schools, but many do not follow research-based practices that will actually accelerate learning for PK-12 students. [Data from the U.S. Department of Education](#) indicates that 56% of schools used funds for high-impact tutoring in the 2021-2022 school year, but [recent reporting](#) reveals that not all programs who call themselves high-impact adhere to the [characteristics of high-impact tutoring](#).

## ☰ SOLUTIONS FOR FEDERAL LEADERS

- Federal leaders should encourage states to adopt standards for high-impact tutoring that are guided by rigorous research and responsive to state and local contexts.

The role of policy in creating enabling conditions for communities to meet every student’s unique needs and develop a strong pipeline of teachers cannot be understated. By collaborating with initiatives like those represented in the ATTN, leaders can ensure policy decisions are guided by practice. This type of collaboration is needed to ensure policy doesn’t fall short on implementation and remains committed to leveraging and growing the research base necessary to support effective practice.

Deans for Impact and the Aspiring Teachers as Tutors Network stand ready to support federal leaders to scale and sustain successful, high-impact tutoring initiatives that mobilize aspiring teachers as tutors.

To learn more, contact Patrick Steck at [psteck@deansforimpact.org](mailto:psteck@deansforimpact.org).



SCAN ME