



INDIANA UNIVERSITY
K-12 STUDENT SUCCESS CORPS

2021-24 Impact Report





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** IUPUI became IU Indianapolis on July 1, 2024*

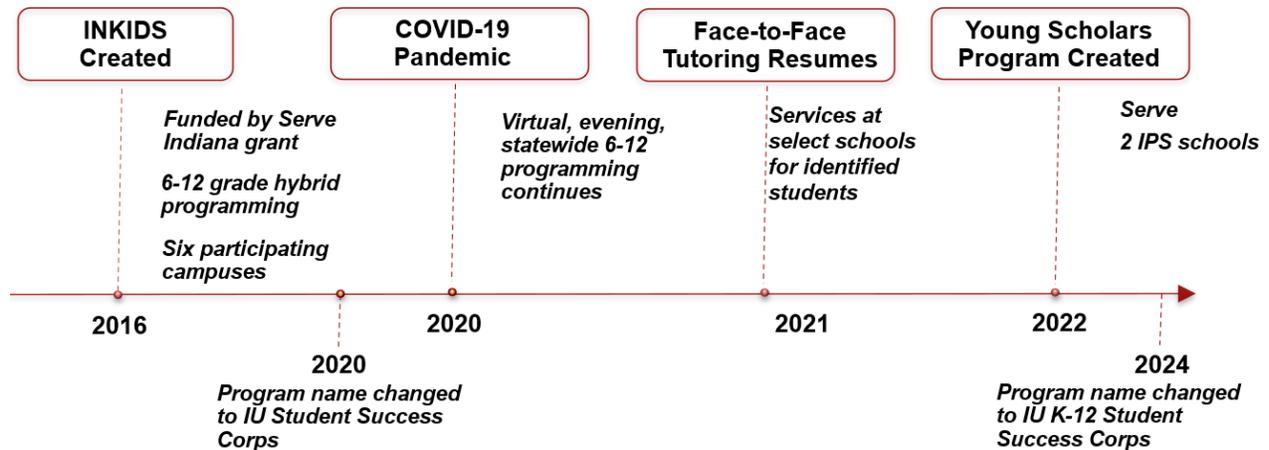
Executive Summary

“I believe this is a great opportunity for college students to make connections with younger, impressionable students. I also think it helps teachers when they might not have an additional adult to help ‘fill in holes’ with students academically.” – IU Southeast tutor/mentor

2017 marked the year Indiana University began providing tutoring, mentoring, college/career readiness workshops, and family engagement programming for K-12 students across the state. Initially, the program was supported by a multi-year Indiana Kids grant. In FY 2021, with support from a state-funded Student Learning Recovery Grant (SLRG), an IU-wide collaboration supported in-person and online tutoring services for students. The program was branded the IU Student Success Corps (IU SSC).

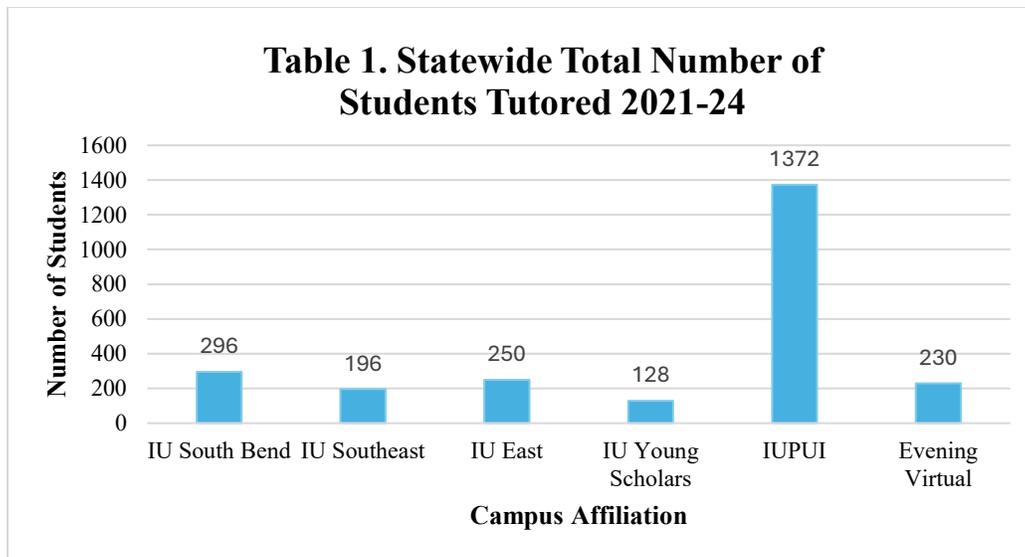
Over the years, the IU SSC program used a research-based approach to support disproportionately affected, vulnerable kindergarten through 12th grade students who had low test scores; may have been facing retention; encountered suspension and/or expulsion; or were identified as having special needs to receive developmentally appropriate tutoring, mentoring and social-emotional supports. Most students were at risk of falling behind due to the disruption in their learning caused by the coronavirus (COVID-19) pandemic. The SLRG grant funded face-to-face services, virtual tutoring/mentoring, family engagement and – important to IU – college and career readiness.

IU K-12 SSC Timeline



Four Indiana University campuses are currently participating in the IU SSC, including IU Indianapolis (serving as lead campus with data analysis and fiduciary responsibility), IU East, IU Southeast, and IU South Bend. In past years, IU Bloomington and IU Northwest were participants. To distinguish educational services (e.g. tutoring for kindergarten to 12th grade students *from* college students versus tutoring *for* college students) in 2024 the IU SSC began using the moniker “The K-12 IU Student Success Corps” (IU K-12 SSC).

Table 1. Statewide Total Number of Students Tutored 2021-24

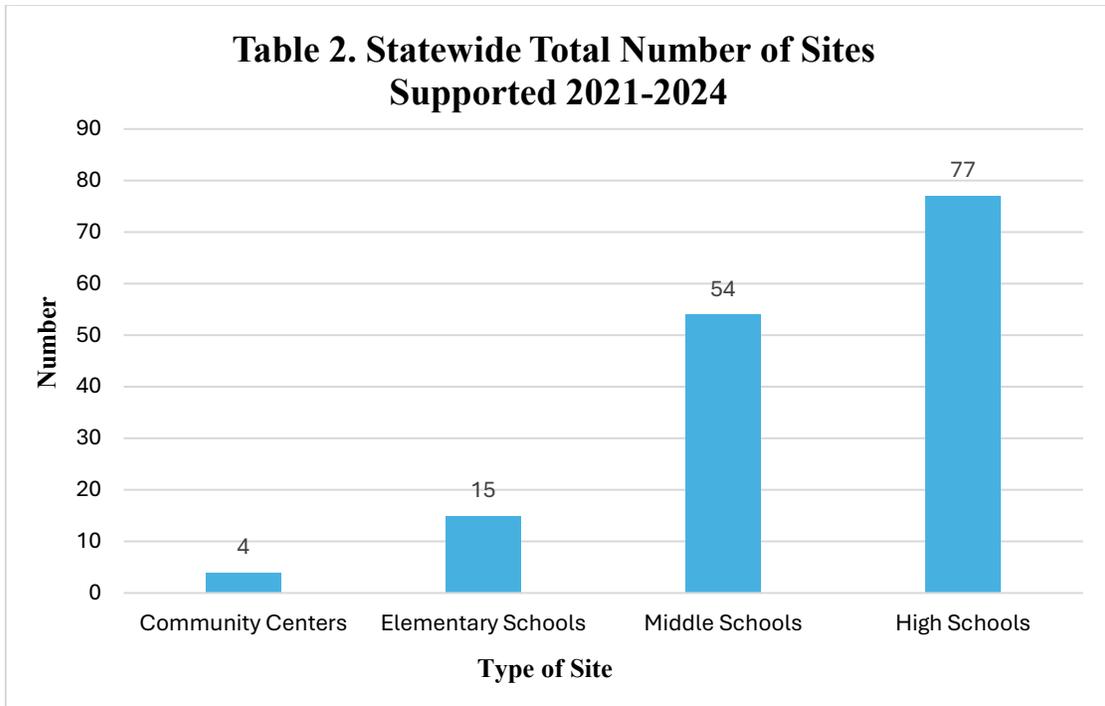


Using tutoring/mentoring design principles for IU K-12 SSC interventions, the program is building bridges of opportunity across the educational continuum for students from elementary to middle and high school to college and careers. Design principles foster consistency across each of the IU K-12 SSC sites. These principles include:

- Delivering tutoring/mentoring support consistently and frequently – two or more sessions per week.
- Relying on the expertise of classroom educators to identify students in need of academic support. For the virtual program, parent/adult caregiver support is required.
- Finding and then addressing the balance between focusing on academics and on student well-being.
- Requiring participation in professional development opportunities that include but are not limited to the Science of Reading, using culturally engaging texts, and learning developmentally appropriate relationship-building techniques.
- Tracking the effects and evaluating the effectiveness of interventions using quantitative metrics as well as qualitative narratives.
- Recognizing and building on students' strengths, fostering a culture of success and boosting student confidence in their abilities.

The Impact

The reports that follow are rich with quantitative and qualitative evidence of success. The impact is extensive. The IU K-12 SSC has served 2,472 students in 146 Indiana elementary, middle, and high schools and four community centers. Across the state, 230 6th-12th grade students from 109 schools have been served through the IU K-12 SSC *virtual platform*.



There is strong caregiver support for the program. More than 120 surveys distributed in Spring 2023 yield data for programmatic growth, including appreciation for virtual tutoring/mentoring. Of note, the majority of respondents were caregivers of high school students who not only appreciated the ease of virtual tutoring/mentoring but noted that their child had benefited greatly.

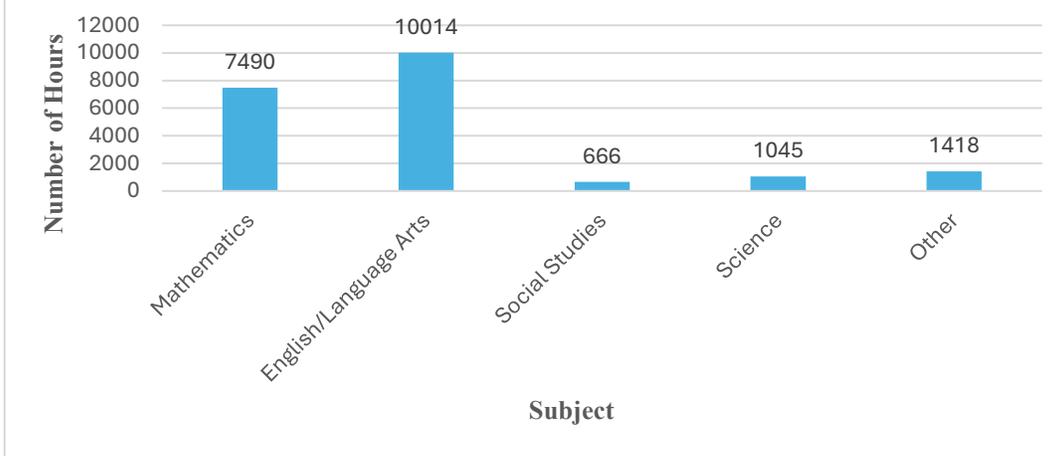
Each IU K-12 SSC site is unique and responsive to relationships with schools and community centers, engaging the specific demographics of the region.

What is offered across *all* sites:

- one-on-one or small group tutoring and mentoring
- 30-minute tutoring/mentoring during the school day (evidence-based approach)
- family engagement workshops and attendance at school events
- social-emotional student well-being support
- equitable access to college and career pathways

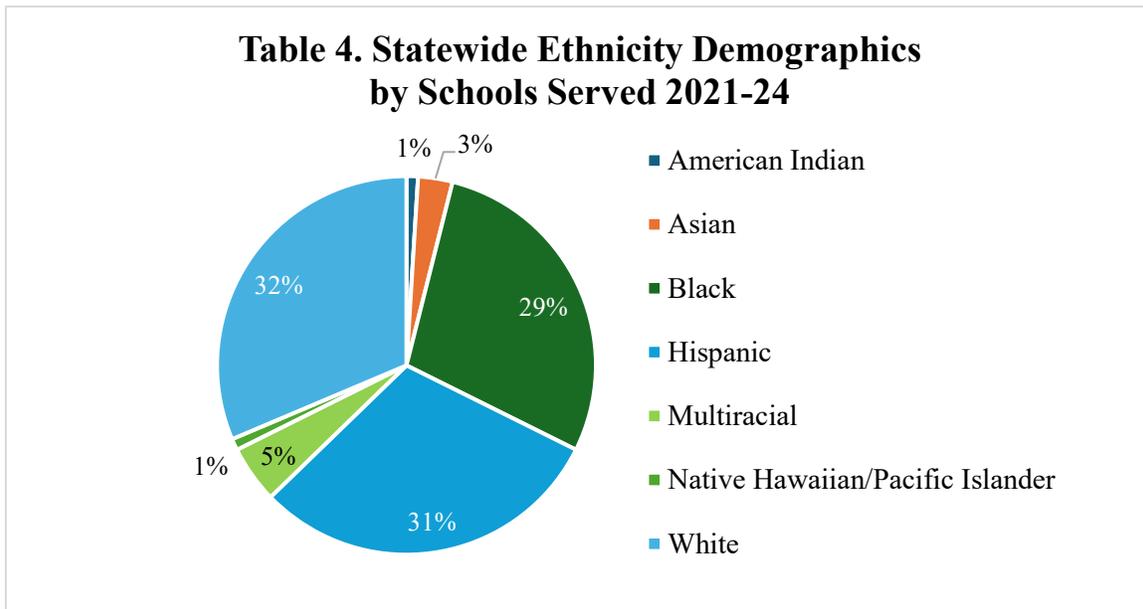
Overall, the program's student support components are evident in its comprehensive academic assistance, personalized learning strategies, focus on skill development, motivational encouragement, and collaborative environment. The tutors/mentors provide academic support across a range of subjects, demonstrating adaptability and a strong focus on individual needs. The critical importance of English Language Arts and mathematics support is indicated by the data below. Tutors/mentors work on beginning mathematical concepts as well as advanced topics like polynomials, synthetic division, and factoring. Additional subjects are tackled including chemistry, biology, and physics along with creative projects such as adapting favored stories and creating PowerPoint presentations.

Table 3. Statewide Total Number of Hours Tutored by Subject 2021-24



Students’ social-emotional skills (whether in kindergarten or 12th grade) improved, with the young people showing increased empathy, collaboration, and peer support. Students developed coping strategies for emotional regulation and built stronger relationships with their peers and tutors/mentors. Tailored tutoring and differentiated instruction ensured that students received personalized support to accommodate their unique learning styles and promoted inclusivity in the classroom. Responsive to cultural and linguistic differences, the tutors/mentors underwent professional development, engaging diverse ethnicities and demographics.

Table 4. Statewide Ethnicity Demographics by Schools Served 2021-24



The program uses a strengths-based approach focusing on students' strengths and assets to nurture a culture of success and achievement.

“By building on students' talents, tutors/mentors instilled a sense of pride and self-efficacy in the learners. There is also the importance of cultivating a growth mindset, as this led students to embracing mistakes as learning opportunities and approaching challenges with enthusiasm, fostering a culture of continuous improvement.”

– IU South Bend Site Director Dr. Ginny Heidemann

Tracking the Impact

A critical aspect of the IU K-12 Student Success Corps program is its continuous monitoring of student progress in subjects with detailed notes on both improvements and persistent challenges, such as retaining information or grasping new concepts. For example, the data consistently indicates that the relationship built between a student and the tutor/mentor is a positive outcome of the program. Students appreciate the flexibility and adaptability of their tutors, who tailor their tutoring methods to individual learning needs. The patience, professionalism, and understanding displayed by the tutors are highlighted in surveys as key factors contributing to positive relationships. Some students express a preference for certain tutors who particularly resonate with their learning styles and comfort. Overall, feedback indicates that these tutoring/mentoring relationships have had a beneficial impact on student learning and confidence.

Statewide Student Participation

The numbers of students who participated and stayed on task reflects the depth of relationships built between tutors/mentors and their K-12 student/mentees. Moreover, the total number of hours dedicated to this work, across the state, is indicative of the IU commitment to building the continuum between K-12 schools and the university.

