

Education Innovation and Research Program (EIR) Project Abstract

Applicant Name: Montana Office of Public Instruction

Project Title: Montana High-Impact Tutoring (M-HIT): Boosting Montana Early Literacy Intervention Program

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

Absolute Priorities the Project Addresses: (select all that apply)

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

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: 1800

Grade level(s) to be served by the project: 1st through 3rd grades

Definition of high-need students: high needs students who attend schools that are rural as identified by locale codes and serve high percentages of elementary students not less than 60 percent of whom are eligible for a free or reduced lunch (FRL)

Brief description of project activities: The Montana Office of Public Instruction and Education Northwest will implement a evidence-based literacy intervention aligned to the science of reading, to improve literacy outcomes for high needs students. The Montana High-Impact Tutoring (M-HIT): Boosting Montana Early Literacy Intervention Project aims to build on the innovative state-initiated Early Literacy Targeted Intervention (ELTI) and accelerate learning by adding high-impact tutoring for high needs students, particularly in Montana rural and tribal communities. The M-HIT project will uphold local control to determine the types of literacy interventions that will be used to meet the needs of students, families, and educators. High-impact tutoring will be delivered to 1800 students through a virtual, live, and one-on-one format.

Summary of project objectives and expected outcomes:

M-HIT project aims to improve literacy outcomes for high-needs students by: 1) Providing a virtual, high-impact intervention tutoring program featuring certified educators who deliver expert instruction tailored to individual student literacy needs: 2) Implementing high-impact tutoring interventions that are consistent with intensive evidenced based literacy instruction: 3) Building the capacity of educators to deliver strong, explicit literacy instruction aligned to the science of reading, and 4) Providing schools with a family engagement toolkit that will increase parental engagement in their child's early literacy development.

Summary of how the project is innovative:

The M-HIT is an innovative approach that not only tackles the persistent literacy challenges in Montana, it supports scalable solutions for national use of high-impact tutoring. It provides a blueprint for how to provide evidence-based literacy interventions to early learners, by implementing virtual, live, 1:1 tutoring with qualified educators. It is designed particularly for rural and tribal educational systems that struggle to meet the needs of their students because they face serious shortages of highly prepared educators and limited access to evidence-based literacy interventions.

Other studies related to the proposed project: 1. Evaluating the Effectiveness of a Volunteer One-on-One Tutoring Model for Early Elementary Reading Intervention: A Randomized Controlled Trial Replication Study, by Markovitz, et al, (see Evidence Form) showed strong evidence of success of one-to-one tutoring. 2. The Effects of Virtual Tutoring on Young Readers: Results from a Randomized Controlled Trial, by Robinson, et al, (see Evidence Form) showed promising evidence of virtual one-to-one tutoring. 3. Montana's first year results from its state-initiated innovative intervention program for early literacy that showed 40% measurable gains for students in targeted interventions.

Proposed implementation sites: OPI will recruit at least 90 rural or tribal schools to participate in the study.

Organizations partnering with this project: Education Northwest and OpenLiteracy