

**Applicant Name: Accelerate-The National Collaborative for Accelerated Learning**

**Project Title:** Accelerate Regional Tutoring Initiative

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

**Absolute Priorities the Project Addresses:**

Absolute Priority -- Field-Initiated Innovations—Literacy

**Competitive Preference Priorities the Project Addresses:** (select all that apply)

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:** Approximately 6,000 K–5 students over three years

**Grade level(s) to be served by the project:** Kindergarten through Grade 5

**Definition of high-need students:** Students identified by the Oklahoma State Department of Education (OSDE) as performing below grade-level literacy benchmarks based on statewide early literacy screeners and state assessments, including those attending Title I schools and rural districts.

**Brief description of project activities:** Accelerate, a national nonprofit dedicated to embedding high-impact tutoring into public education, will partner with the Oklahoma State Department of Education (OSDE), Air Reading, ECRI, and Mathematica to improve literacy outcomes for K–5 students through a state-led, evidence-based tutoring initiative. The project will conduct two large-scale randomized controlled trials (RCTs) comparing virtual tutoring (Air Reading) and paraeducator-delivered tutoring (ECRI), testing variations in group size and session frequency to measure impact and cost efficiency. Activities include district selection, student randomization, tutoring delivery in urban and rural sites, data collection, fidelity monitoring, and independent evaluation. Accelerate will provide management, technical assistance, and an open-source cost-efficiency framework aligned with federal SEER standards.

**Summary of project objectives and expected outcomes:** The project aims to (1) improve early literacy outcomes for high-need students; (2) generate rigorous evidence on the cost-effectiveness and return-on-investment (ROI) of two tutoring models; (3) develop and disseminate state-led policies and tools to sustain tutoring post-grant; and (4) provide nationally relevant guidance for states seeking to scale tutoring cost-effectively. Expected outcomes include statistically significant gains in reading proficiency, validated ROI metrics linking tutoring dosage to learning outcomes, and a model for embedding tutoring into state policy and funding systems.

**Summary of how the project is innovative:** The initiative introduces a first-of-its-kind, multi-arm RCT examining how variations in tutoring delivery (virtual vs. in-person, frequency, and group size) affect both learning outcomes and cost efficiency. By combining tutoring implementation with rigorous ROI measurement, the project creates a practical “efficiency roadmap” for states and districts. It will integrate findings into OSDE’s statewide High-Impact Tutoring (HIT) initiative—creating a unified framework that connects research, policy, and practice. The project’s open-source cost analysis and Data Alignment and Tutoring Assessment Standards (DATAS) make it a national model for evidence-based budgeting and sustainability.

**Other studies related to the proposed project:** This project builds on prior randomized and quasi-experimental studies conducted under Accelerate’s States Leading Recovery (SLR) and Call for Effective Action (CEA) initiatives, including partnerships with Mathematica and Harvard’s Strategic Data Project. Evidence from prior studies on Air Reading and ECRI demonstrates statistically significant gains in literacy achievement and implementation fidelity aligned with What Works Clearinghouse standards.

**Proposed implementation sites:** Twelve school sites per year across Oklahoma, including Oklahoma City Public Schools, Tulsa Public Schools, and a mix of rural districts representing diverse student populations.

**Organizations partnering with this project:** Oklahoma State Department of Education (OSDE); Air Reading; Enhanced Core Reading Instruction (ECRI); Mathematica; and participating Oklahoma school districts.