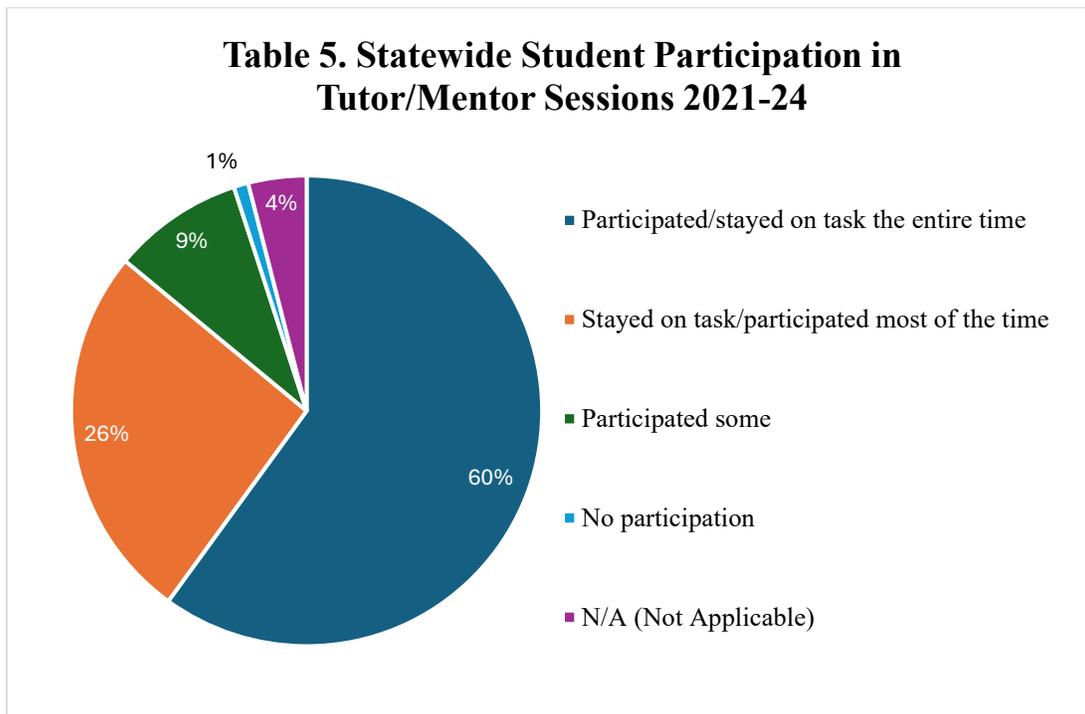
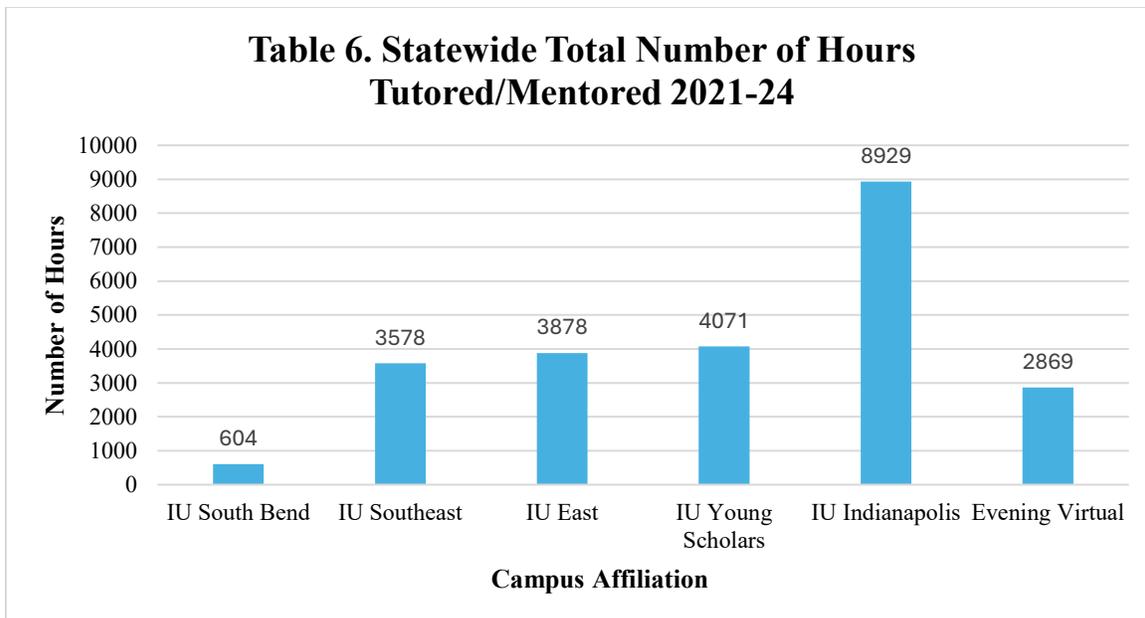


Table 6. Statewide Total Number of Hours Tutored/Mentored 2021-24



IU South Bend: *“I love seeing students challenge themselves and embrace a growth mindset. It changes the way they view learning and makes them more resilient.”* – A teacher

IU Southeast: *“I saw a lot of progress with the students that I helped last semester. Overall, they had good progress in reading, math, and writing. I honestly grew very close to just about every student in the class. At first, I was afraid I wouldn’t be able to make true connections with the kids, but they made it easy to do. If I had an opportunity to talk with their parents/caregivers, I’d tell them how thoughtful, smart, and hilarious their kids are.”* – An IU student tutor/mentor

IU East: *“I live down the street and I’ve never been to a football game, and we hardly hear about IU admissions. I am now more aware going into my senior year about applying and being college ready.”* – A high school student

Young Scholars: *“I’ve been in IPS for quite a while (22 years!), and this is the most beneficial outside program I’ve seen. The tutors who work with my students have been nothing short of wonderful. They show up every day they are supposed to be here, they are always on time, they are friendly and approachable, and they’re making a difference.”* – A teacher

IU Indianapolis: *“Our Tutor/Mentor is amazing. I would like to clone her. She is a self-starter; a team player and is here when she is supposed to be. The teachers love her.”* – Arsenal Technical High School Teacher

IU K-12 SSC Virtual: *“Tutoring has had a tremendous impact regarding my daughter’s academic achievements. The skills, lessons, and accountability have helped her maintain her highest GPA in her academic career. Tutoring has had a tremendous impact on Bella’s success as a student. Most importantly, her confidence and understanding have improved. That has reflected in better test taking and grades. The skills that she learns from tutoring in math carry over in other subjects as well.”* – An adult caregiver

Considerations for Next Steps

The IU K-12 Student Success Corps statewide team suggests the following:

Benefiting K-12 Student Success and Professional Careers Through Partnerships with Universities is Expedient

University educators engaging in critical, focused, strategic discussions with K-12 educators can challenge the status quo; foster creative possibilities; initiate collaborative planning efforts; and promote co-curricular designs that make a difference in student knowledge and skill acquisition. If sustained, university research, teaching, service, and creative activity take on a transgression of siloed boundaries. When relationships are maintained with K-12 schools, there can be mutually beneficial outcomes, such as when college students tutor and mentor elementary, middle and high school students. When K-12 schools become professional development schools (PDS) for teaching there are significant benefits in support of future careers. PDS's are a specific type of **school–university partnership** designed not only in support of teacher preparation but professional development in health care, social work, legal careers, inquiry and research.

A shared vision is the formation of University Assisted Schools (UAS), which use academic and human resources to improve capacity building for health, lifelong learning, and local community development. It is a collective undertaking, requiring mutual commitment and contribution for the development of a shared identity. As educational partners, the work is to find powerful ways to share responsibility for students' transitions and achieve greater college and career success.

Connecting Early Childhood Education to Form a K-16 Continuum is Fundamental

The criticality of building a strong foundation at the elementary level and then aligning any needed supports during the transition years to middle and high school can support equitable opportunities for success in college and future careers. To increase college and career attainment goals advancing the education continuum, school system by school system, is long overdue.

Requiring Longitudinal (K-16) Research and Evaluation Studies is Judicious and Fosters Equity of Opportunity

An important implication of this report is the need for longitudinal studies examining the effects of kindergarten to high school engagement with tutoring and mentoring programs that also involve a student's parent or guardian. A prospective form of longitudinal study can be used to track a group of students over time, collecting data as events involving the school unfold. This approach allows the researchers to choose the variables they will measure (e.g. length of time spent with tutoring/mentoring, how families are connected or disconnected, the effects of 3rd grade retention); and how they will measure them. **Researchers also may repeatedly examine the same individuals**, assessing long-term educational outcomes and **detecting any changes that might occur over a student's developmental period**. Longitudinal studies can provide insight into enduring changes in academic achievement and social-emotional well-being.

Linking Academic Achievement to Student Social Emotional Wellbeing is Invaluable

Decades of research affirms the impact on academic achievement and school functioning, including improved attendance and engagement in learning, demonstrating positive results of social emotional learning programs (SEL). Students participating in SEL programs do better in school, academically and socially.

IU South Bend Campus Overview

Site Director: Dr. Ginny Heidemann



IU South Bend Academic Centers for Excellence (ACE) Mission Statement:

The IU South Bend Academic Centers for Excellence (ACE) mission to provide college and K-12 students the opportunity to develop the skills necessary for academic success within safe and inclusive learning environments depends on strong and sustained relationships with on-campus and community partners including faculty, staff, students, and family members. ACE provides comprehensive professional development and mentoring for their tutors/mentors, runs routine program evaluations and targeted assessment plans, and facilitates supportive and collegial learning and working environments. Tutor/mentor hourly staff members are undergraduates, graduate students, post-graduates, and associate faculty members.

The IU South Bend (IUSB) IU K-12 SSC strategy for facilitating support for the IUSB region integrates tutoring/mentoring services into existing programming in the community, ensuring safe

spaces, stable programming, and on-site supervision. Professional development, logistics for data collection, and budget needs are strengthened by IU-wide support and coordination.

IUSB IU K-12 SSC uses a research-based approach to identify disproportionately affected, vulnerable K-12 students who have low test scores; are facing suspensions and expulsions; or are identified as having special needs to receive developmentally appropriate tutoring, mentoring and social-emotional support. In the South Bend area, additional student populations are served by hiring work-study students and with the support of alternate funding sources.

This overview provides a brief look at IUSB IU K-12 SSC programming over the last three years, both the Student Learning Recovery Grant (SLRG) supported services and those K-12 services supported by other grant funding and work-study dollars.

IUSB K-12 Community Programs 2021-2024

The SLRG grant supported two long-standing IUSB face-to-face programs from 2021-2024.

- **Transformation Ministries:** This relationship-based ministry aims to transform the hearts and minds of youth and their families, helping individuals to become positive contributors to their communities. Its mission is to build meaningful relationships with urban youth and their families, providing a safe and supportive environment for them to grow and develop. They believe that every individual has the potential to make a difference, and they strive to help them unlock that potential through their programs and services. ACE tutor/mentors have been integrated into Transformation Ministries' youth and family development services for six years.

Seventy middle and high school students enroll annually with this organization. The students represent 15 different schools in the area. Most students first enroll in middle school and continue until they age out at high school graduation.

IUSB students employed by ACE provide tutoring/mentoring services between 4-6 pm Tuesday through Thursday. Subjects include math, science, social studies, English, and foreign languages. In addition to providing academic support, the tutors/mentors also become trusted role models, sharing their experiences and listening when students have had a rough day or simply want to talk. Transformation Ministries provides a safe space for area youth to grow and develop and for IUSB tutors/mentors to develop teaching skills and professionalism while giving back to their community.

ACE tutors/mentors also are integrated into ministry events. Two favorites are the Fall Kick-off, where tutors/mentors meet with families, and the Spring Semester Celebration and Awards Ceremony.

- **Career Academy:** This charter school specializes in STEM (science, technology, engineering, and math) and project-based learning. The school's mission focuses on vocational exploration from kindergarten onwards, offering three pathways: Career, Trade, and Higher Education. Students can explore various channels of experiential education to discover their true calling.

ACE tutors/mentors are integrated into Career Academy's classes with the help of school administrators. They are paired with teachers who identify struggling students to work with in

one-on-one and group settings. Class assignments include math, English, science, social studies, and foreign languages.

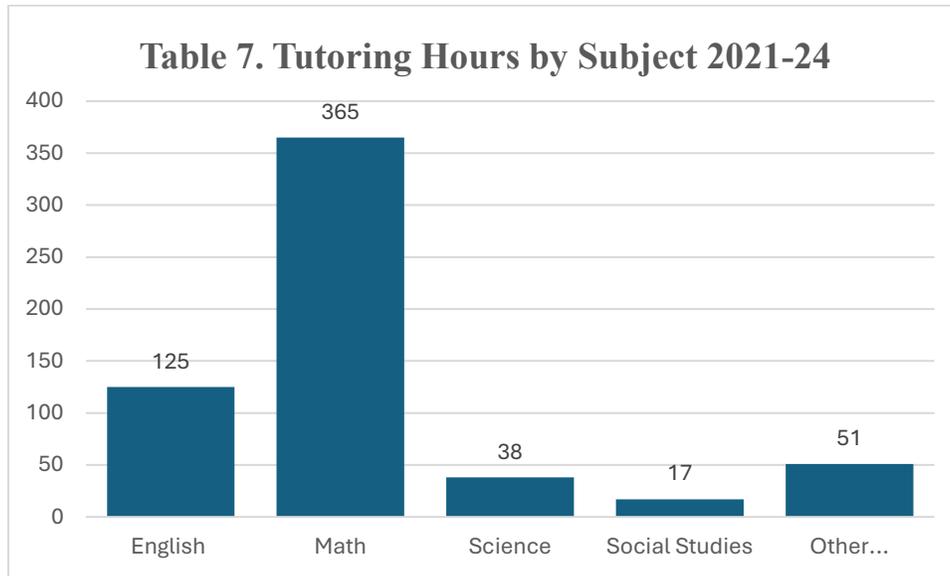
- **Robinson Community Learning Center:** This facility is an off-campus educational initiative of the University of Notre Dame in partnership with Northeast Neighborhood Residents of South Bend. Its mission is to strengthen the Northeast Neighborhood through relationship-building and educational opportunities. Their programs and services include high-quality preschool early education for families in the community, a wide range of programs for adults, promoting lifelong learning and personal growth, and educational opportunities for youth.
- **Face-to-face tutoring at the Franklin D. Schurz Library on the IUSB campus:** ACE has been pairing K-12 students with tutors/mentors for one-on-one and group sessions at IUSB's Schurz Library for six years. Parents/caregivers learn of opportunities through word of mouth or via the IUSB ACE website. Matches are based on a student's age, needs, and availability to come to the IUSB campus.

Professional Development

ACE provides training for all tutor/mentor staff according to College Reading and Learning Association standards. Supplemental Instruction Leaders and Embedded Tutors receive additional training according to the University of Missouri Kansas City Supplemental Instructor training guidelines. All tutors/mentors complete Knack tutor training modules annually. Tutors also are trained on IU, ACE, and applicable community partner policies and referral strategies. ACE collaborates with IU partners, academic departments, faculty, and community partners to provide discipline-specific and social-emotional training and mentoring. When IUSB transitioned online in March 2020 due to COVID-19, ACE developed policies, procedures, and training for synchronous and asynchronous online tutoring. The ACE Tutor Training and Resources Canvas site is updated regularly to provide a valuable resource for tutoring staff for make-up training and to revisit topics and guidance on policies and procedures.

