

FY2025 Education Innovation and Research (EIR) Mid-Phase Grant - ALN 84.411B  
CitySchools Collaborative  
Project Abstract

**Applicant Name:** CitySchools Collaborative

**Project Title:** Impact of Intermediary Support for Tutoring

**Type of Grant Requested: (select one)**     Mid-Phase                       Expansion

**Absolute Priorities the Project Addresses:**

Absolute Priority 1-- Field-Initiated Innovations: Promoting Evidence-Based Literacy

**Competitive Preference Priorities the Project Addresses:**

Competitive Preference Priority 1— Returning Education to the States

Competitive Preference Priority 2— Education Choice (High-Impact Tutoring)

**Total number of students to be served by the project:** More than 15,000 students with literacy HIT by year 5; research study will focus on ~5,000 students in grades 4-8.

**Grade level(s) to be served by the project:** K-8, with the research study focusing on grades 4-8

**Definition of high-need students:** Lower-performing students, economically disadvantaged students, multilingual learners, and students with disabilities.

**Brief description of project activities:** CitySchools Collaborative will scale Science-of-Reading (SoR)-aligned literacy tutoring for high-need students across DC, Maryland, and Virginia. The project will pair tutoring with CSC’s Intermediary Support for Tutoring (IST) model, which provides structured coaching and technical assistance, Communities of Practice, and Design Sprints to enhance quality of implementation.

**Summary of project objectives and expected outcomes:** The project will leverage a multisite cluster randomized trial to compare student outcomes in grades 4-8 between schools implementing CSC's IST program and control schools. Expected outcomes include higher ELA achievement for treatment schools, with exploratory analyses on student subgroups, confidence, engagement, and early literacy skills.

**Summary of how the project is innovative:** This project extends a successful evidence-based model into new states and contexts, testing whether IST can improve return on states' HIT investments. Rather than studying HIT impact alone, it focuses on improving HIT implementation quality, which will drive student outcomes.

**Other studies related to the proposed project:** The project builds upon moderate evidence from an independent quasi-experimental evaluation of CSC’s Intermediary Supports for Tutoring (IST) program in math, which found significant gains for students receiving full dosage and those served by highly engaged providers. It also draws on syntheses of tutoring research (Kraft & Falken, 2021; Nickow et al., 2024) and the 2025 Stanford “Null Results” study.

**Proposed implementation sites:** Public and public charter schools in DC, Maryland, and Virginia

**Organizations partnering with this project:** DC Office of the State Superintendent of Education (OSSE), Maryland State Department of Education (MSDE), DC Public Schools, DC public charter schools, Richmond Public Schools, Prince George’s County Public Schools, and other LEAs in Maryland and Virginia, Reading Partners, Reading Assist, EduTutorVA, Bellwether Education Partners, EmpowerK12