Data Collection and Analyses

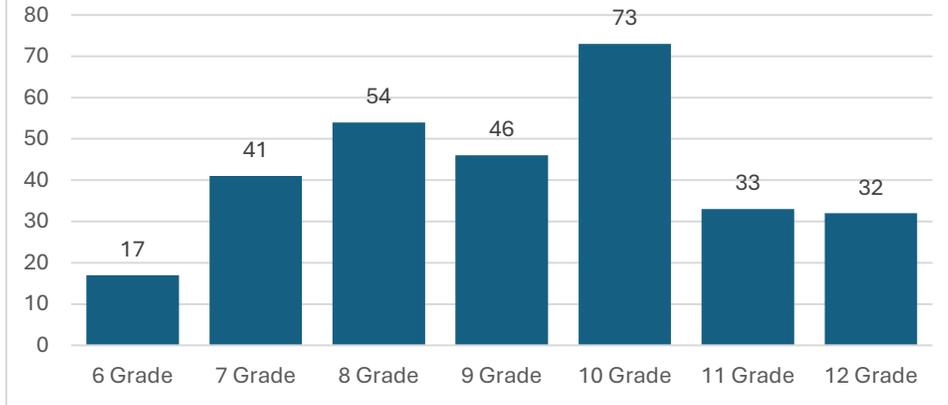
The following data provide an overview of ACE's IU K-12 SSC services supported by the SLRG grant and collaborations IU-wide. Based on the nature of ACE's community partnerships, services were primarily documented as academic tutoring and only logged as mentoring when no content tutoring was offered during a given time frame. It is worth noting that relationship-building and social-emotional support are key elements in any academic tutoring session.



Tutoring/Mentoring Hours

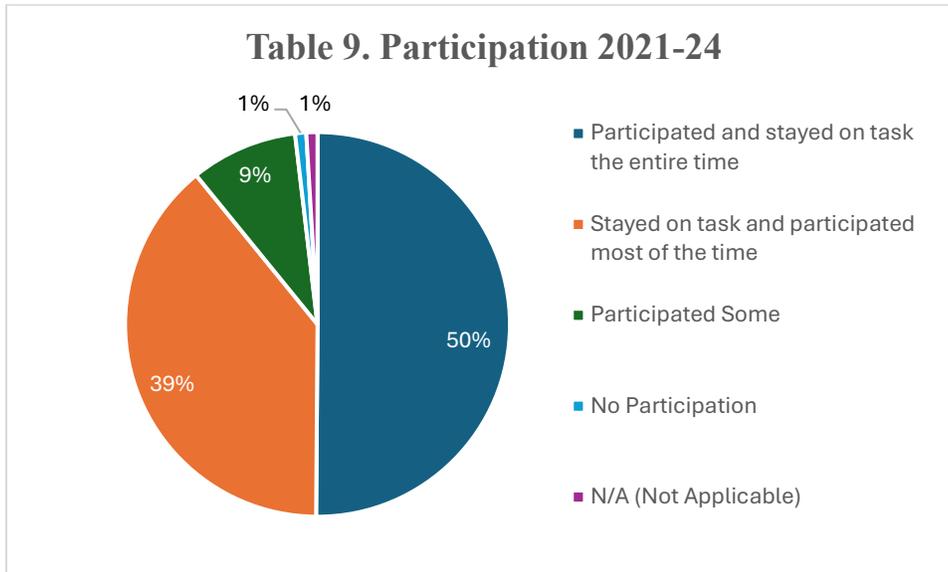
School Name	Students Tutored/Mentored	Total Hours Tutored/Mentored
Clay High School	8	58
Career Academy MS	201	262
LaSalle Academy	1	1
Career Academy HS	48	69
Lasalle Elementary School	1	2
Adams High School	14	71
Riley High School	12	24
Liberty Elementary School	1	1
Jefferson MS	2	11
Edison MS	1	1
Washington HS	1	3
Jackson MS	2	18
Saint Joseph School	1	64
Navarre MS	1	1
Marian HS	1	17
Walt Disney Elementary School	1	1
Total	296	604

Table 8. Number of Students Tutored/Mentored by Grade Level



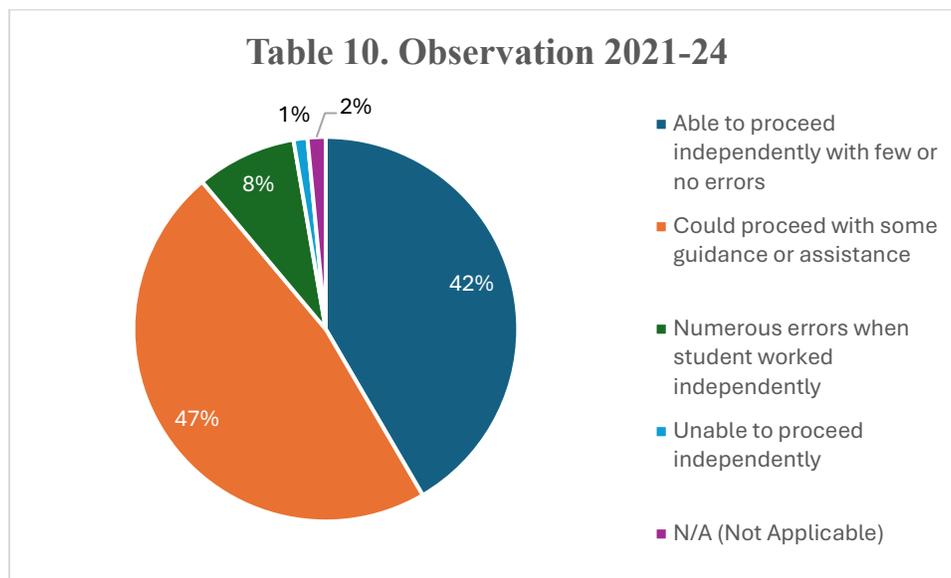
Participation	Number of Sessions	Percentage
Participated and stayed on task the entire time	429	50%
Stayed on task and participated most of the time	334	39%
Participated Some	77	9%
No Participation	8	1%
N/A (Not Applicable)	8	1%
Total	856	100%

Table 9. Participation 2021-24



Most participants (89%) demonstrated consistent or high levels of engagement, indicating that the overall tutoring/mentoring sessions are effective in maintaining interest and participation.

Observation	Number of Sessions	Percentage
Able to proceed independently with few or no errors	356	42%
Could proceed with some guidance or assistance	405	47%
Numerous errors when students worked independently	72	8%
Unable to proceed independently	10	1%
N/A (Not Applicable)	13	2%
Total	856	100%



Most students (89%) demonstrated moderate to high levels of engagement during the sessions, suggesting overall effectiveness in facilitating learning and understanding.

Qualitative Assessments and Evidence of Program Achievements

Overall, the program's supportive nature is evident in its comprehensive academic assistance, personalized learning strategies, focus on skill development, motivational encouragement, and collaborative environment. The tutors/mentors provide diverse academic support across a range of subjects, demonstrating adaptability and a strong focus on individual needs.

- **Academic Growth:** Students demonstrated significant progress in various academic subjects, with mastery of foundational concepts and increasing proficiency in more complex topics. They showed improvements in numeracy, literacy, and comprehension.
- **Independent Learning:** The tailored tutoring programs and classroom support encouraged students to develop independent learning skills. They embraced self-directed problem-solving and became more responsible for their academic success.
- **Social-Emotional Development:** The social-emotional skills of students improved, with increased empathy, collaboration, teamwork, and peer support. Students developed coping strategies for emotional regulation and built stronger relationships with their peers and

tutors/mentors. Students are learning to manage distractions and maintain focus, demonstrating improved emotional regulation.

- **Positive Learning Environment:** Tutors/mentors fostered a supportive learning environment by celebrating small victories and promoting a growth mindset, which encouraged resilience, perseverance, and continuous improvement among students.
- **Differentiated Support:** Tailored tutoring and differentiated instruction ensured that students received personalized support, accommodating their unique learning styles, and promoting inclusivity in the classroom.
- **Strengths-Based Approach:** The focus on students' strengths and assets nurtured a culture of success and achievement. By building on students' talents, tutors/mentors instilled a sense of pride and self-efficacy in the learners.

Conclusion

- Tutor/mentors consistently addressed recurring topics, reinforcing learning, and adapting to individual needs. They were flexible in their approach, providing support on various assignments, projects, and test preparation.

"I love seeing students challenge themselves and embrace a growth mindset. It changes the way they view learning and makes them more resilient." – A teacher

IU Southeast Campus Overview

Site Director: Dr. Gloria Murray



Historical Context

Planning for IU Southeast's (IUS) IU K-12 Student Success Corp (IUS IU K-12 SSC) tutoring/mentoring program began in summer 2021 as the state was still recovering from COVID-19 restrictions. During the fall semester, IUS gained approval to implement the program in the New Albany Floyd County Schools (NAFCS) and worked with principals, counselors, and teachers to plan for implementation in spring 2022. The Site Director worked with the IUS School of Education (SOE) faculty to determine which courses best aligned with the goals of the IUS IU K-12 SSC. It was decided that tutors/mentors would be students enrolled in their first teacher pre-education courses from the elementary and secondary programs.

The tutors/mentors were assigned to New Albany High School, Scribner Middle School, and Green Valley Elementary School in February 2022. In fall 2022, IUS IU K-12 SSC hired additional tutors/mentors along with SOE elementary program students enrolled in *F202 Exploring the Personal Demands of Teaching: Lab Experience* course. Also, Slate Run and S.E. Jones elementary schools were added to the service area. However, IUS IU K-12 SSC was not able to continue with Scribner Middle School.

In spring 2023, IUS IU K-12 SSC added Georgetown Elementary to the list of schools served, bringing the total number of schools to five: one high school and four elementary schools.

New Albany Floyd County Schools Demographics

New Albany Floyd County Schools in New Albany, Indiana has a population of 37,506. The city is 80.9% white, 8.52% Black (non-Hispanic), 4.2% two or more races (non-Hispanic), 1.93% White Hispanic, 1.84% Hispanic, and others. New Albany is situated in Floyd County on the Ohio River across from Louisville, Ky. The school district has two high schools, three middle schools, and nine elementary schools along with one Vocational Tech School.

District and School Partner Demographics

NAFCS Total Enrollment	11,379	
American Indian	19	.16%
Asian	132	1.16%
Black	1,041	9.14%
Hispanic	785	6.89%
Multiracial	874	7.68%
Native Hawaiian/ Pacific Islander	16	.14%
White	8,512	74.80%
Free/Reduced Lunch	4,226	37.13%

Schools	American Indian	Asian	Black (non-Hispanic)	Hispanic	Multi-racial	Native Hawaiian /Pacific Islander	White	Free/reduced lunch	Total Enrollment
New Albany High School	7	17	298	207	153	2	1130	945	1814
Georgetown Elementary	0	3	10	11	34	1	620	187	679
Slate Run Elementary	0	7	46	26	64	0	262	187	405
Green Valley Elementary	1	1	97	40	65	0	215	282	419
S. E. Jones Elementary	0	0	51	11	43	0	130	144	235
Scribner MS									

**Scribner Middle School was only with the program during the spring 2022 semester.*

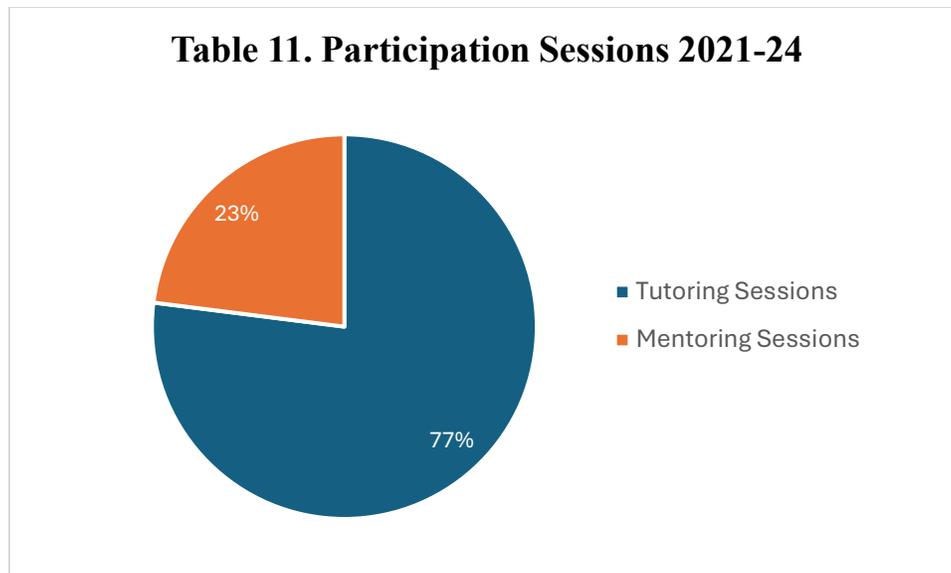
The chart below indicates the number of tutors/mentors at each school for each semester of the program starting in spring 2022. Most tutors/mentors were from the SOE F202 course and were assigned to Green Valley and S.E. Jones elementary schools. Others were students and community members hired by IUS IU K-12 SSC. Hired IUS student tutors/mentors represented majors from Business Management, Art, Psychology, Marketing, Pre-law, Criminal Justice, and Applied Health Science. We had two bus drivers from NAFCS and one community person.

Tutors/Mentors

Schools	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
New Albany High	10	4	2	3	2
Scribner MS	6	0	0	0	0
Georgetown Elementary	0	0	3	3	4
Slate Run Elementary	0	4	4	3	8
Green Valley Elementary	24*	31*	17*	14*	17*
S.E. Jones Elementary	0	4	15*	15*	15*

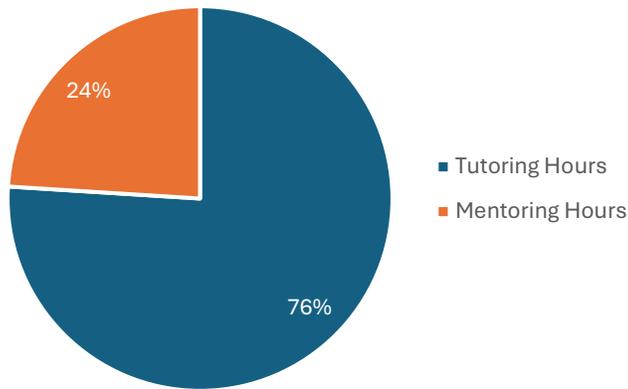
- Beginning in spring 2023, the SOE F202 students were divided between Green Valley and S.E. Jones elementary schools.

*The number of tutors/mentors includes the hired tutors/mentors and the F202 students (where indicated).



Classroom Support: 10 sessions - Classroom support takes place when the tutor/mentor works with the entire class as needed by the teacher.

Table 12. Tutoring/Mentoring Hours 2021-24



School Name	Number of Students Tutored/Mentored	Hours Tutored/Mentored
Georgetown Elementary	11	196
Green Valley Elementary	80	961
New Albany Senior High	21	123
Scribner Middle School	5	12
S. Ellen Jones Elementary	36	1588
Slate Run Elementary	43	698
Total	196	3,578

Table 13. Tutoring Hours by Subject 2021-24

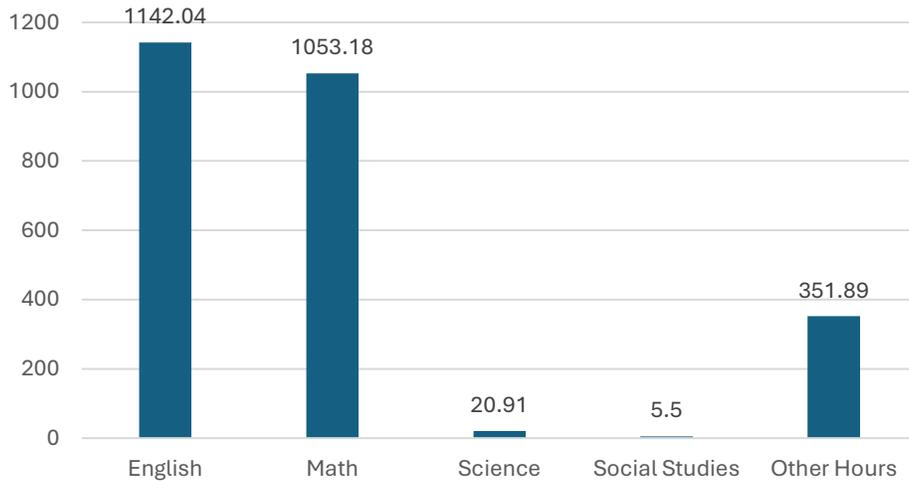


Table 14. Mentoring Hours 2021-24

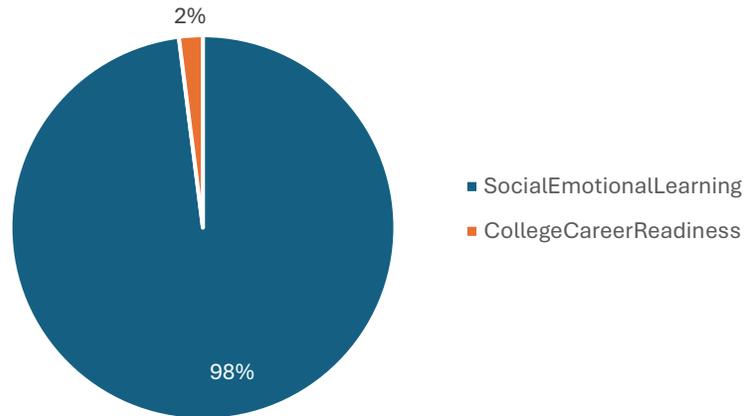
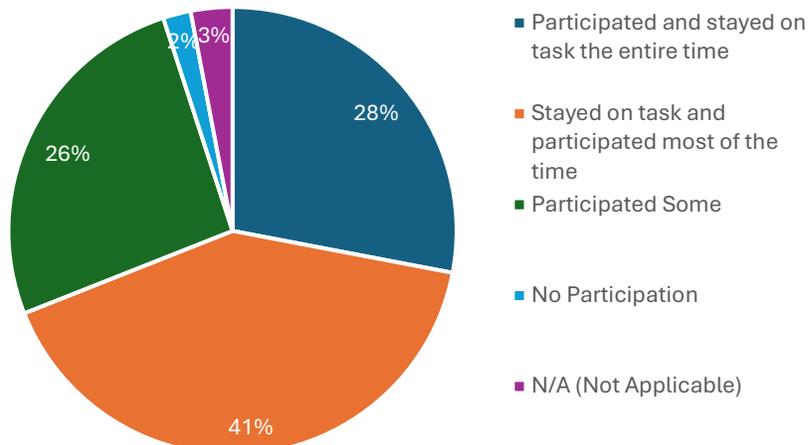


Table 15. Participation 2021-24



Most participants (70%) demonstrated consistent or high levels of engagement, indicating that the overall tutoring/mentoring sessions were effective in maintaining interest and participation. Active participation indicates that the program provided the necessary assistance to foster student growth.

School, Campus, and Community Partnerships

- The IUS IU K-12 SSC collaborated with Green Valley Elementary School and the Clark/Floyd System of Care & Prevent Child Abuse Council to provide six Parent Café workshops on “Building College and Career Readiness Skills.” Workshops took place at the school. Parents/caregivers attended five monthly sessions, from January to May 2023. Food was provided and tutors/mentors worked with children who attended. Attendance was between 5-7 parents at each meeting.

- In honor of Child Abuse Prevention Month in April 2023, IUS IU K-12 SSC attended and participated in the Pinwheels for Prevention Family Resources Community Fair at the Sam Peden Community Park. Tutors/mentors provided information about the IUS IU K-12 SSC and provided activities for the children at the event. More than 100 people attended this community event, with over 50-60 children in attendance from across the city.
- The IUS IU K-12 SSC partnered with the Office of Admissions and the Indiana College Core Program Manager to bring more than 600 8th graders from NAFCS to the IUS campus in spring 2024 to participate in a College and Career Readiness event. There were 229 students from Hazelwood Middle School and 437 from Highland Hills Middle Schools in attendance. The students received a tour of campus led by tutors/mentors, were welcomed to campus by the Vice Chancellor for Student Affairs and participated in small group activities.
- IUS IU K-12 SSC received \$1,152 from the IU Office of School Partnership to purchase 30 hoodies for the 8th graders who participated in the College and Career Readiness event on January 30 and February 1-2, 2024. The hoodies were distributed by the counselors at the two schools to students who came to campus and showed significant improvement in academics and behavior over the course of the semester. Hazelwood received 10 and Highland Hills received 20 (the number of hoodies purchased was based on the size of the 8th-grade class that came to campus from each school).
- Additionally, the IUS IU K-12 SSC received funding to recognize the three counselors who work directly with the program. As part of their efforts on behalf of the IUS IU K-12 SSC, they secured parent permissions for a variety of events, selected students to participate, worked with IUS SOE Elementary Program tutors/mentors, placed the youngsters with the teachers, and much more. The Office of Academic Affairs approved honoring each counselor with a \$500 stipend each semester for an investment of \$3,000 for the fall 2023 and spring 2024 academic semesters.

Summary Quantitative and Qualitative Data

- Quantitative data comes from a survey for SOE F202 teacher pre-education course students, a 2023/24 End of Year IUS IU K-12 SSC Tutor/Mentor Survey for all tutors/mentors, end of semester summaries written by the hired IUS SOE tutors/mentors, and an interview completed with 12 teachers during spring 2024.

The SOE F202 tutor/mentor survey includes three semesters of survey data provided by 46 out of a possible 72 students. Of that number, 20 reported having previous tutoring/mentoring experience. All reported that tutoring/mentoring in English and math was important for the children they worked with. Thirty-three (33) of the 46 stated they would consider being part of a tutoring/mentoring program in the future. Here are a few tutor/mentor comments:

- Academic Challenges:
 - “She has trouble focusing on her assignments when she gets frustrated.”
 - “The main thing my student struggled with was keeping still.”
 - “Staying on task.”
- Achievements:
 - “I witnessed a lot of growth in math skills.”
 - “My mentee has made improvements in reading and writing, and I noticed an increase in social skills and following directions.”

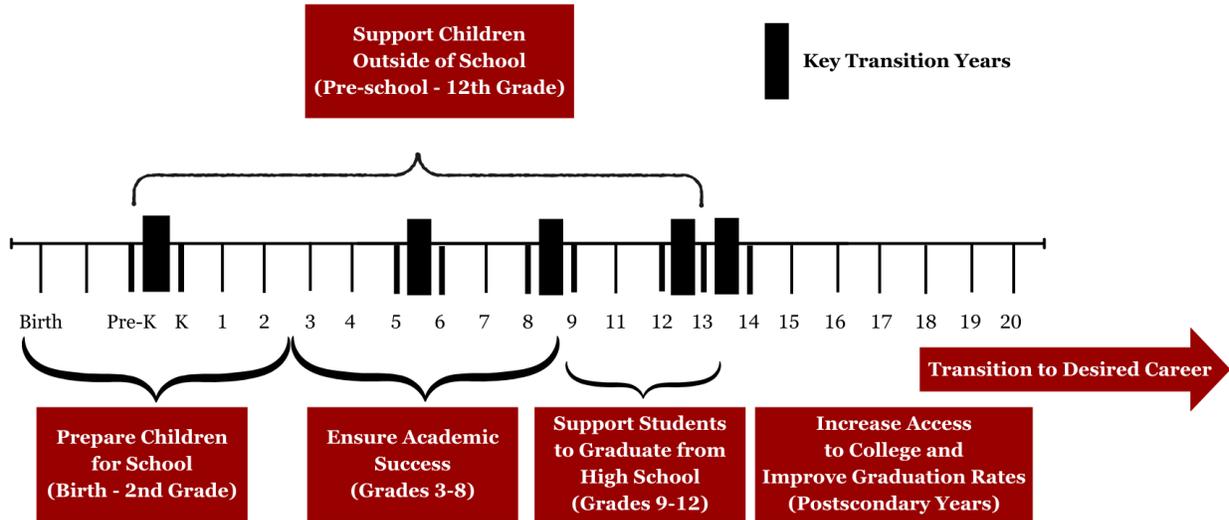
Conclusion

Several findings from all the data sources imply that the IUS IU K-12 SSC program is successful in helping struggling students improve academically and socially. The findings from the surveys and Student Activity database show that tutors/mentors can influence students through face-to-face interactions in a short time as well as over longer periods.

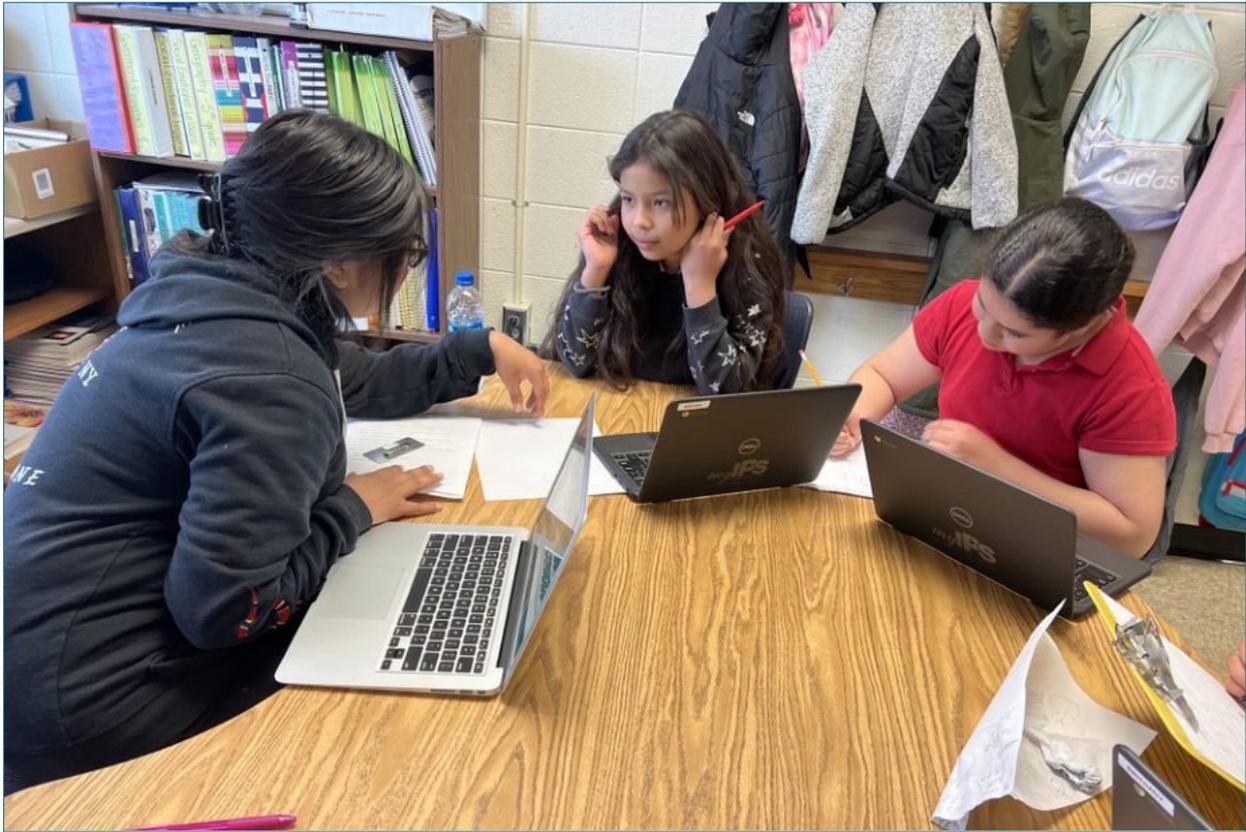
The practical implication is that having pre-service teachers as tutors/mentors also can impact students' decisions to become teachers or, as seen in several tutor/mentor comments, to change their major to education.

“I enjoyed the experience even more than I thought I would! I loved the classroom, kids, and staff. Everyone at the school was very welcoming and knowledgeable.” – Tutor/mentor

The Education Continuum



IU East Campus Overview
Site Director: Angela Lakes



The Indiana University East (IUE) IU K-12 SSC individual and small group tutoring/mentoring sessions were offered on-site at four schools within Richmond Community Schools Corporation. RCSC has 12 schools serving PK-12 students. IUE IU K-12 SSC partners with Richmond High School (9-12), Test Intermediate School (5-6), Hibberd Program Building (5-8) and Fairview Elementary School (PK-4).

District and School Partner Demographics

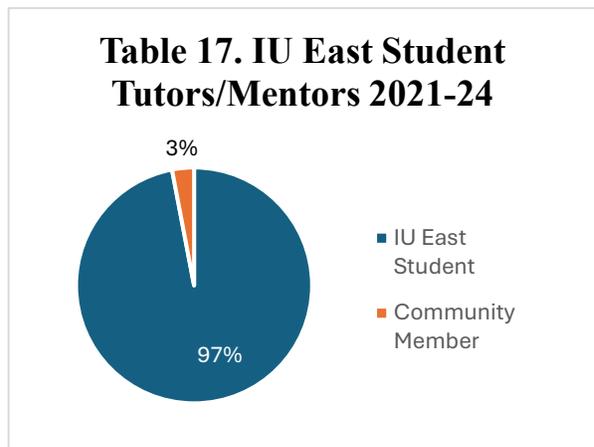
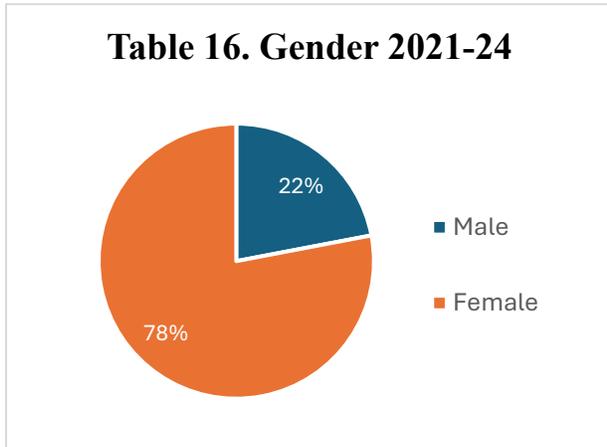
RCSC Total Enrollment	4481	
American Indian	21	.46%
Asian	51	1.14%
Black	400	8.93%
Hispanic	551	12.29%
Multiracial	710	15.84%
Native Hawaiian/ Pacific Islander	5	.11%
White	2743	61.21%
Free/Reduced Lunch	2799	62.46%
Special Education	1177	26.01%

Schools	Asian	Black	Hispanic	White	Free/ Reduced Lunch	Total Enrollment
Richmond HS	212	109	190	820	725	1,331
Test Intermediate	112	51	74	387	407	624
Fairview Elementary	37	20	44	170	214	271
ELL (English Language Learners)					265	5.86%

*Hibberd numbers are included in the student's home school statistics.

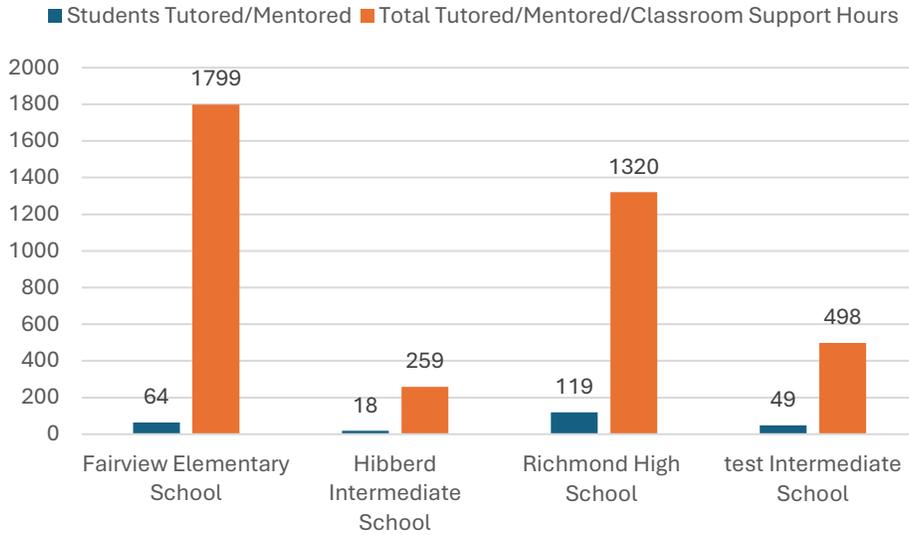
Tutors/Mentors

IUE IU K-12SSC employed 32 tutors/mentors from 2021-2024. Overwhelmingly, tutors/mentors were IU East students. Tutors/mentors represent diverse backgrounds and interests. The following fields of study were represented: elementary education, secondary education, nursing, biochemistry, biology, music, psychology, and sociology.

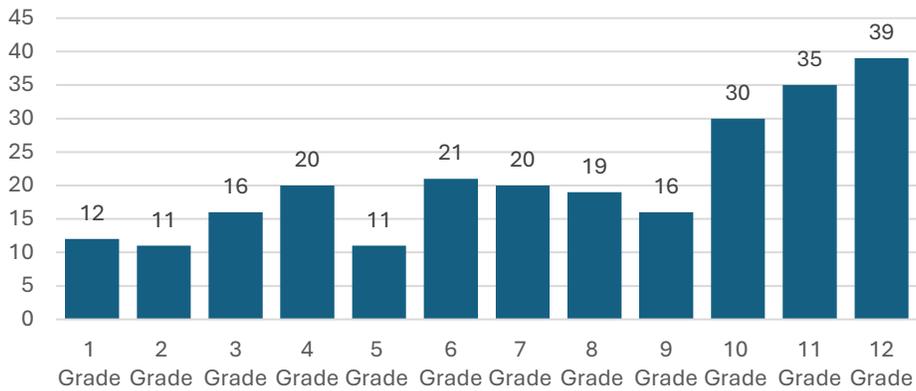


School Name	Students Tutored/Mentored	Hours Tutored	Hours Mentored	Classroom Support	Total Hours
Fairview Elementary School	64	1497	272	30	1799
Hibberd Program	18	226	33	0	259
Richmond High School	119	1261	59	0	1320
Test Intermediate School	49	472	26	0	498
Total	250	3456	390	30	3876

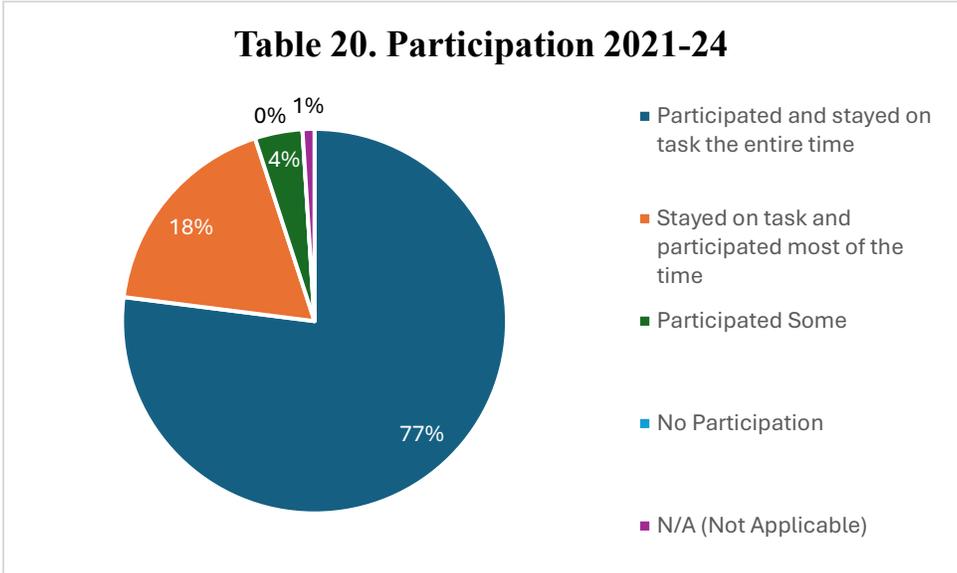
**Table 18. Students and Hours
Tutored/Mentored/Classroom Support
by School 2021-24**



**Table 19. Number of Students
Tutored/Mentored
by Grade Level 2021-24**

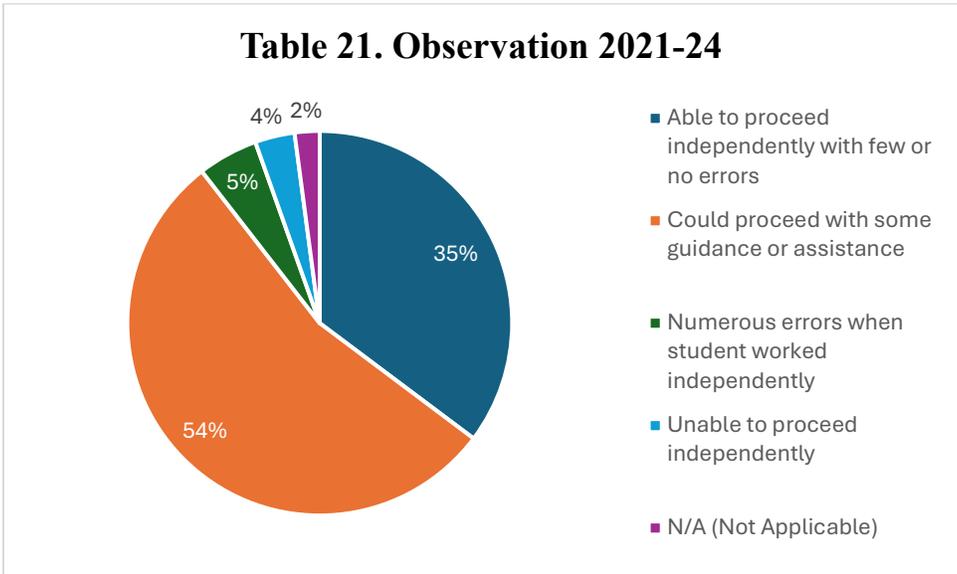


Participation	Number of times	Percentage
Participated and stayed on task the entire time	4,562	77%
Stayed on task and participated most of the time	1,096	18%
Participated Some	232	4%
No Participation	16	0.3
N/A (Not Applicable)	56	1%
Total	5,962	100%



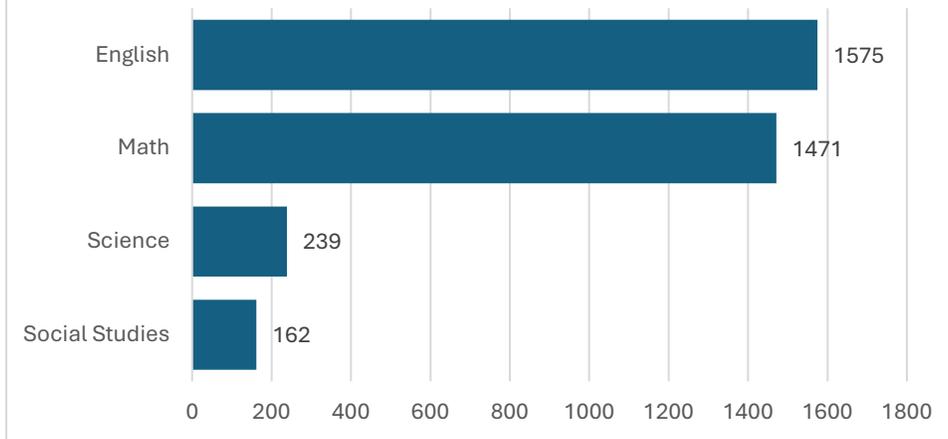
Summary: Most participants (95%) demonstrated consistent or high levels of engagement, indicating that the overall tutoring and mentoring sessions are effective in maintaining interest and participation.

Observation	Number of Sessions	Percentage
Able to proceed independently with few or no errors	2,101	35%
Could proceed with some guidance or assistance	3,235	54%
Numerous errors when student worked independently	302	5%
Unable to proceed independently	199	4%
N/A (Not Applicable)	125	2%
Total	5962	100%



Summary: Most students (89%) demonstrated moderate to high levels of engagement during the sessions, suggesting overall effectiveness in facilitating learning and understanding.

**Table 22. Total Tutoring Hours by Subject
2021-24**



Summary: English and math accounted for 88.36% of total tutoring hours of 3,447.

Table 23. Total Mentoring Hours 2021-24

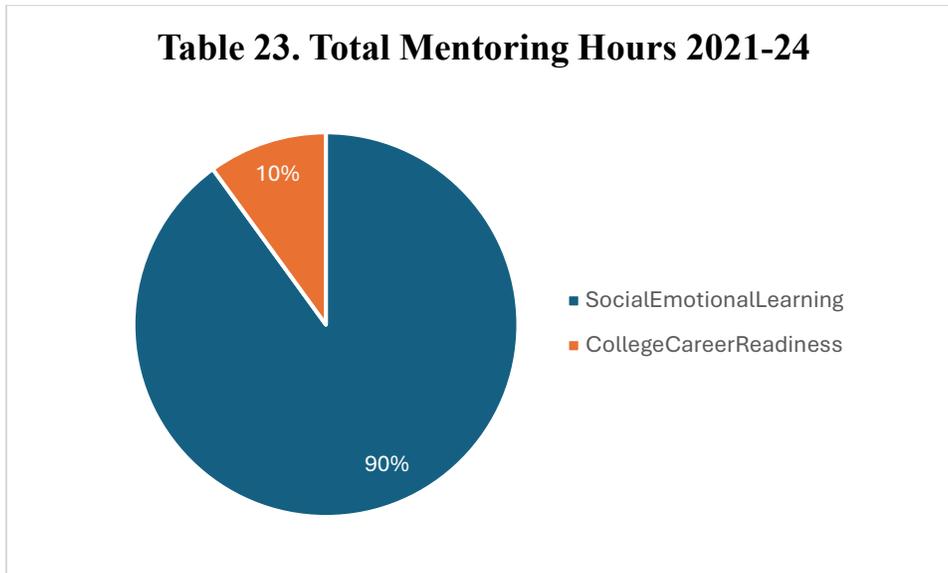
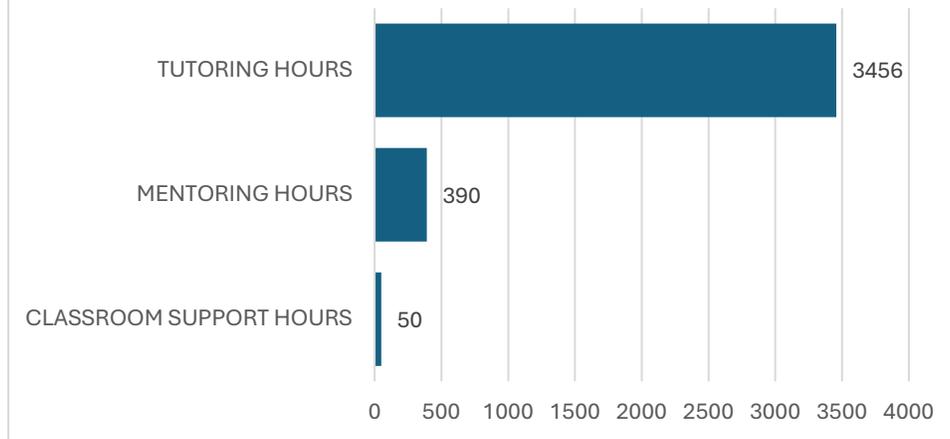


Table 24. Tutoring/Mentoring/Classroom Support Hours 2021-24



Summary: IUE IU K-12 SSC tutors/mentors provided considerably more tutoring hours than mentoring or classroom support. Though mentoring hours are tangibly less, their impact is no less profound. Classroom support is significant not only to students, but to teachers as well and plays a crucial role in the program.

Family/Caregiver Engagement

Improving family/caregiver engagement is a high priority. Progress has been slow, but an important step forward was achieved when administrators at Fairview Elementary granted access to their internal messaging platform DOJO. This tool allows communication with over 80% of enrolled families at that location. Family/caregiver engagement will continue to evolve and remain a critical element of the IUE IU K-12SSC program.

Program Impact on Students, Families/Caregivers

Students are the most important benefactors of tutoring/mentoring. A first grader at Fairview Elementary saw a 69-point increase in her spring test scores as a direct result of the individual support she received from tutoring. Through consistent and relevant professional development opportunities, tutors are well-equipped to meet students wherever they are academically or personally. Families have access to high-quality tutoring/mentoring at no cost and without requiring transportation.

ELL (English Language Learner) Students

The IU East region is home to a growing Latino/Hispanic population. IU East bilingual tutors at Richmond High School, Test Intermediate and Fairview Elementary offer invaluable support to ELL students, district teachers and administrators, including one-on-one sessions for students struggling to master English, push-ins for instructional support in classrooms, and translation of materials for students and teachers.

Our Spanish-speaking tutors/mentors also work to mitigate the isolation many immigrant students experience by helping them stay connected to their culture and offering a safe conversational space in their native language.

Three Spanish-speaking tutors at Richmond High School coordinated with school administrators to arrange an assembly – presented in Spanish – to more than 100 ELL students designed to help them navigate life after high school.

Impact of Tutors/Mentors

Tutors/mentors can schedule work around their course and athletic schedules, which is a tremendous advantage for students with multiple priorities. They receive regular professional development to enhance their resumes. Tutoring positions allow students to refine their soft skills in communication, teamwork, and professional conduct. Finally, tutors/mentors expand their perspectives through their work with diverse groups of students. Many find the experience so rewarding that they shift their majors as a result.

Conclusion

The IUE IU K-12 SSC program provides substantial benefits to students, caregivers, educators, administrators and to the IU East tutors/mentors themselves. The program has earned a reputation as a trusted source of support and information for students and families in this community and beyond. In the words of IU East Chancellor Dennis Rome, “These tutors are doing great work and work worth doing.”

“I got to work professionally and personally on skills that are going to help me become an educator. Working with students one-on-one helps me to be more confident in my relationship-building skills while also focusing on targeted areas of need. I have also been able to pay more attention to student interest and find ways to implement that into activities and lessons. Lastly, I have been able to develop my communication and collaboration skills while working with other teachers and staff during tutoring.” -- IU East tutor/mentor

Young Scholars Program Overview

Program Manager: Dr. Latosha Rowley



In October 2022, the Indiana University Office of Community Engagement/Family, School and Neighborhood Engagement partnered with the Indianapolis Public Schools to launch the Young Scholars Program. This two-year pilot program was based at Theodore Potter School 74 and Robert Lee Frost School 106.

The program provided one-on-one, 30-minute tutoring/mentoring sessions during the school day to students identified by school staff who needed support in reading literacy. The number of sessions varied by the schedule of each tutor/mentor. For example, some students received two sessions per week, others five sessions. In fall 2023, 22 students at School 74 were assigned to their fall 2022 tutor/mentors while 18 students at School 106 continued to build strong relationships with their fall 2022 tutor/mentors.

Data based on tutor/mentor daily notes, MARF Quick Phonics Screener assessments (completed at the first and last tutoring sessions) and NWEA scores show student achievement and self-confidence rose for students across gender, ethnicity, and grade level at both schools.

83% of School 74 students who were tutored increased their scores from 2022-2024.

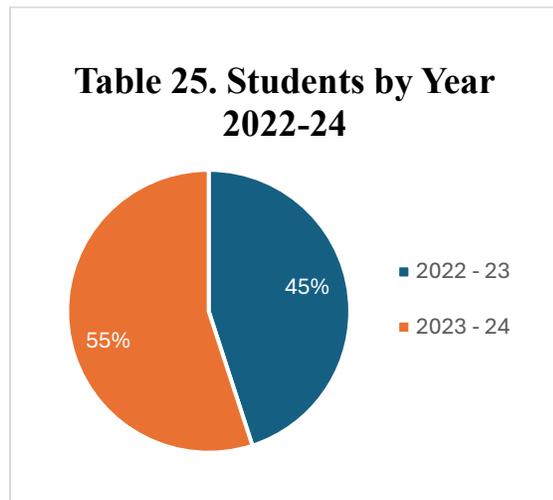
86% of School 106 students who were tutored increased their scores from 2022-2024.

District and School Partner Demographics

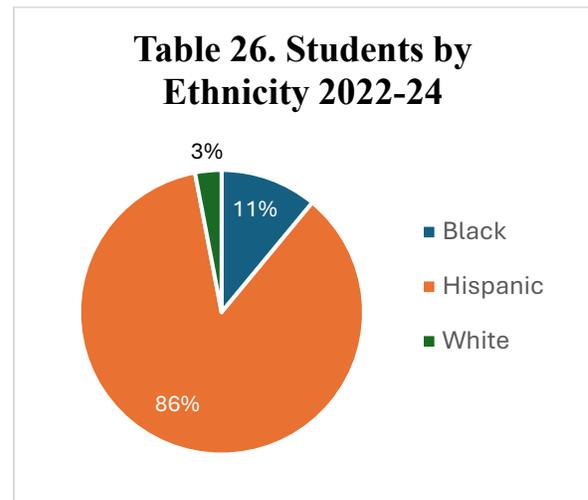
IPS Total Enrollment	21,858	
American Indian	28	.1%
Asian	203	.9%
Black	8,143	37.25%
Hispanic	8,065	36.89%
Multiracial	1,253	5.73%
Native Hawaiian/ Pacific Islander	6	.02%
White	4,160	19.03%
Free/Reduced Lunch	12,160	55.63%
Special Education	3,921	17.9%
ELL (English Language Learners)	5,938	27.16%

School	Black	Hispanic	Multi-racial	White	Free/Reduced Lunch	English Language Learner	Total Enrollment
Theodore Potter 74	20	171	17	43	147	138	251

IPS Theodore Potter School 74

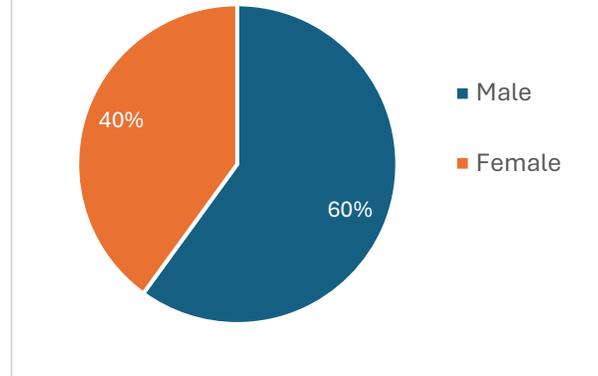


Total number of students: 75 students
2022-23: 45 students
2023-24: 52 students
** 22 students from SY 2022-23 returned in SY 2023-24*



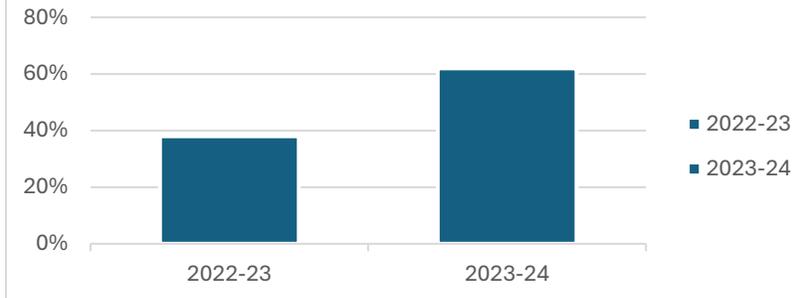
Black: 8 students (11%)
Hispanic: 65 students (86%)
White: 2 students (3%)

Table 27. Students by Gender 2022-24



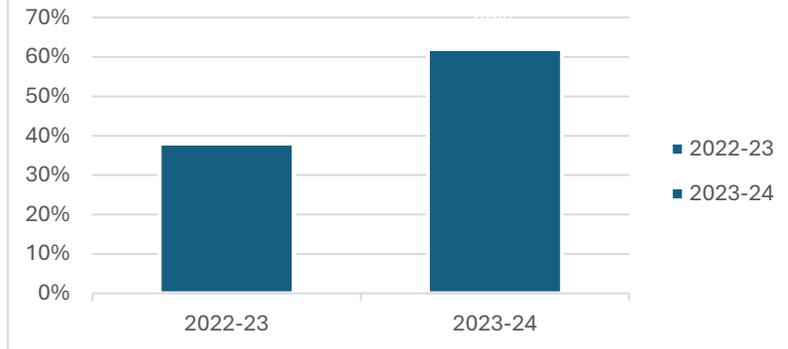
Male: 46 students, Female: 29 students

Table 28. Total Hours of Tutoring/Mentoring 2022-23 v 2023-24

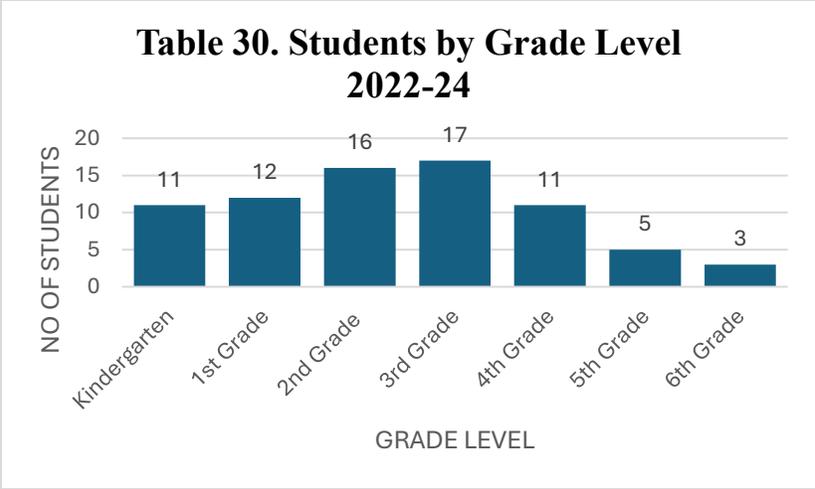


2022-23: 900 hrs. 2023-24: 1460 hrs.

Table 29. Tutoring/Mentoring Sessions 2022-23 v 2023-24

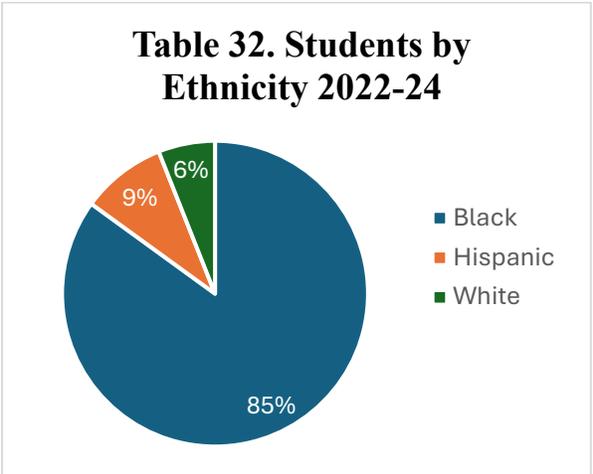
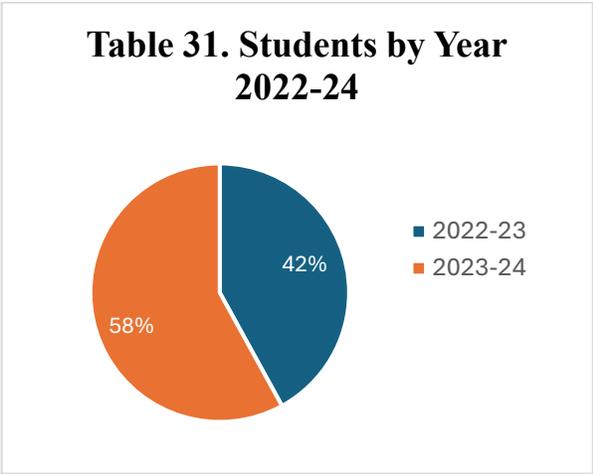


2022-23: 1800 sessions. 2023-24: 2920 sessions.



IPS Robert Lee Frost School 106

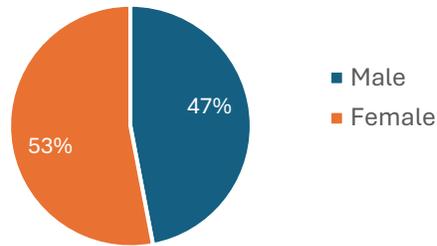
School	Black	Hispanic	Multi-racial	White	Free/Reduced Lunch	English Language Learner	Total Enrollment
Robert Lee Frost School 106	235	73	14	12	203	34	335



Total number of students: 54 students
2022-23: 29 students
2023-24: 43 Students
** 18 students from SY 2022-23 returned in SY 2023-24*

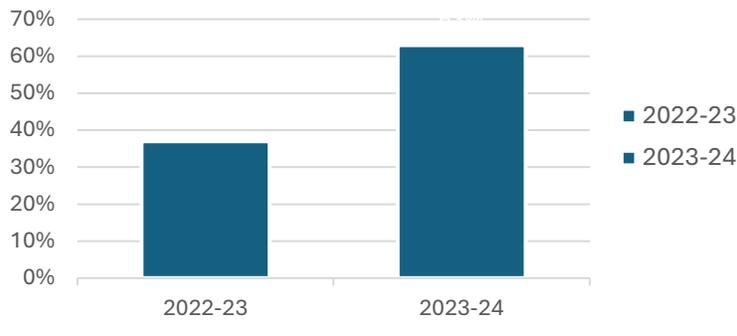
Black: 46 students (85%)
Hispanic: 5 students (9%)
White: 3 students (6%)

Table 33. Students by Gender 2022-24



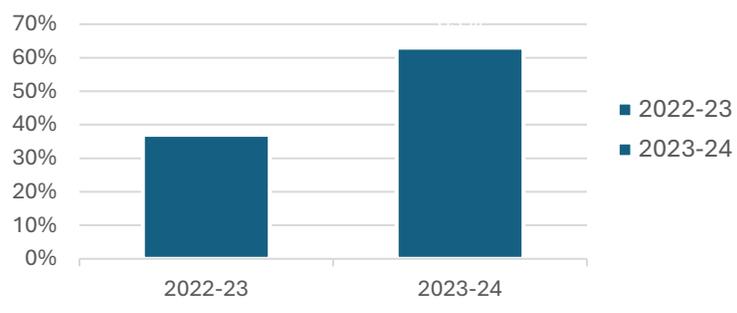
Male: 25 students, Female: 28 students

Table 34. Total Hours of Tutoring/Mentoring 2022-23 vs 2023-24

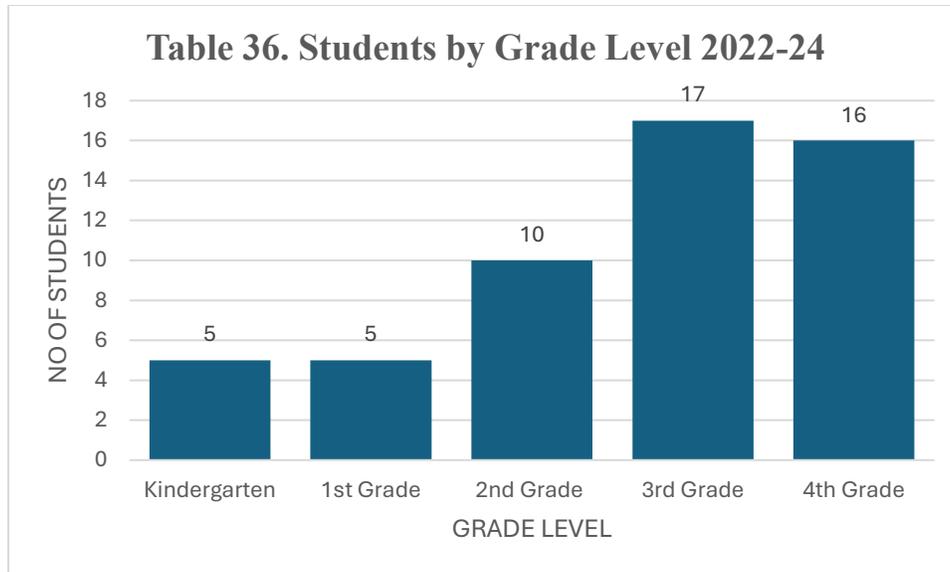


2022-23: 637hrs. 2023-24: 1,074 hrs.

Table 35. Total Sessions of Tutoring/Mentoring 2022-23 vs 2023-24



2022-23: 1,272 sessions. 2023-24: 2,147 sessions.



Academic Progress and Achievements

- Most students have shown noticeable improvements in reading literacy (based on NWEA assessment data, MARF Quick Phonics Screener (MPS) assessments, and tutor/mentor observations) through 30-minute, one-to-one, in-school tutoring sessions.
- Students have increased writing skills due to routine word work during tutoring sessions.

Increased Confidence and Engagement

- Students are becoming more confident and willing to participate in various activities thanks to tutors/mentors using praise and encouragement during every tutoring session.
- Tutor/mentor encouragement has boosted students' enthusiasm and eagerness to share their thoughts and attempt more difficult literacy concepts.
- Increased confidence in reading proficiency has increased the students' love of reading and their willingness to read independently.

Overall Tutoring Strategies and Techniques

Interactive Learning and Drills

- Tutors/mentors use various interactive methods -- flashcards, games, sensory activities, writing on white board – to engage students in learning.
- Selecting texts based on student interests has resulted in higher interest in reading than using classroom text alone.

Overall Challenges and Progress

Behavioral and Emotional Challenges

- Some students have difficulty regulating their behavior, requiring personalized coping strategies and consistent reinforcement.

Overcoming Learning Difficulties:

- Tutors/mentors address learning challenges through repetition, drills, and personalized exercises.
- Tutors/mentors provide flexible teaching strategies to meet the needs of the students.

Conclusion

The one-on-one, 30-minute tutoring sessions with early learners had a substantial impact on the children's love of reading and their grasp of early literacy skills. The relationships developed between the tutor/mentors and their students allowed the young people to build trust and confidence, leading to an increase in social-emotional well-being.

“I’ve been in IPS for quite a while (22 years!), and this is the most beneficial outside program I’ve seen. The tutors who work with my students have been nothing short of wonderful. They show up every day they are supposed to be here, they are always on time, they are friendly and approachable, and they’re making a difference.” – Robert Lee Frost School 106 teacher



Indiana University Indianapolis (IUI) Campus Overview

Site Director: Nicole Oglesby

** IUPUI became Indiana University Indianapolis on July 1, 2024*



This overview of the Indiana University Indianapolis (IUI) campus' Indiana University K-12 Student Success Corps Program (IU K-12 SSC) outlines the support given to 10 K-12 Indianapolis Public Schools with tutoring, mentoring, family engagement, and college and career readiness support. Data in this report is from August 2021 to April 2024. Tutors/mentors engaged in in-person tutoring/mentoring during the school day and after school. From 2021 to 2024 more than 50 tutors/mentors were hired to provide academic and social emotional support to students in classrooms and one-on-one sessions.

IU K-12 SSC Program Components

Tutoring (Academic Focus): Tutoring was provided in-person with elementary, middle, and high school students in select Indianapolis Public Schools.

Mentoring (Social Emotional Support Focus): Mentoring occurred during in-person tutoring sessions when a tutor/mentor and a student had a discussion that is not related to the student's

academic work. The student might share a difficulty and the tutor/mentor might share a similar difficulty and how it was overcome.

College and Career Readiness: Tutors/mentors supported exploration of different careers, summer employment, volunteerism, and post-secondary education options through formal and informal conversations students.

Family Engagement: Intentional opportunities to enhance and support families/caregivers were made a priority, including family engagement activities such as participating in PIT Days (Parents-in-Touch), parent meetings, back to school fairs, and community days. Communication with families/caregivers included quarterly newsletters, videos, and emails.

Tutors/Mentors

Most IUI IU K-12 SSC tutors/mentors (91%) are college students from various institutions in Marion County, including IUI, Butler University, Marian College, Ivy Tech, and IU online. In 2022, the program began to recruit and hire non-students, providing the team with five non-student tutor/mentors.

Tutors/mentors represent diverse areas of study on the IUI campus that include Kelley School of Business; Luddy School of Informatics, Computing, and Engineering; School of Education, O’Neill School of Public and Environmental Affairs, School of Liberal Arts, School of Health and Human Sciences, Robert H. McKinney School of Law, School of Medicine, School of Nursing, School of Social Work, and Richard Fairbanks School of Public Health, just to name a few.

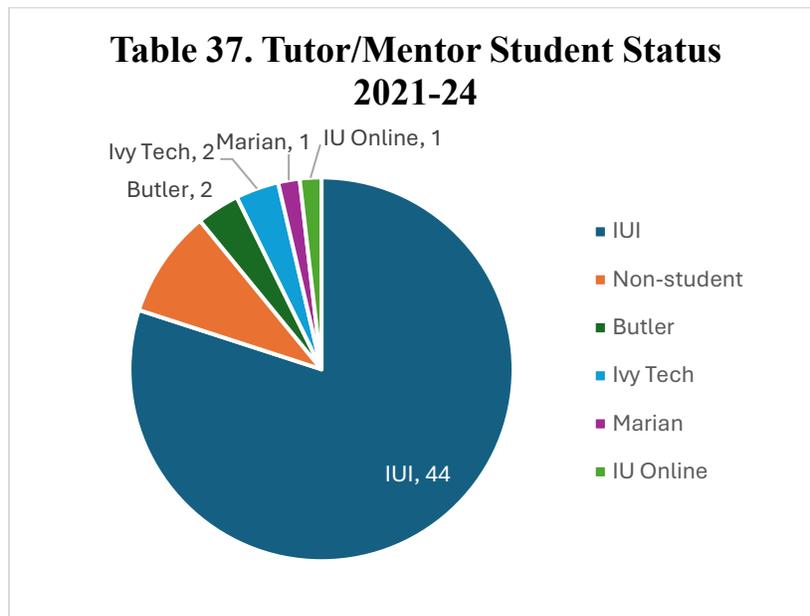
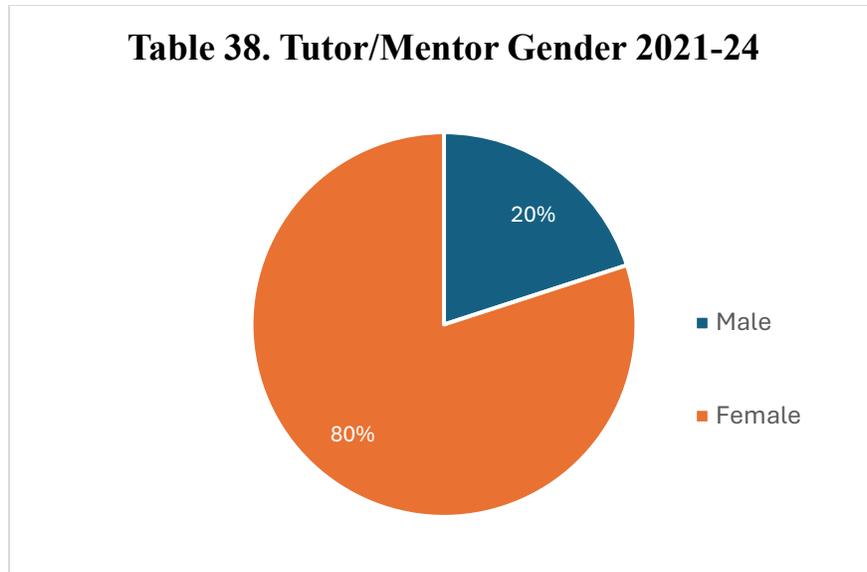


Table 38. Tutor/Mentor Gender 2021-24



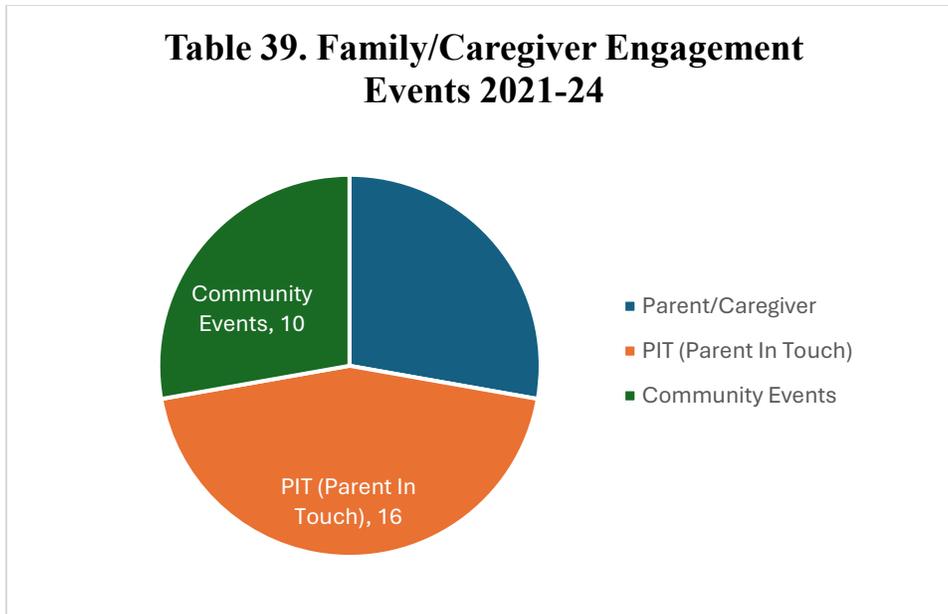
Total number of tutors/mentors: 55

School Partners

School Name	Number of semesters participated	Number of Students	Total Hours Tutored/ Mentored	Total Hours
Arlington Community MS	4	129	465	558
Arsenal Technical HS	6	353	943	1459
Crispus Attucks HS	3	101	483	596
Ernie Pyle School 90	6	126	2307	2661
George Washington HS	6	131	243	434
James Whitcomb Riley School 43	5	153	440	717
Jonathan Jennings School 109	6	115	1187	1336
Northwest Community MS	1	82	243	319
Shortridge HS	2	32	93	128
William Penn School 49	2	150	720	721
Total		1,372	7,124	8,929

IUI's IU K-12 SSC program developed partnerships with both school-based and community organizations, including but not limited to the YMCA, the NCAA, and Starfish Initiative. Tutors/mentors also supported students in after-school academic activities.

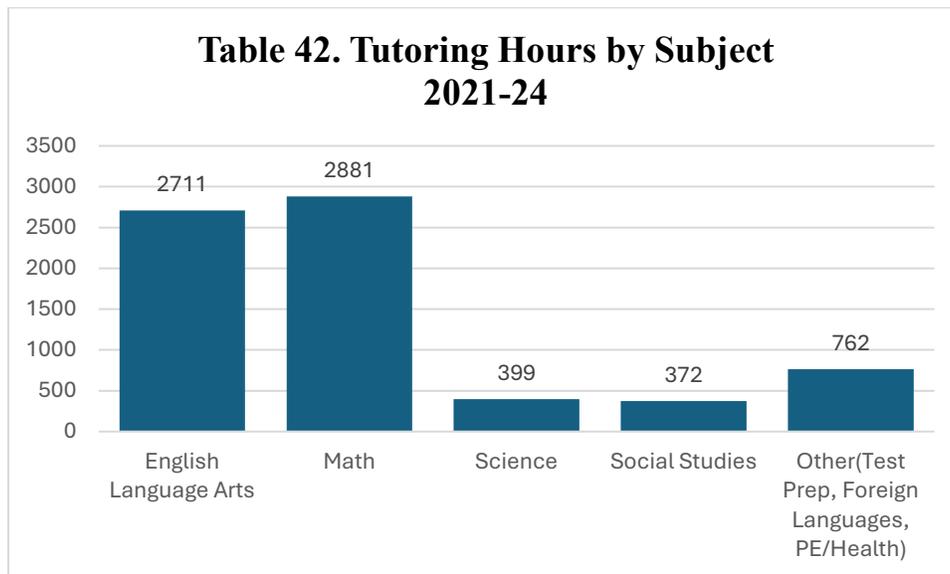
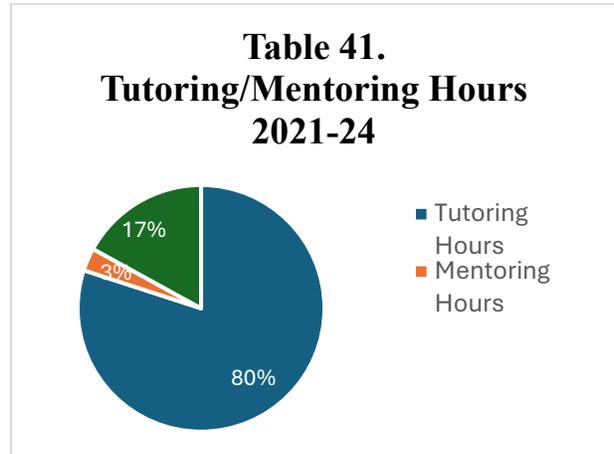
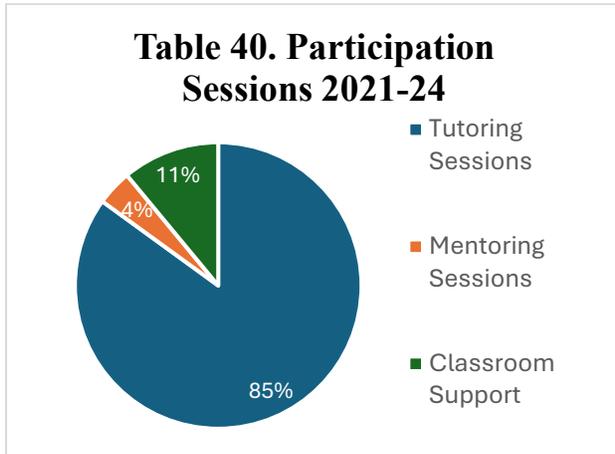
Table 39. Family/Caregiver Engagement Events 2021-24



School Demographic Data

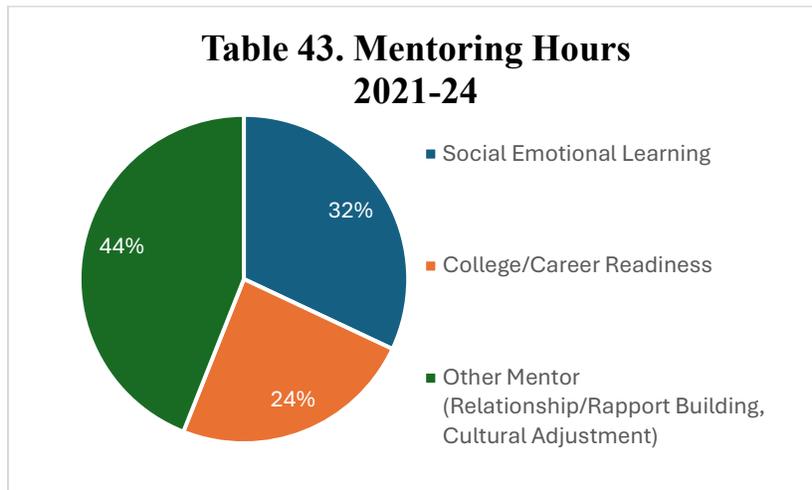
School Name	Total student enrollment	Black students	White students	Hispanic students	American Indian, Asian, Hawaiian or Pacific Islander students	Multiracial students	Students receiving free or reduced meals	ENL students (2022-23)
Arlington Community MS	270	67%	5%	22%	>1%	6%	51%	15%
Arsenal Technical HS	2524	33%	7%	56%	>1%	3%	66%	37%
Crispus Attucks HS	1179	60%	2%	34%	>1%	3%	65%	22%
Ernie Pyle School 90	296	32%	11%	54%	0	3%	61%	37%
George Washington HS	624	44%	10%	41%	1%	4%	57%	48%
James Whitcomb Riley School 43	312	76%	5%	9%	3%	7%	54%	4%
Jonathan Jennings School 109	302	26%	3%	65%	1%	5%	61%	60%
Northwest Community MS	388	43%	7%	47%	1%	2%	51%	44%
Shortridge HS	1174	46%	15%	34%	1%	4%	65%	14%
William Penn School 49	452	17%	25%	51%	1%	6%	64%	38%

- Total number of students tutored and mentored: 1,372 students.
- Total number of participation sessions: 8,919 sessions
- Tutoring sessions (defined as academic support): 7,559 sessions
- Mentoring sessions (defined as social emotional support): 394 sessions
- Classroom Support (defined as whole class guidance): 966 sessions
- Total number of hours tutored/mentored: 8929 hours. (approx. 372 days)

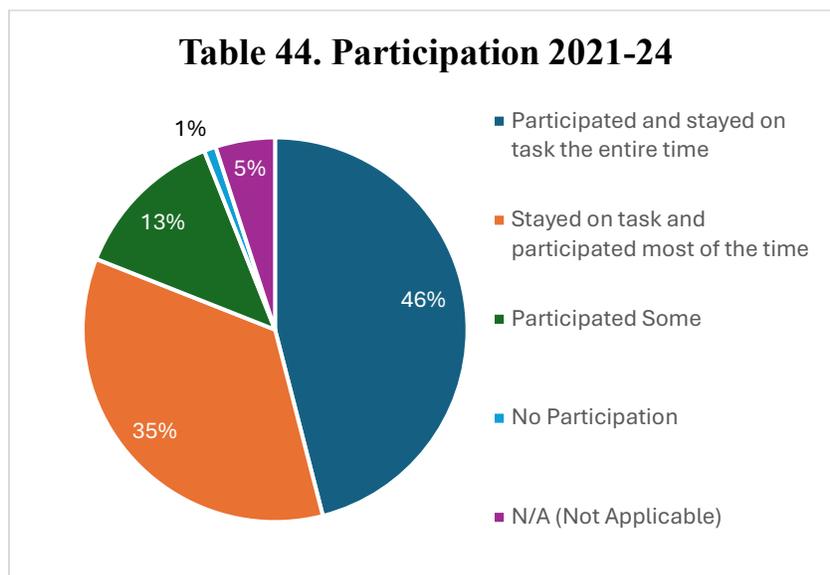


Mentoring hours: 283 hours

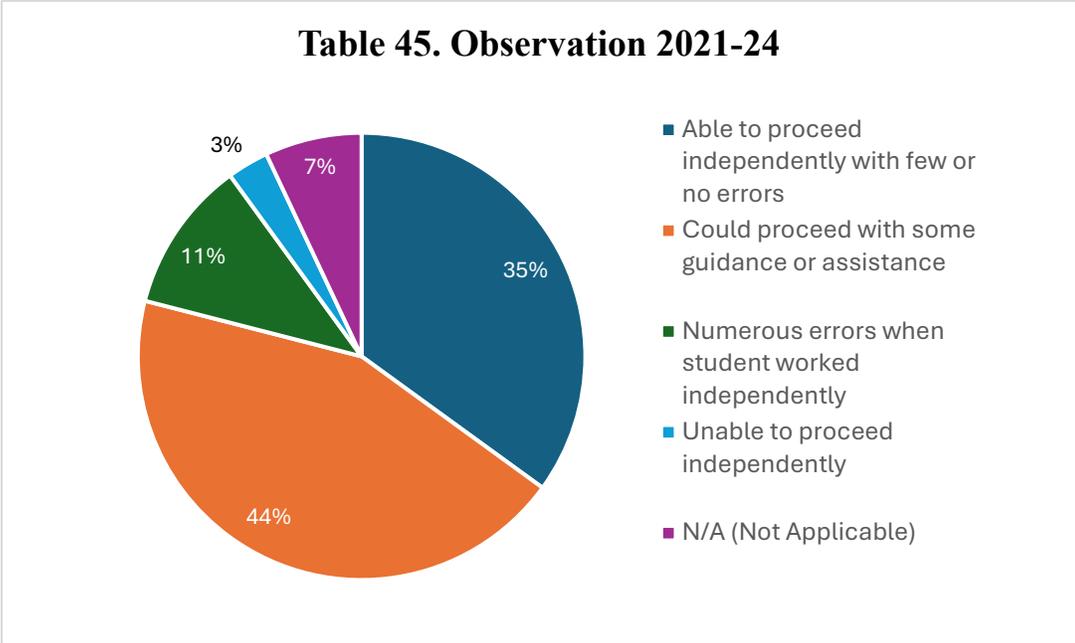
- Social-Emotional Learning: 89 hours
- College-Career Readiness: 69 hours
- Other (relationship building with students and other topics): 125 hours



Participation	Number of Sessions	Percentage
Participated and stayed on task the entire time	3,703	47%
Stayed on task and participated most of the time	2,809	35%
Participated Some	1,003	13%
No Participation	45	1%
N/A (Not Applicable)	393	5%
Total	7,953	100%



Observation	Number of Sessions	Percentage
Able to proceed independently with few or no errors	2793	35%
Could proceed with some guidance or assistance	3548	45%
Numerous errors when student worked independently	849	11%
Unable to proceed independently	232	3%
N/A (Not Applicable)	531	7%
Total	7953	100%



Implications and Conclusions

From August 2021 to April 2024, IUI’s IU K-12 SSC served 1,372 students with tutoring and mentoring support. More than 7,000 hours were spent in classrooms or in one-on-one tutoring sessions. There was an almost even split in the number of tutoring hours focused on math (2,882 hours) and English Language Arts (2,711 hours).

283 hours were spent on mentoring, including career and college readiness, social-emotional support, relationship/trust/rapport building, and cultural adjustment.

Most students (82%) demonstrated consistent or high levels of engagement. Additionally, most students (80%) were able to proceed with little to no guidance, suggesting overall effectiveness in facilitated learning and enrichment.

Approximately 90% of the schools supported by IU K-12 SSC had large Black and Hispanic populations. These demographics allowed IU K-12 SSC to adhere to its core value of providing equitable learning and support opportunities for all.

On behalf of Jonathan Jennings Elementary School, I want to extend our appreciation for the exceptional support that has been provided by the IU K-12 SSC tutors over the last two years. I have been extremely impressed with every one of the student tutors as they have made a significant and positive impact on our school community. Our students not only have benefited from their academic guidance but also behavioral as well. The tutors' willingness to go above and beyond to support our students in whatever ways necessary has not gone unnoticed. They lead stations, provide engaging activities, support transitions, participate in parent/teacher conferences, and contribute to a safe and nurturing learning environment. The genuine connections they have built with our students and staff have made a significant positive impact.”

-- Principal Kevin McMahan, IPS Jonathan Jennings Elementary School 109

Virtual Program Overview

Director: Dr. Chris Chalker



The IU K-12 Student Success Corps (IU K-12 SSC) evening virtual tutoring/mentoring program provides free online tutoring, mentoring, college and career readiness, social/emotional support, and caregiver engagement to students in grades 6-12 via the Zoom platform. One-hour sessions are provided on Tuesday, Wednesday, and Thursday evenings between 5-9:30 p.m., with many students receiving multiple sessions weekly. This executive summary is comprised of data from August 2021 to April 2024 for students served across the state by a team of 8-10 tutor/mentors.

A powerful component of the evening virtual tutoring/mentoring program is the partnership between the program coordinator and the caregivers on behalf of their student's participation. The program coordinator works closely with each student's caregiver to identify academic areas in need of assistance, matching students with a tutor/mentor, identifying resources to assist with tutoring/mentoring, and providing homework and assignments to work on during their weekly sessions. A key component of this partnership is communication: frequent texts, emails, and phone calls between caregivers and the program coordinator assist with scheduling, session reminders, necessary changes, and feedback. The program coordinator also provides caregivers periodic program feedback on student academic improvement, caregiver/coordinator relationship, relationship with the tutor/mentor, behavior changes, social/emotional impact, and any questions or suggestions for continuous improvement.

Tutoring is the primary need of most students, with mentoring occurring naturally because of the deepening relationship between the student and tutor. Students and tutors often take a few minutes to discuss issues impacting student social/emotional well-being, home or school life, and college and career readiness without dedicating an entire session to mentoring.

Total number of students tutored/mentored: 230 students

Total number of sessions: 3,745

Tutoring sessions: 3,544

Mentoring sessions: 201

Total number of hours tutored/mentored: 2,869

Table 46. Participation Hours 2021-24

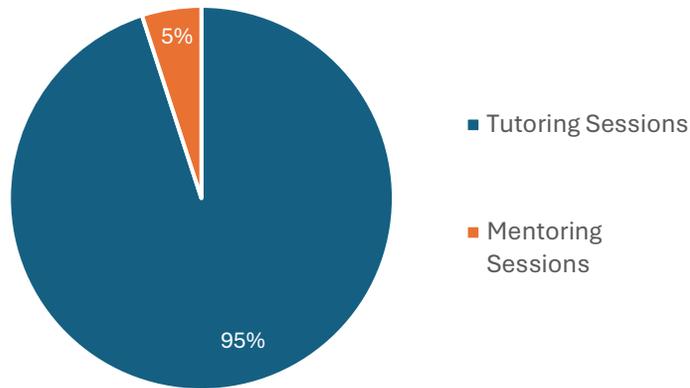
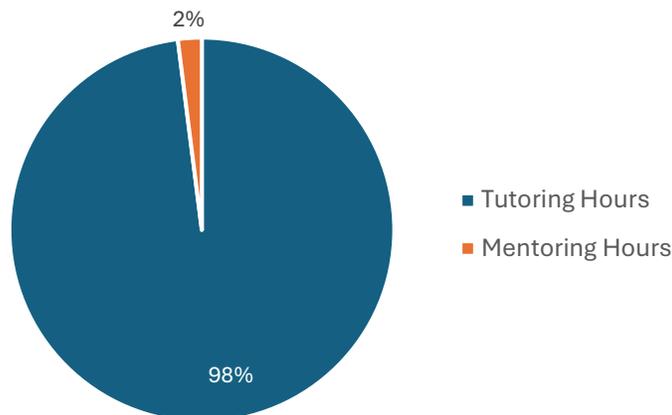
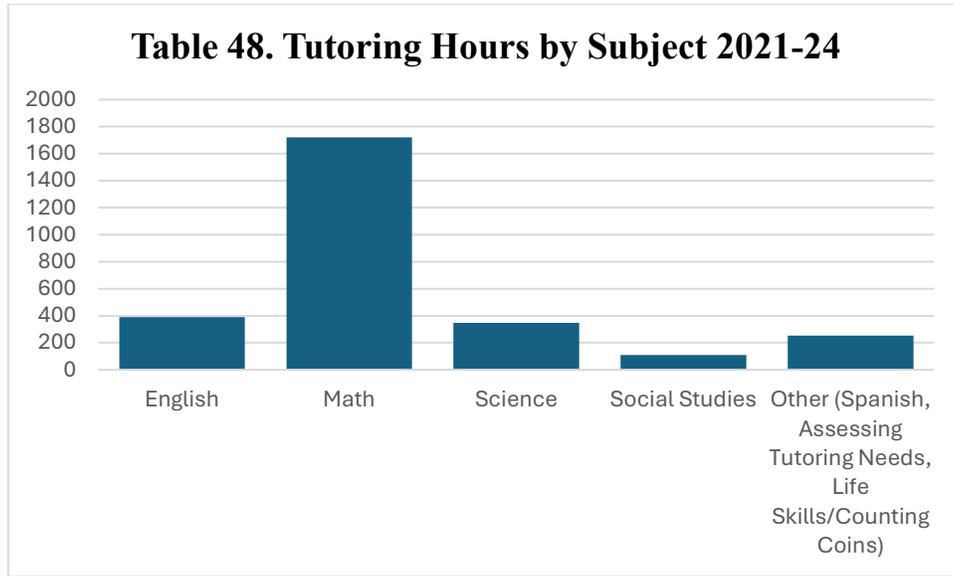


Table 47. Tutoring/Mentoring Hours 2021-24

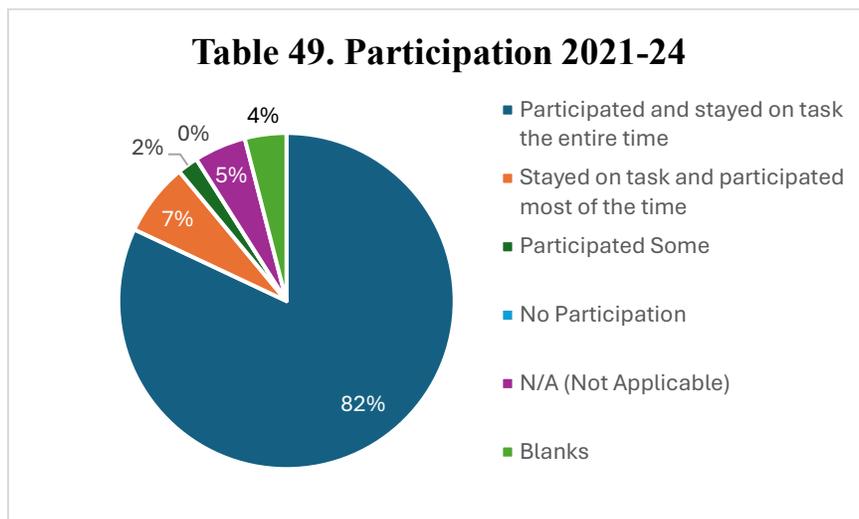


Tutoring hours by Subject: 2,820/Mentoring hours: 49

- English: 390
- Math: 1,720
- Science: 348
- Social Studies: 109
- Other (Spanish, assessing tutoring needs, life skills): 253

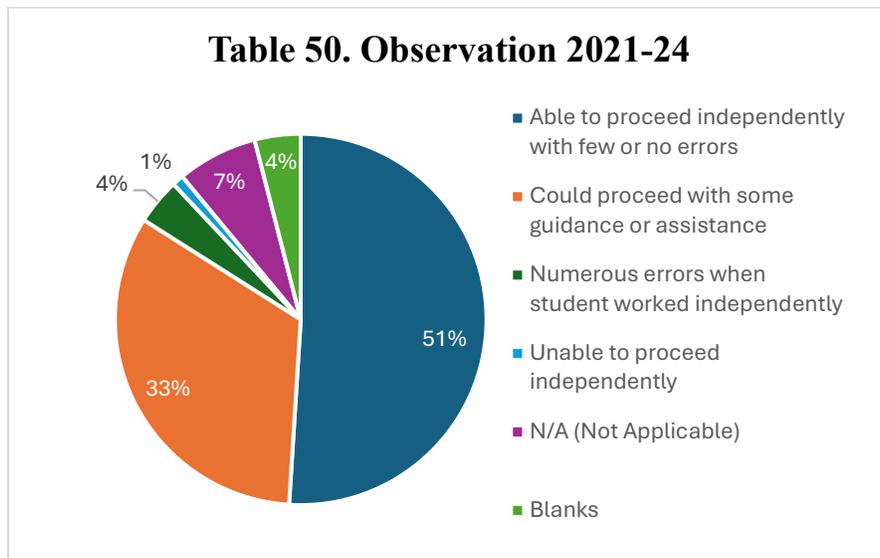


Participation	Number of Sessions	Percentage
Participated and stayed on task the entire time	3,066	82%
Stayed on task and participated most of the time	252	7%
Participated Some	77	2%
No Participation	4	0%
N/A (Not Applicable)	346	9%
Total	3,745	100%



89% of participants demonstrated consistent or high levels of engagement.

Observation	Number of Sessions	Percentage
Able to proceed independently with few or no errors	1,903	51%
Could proceed with some guidance or assistance	1,218	33%
Numerous errors when student worked independently	165	4%
Unable to proceed independently	48	1%
N/A (Not Applicable)	411	11%
Total	3,745	100%



84% of participants demonstrated moderate to high levels of engagement during the sessions.

The tutoring/mentoring director partners with caregivers to provide periodic program feedback covering student academic improvement, relationship with the tutor/mentor, caregiver/coordinator relationship, behavior changes, social/emotional impact, and any additional information and suggestions for improvement. A summary of this qualitative program data is provided below in each of these areas:

- Effect of Tutoring on Student Academic Achievement**
 More than 96% of caregivers reported a very strong positive impact on their children's academic growth. This is testament to the effectiveness of the evening virtual program and the strength of the tutoring/mentoring team.
- Academic Improvement:** Many caregivers reported their students are completing more assignments on time, completing their homework more consistently, and increasing their test scores.

- **Improved Grades:** Many caregivers mentioned a significant improvement in their student's grades after participating in tutoring. Many students are moving from failing to passing grades with some even achieving A grades.
- **Increased Confidence:** Tutoring not only improved academic performance but also boosted students' confidence. Several caregivers expressed that their student experienced greater confidence in their abilities and reduced anxiety about their schoolwork.
- **Subject-Specific Benefits:** The benefits of tutoring were often subject-specific. Students who struggled in certain subjects, like math or biology, found that tutoring helped them excel in those areas.
- **Test Scores:** Many students reported higher test scores after receiving tutoring. This indicates that the additional support and practice provided by tutors contributed to better performance on assessments.

Study Habits and Homework Completion: Tutoring helped students develop better study habits and to complete their homework more consistently. This suggests that tutoring fosters a sense of responsibility and discipline. According to caregivers, students have become more confident, proactive, and focused on their schoolwork. They exhibit improved study skills, better attention to detail, and a willingness to actively participate. Additionally, many students have shown increased accountability for their assignments and a positive change in their attitude towards learning. Overall, the tutoring/mentoring program has had a beneficial impact on student behavior and academic engagement.

- **Individualized Attention:** The one-on-one nature of tutoring was frequently mentioned by caregivers as a key factor in its effectiveness. Students appreciated the personalized assistance and the ability to ask questions without feeling embarrassed.
- **Positive Changes in Attitude:** Tutoring not only improved academic skills but also changed students' attitudes toward learning.
- **Long-Term Academic Benefits:** Some students had been receiving tutoring for an extended period, with consistent improvements in their academic performance over time. This suggests that sustained tutoring support can lead to lasting benefits.
- **Effect of Tutoring/Mentoring on Students Social-Emotional Well-Being:** The impact of tutoring/mentoring on student social-emotional well-being is notable. Caregivers have reported increased confidence, a greater willingness to collaborate and communicate with peers, and improved self-esteem in their students. Tutoring has not only helped them academically but has also positively influenced their emotional growth and outlook. Students have become more open to seeking help, managing their emotions, and navigating social situations with increased ease. Overall, the program has contributed significantly to their social and emotional well-being, instilling a sense of confidence and empowerment.
- **Interactive and Creative Learning:** Creative methods are frequently used to enhance learning, including musical counting exercises, and engaging interactive tasks during online sessions, which involve screen sharing and real-time problem-solving.

About the IU K-12 SSC Site Directors and Liaisons

Additional caregiver feedback and suggestions for improvement reflect an overwhelming appreciation for the tutoring program, highlighting its positive impact on student academic success and personal growth. Caregivers expressed gratitude for the program's support, often citing the service of the coordinator and tutoring team as a difference maker. While some

caregivers suggest increasing session duration, providing opportunities for additional weekly sessions, or using different video conferencing platforms, the overall sentiment is one of deep appreciation and hope for the program's continuation, continued success, and expansion. The program's flexibility, dedication of tutors, and role in improving students' academic outcomes are highly valued by the caregivers and their students.

Implications and Conclusions

In conclusion, most participants (89%) demonstrated consistent or high levels of engagement, implying that the overall tutoring/mentoring experience was effective in maintaining interest and participation. Furthermore, most students (84%) demonstrated moderate to high levels of engagement during the sessions, implying overall effectiveness in facilitating learning and understanding.

Caregiver feedback implies that the tutoring/mentoring program plays a crucial role in enhancing students' academic achievement, confidence, and overall well-being. It also helps bridge gaps in understanding, improves study habits, and can be especially beneficial for students who struggle in specific subjects. The individualized attention and support offered through evening virtual tutoring/mentoring has a positive and lasting impact on students and has implications for both educational and personal growth in the future.

Additionally, the summary of tutoring session notes offered a holistic view of the diverse range of activities, challenges, and strategies employed in evening virtual tutoring sessions. Each session played a crucial role addressing the varied needs of students and helping them to reach their goals.

"I appreciate the help with my son! This program is very beneficial for families that cannot afford to pay for tutoring services. I have referred a few friends to the program, and they are rating the program higher than Sylvan Learning." – A parent

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William Penn Elementary School 49 staff: Principal Jessica Barnes, Instructional Coach Jayme Gannon

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Melissa Norwood, Mary Reas and Carri White.

Green Valley Elementary staff: Principal Missy Hooks, Counselor Christy Heiligenberg, Teachers

Jane Campbell, Kim Ramer, Jennifer Reifsnider and Anjeannette Shontee.

S.E. Jones Elementary staff: Principal Stacey Meador, Teachers Kara Hall, Rebecca Hertle and

Angela Masingo,

Hazelwood Middle School: Counselor Jessica Yi

Highland Hills Middle School: Counselor Meredith Seewar

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Test Intermediate School staff: Communities in Schools Coordinator Marcie Lindahl

Fairview Elementary School staff: Teachers Stephanie Brown and Heather Kidd, Instructional
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