**STATES LEADING RECOVERY**

Grant Application

**Overview**

The States Leading Recovery grant program provides funding and strategic support to states seeking to advance academic recovery by integrating high-impact tutoring in their public schools in SY 2023-24.

The positive effects of tutoring on student achievement are well documented.[[1]](#footnote-1) States are uniquely positioned to support districts and charter schools in widely adopting this intervention and build the regulatory frameworks that will enable quality tutoring at scale in the long term. Through skillful state-level coordination – including setting statewide focus areas, encouraging adoption of evidence-based tutoring models, and offering implementation support – states can address academic gaps by ensuring students receive effective individualized instruction.  
  
For the purpose of the States Leading Recovery grant program, the term ‘tutoring’ includes a variety of delivery models, including in-person, virtual, hybrid, or fully tech-enabled.

Accelerate invites interested states to apply to the States Leading Recovery program using the application below.

**Grant Purpose and Requirements**

The purpose of this grant program is to expand the use of high-impact tutoring during the school day to improve student outcomes in grades PK to 9 math or ELA, particularly for students in historically underserved communities.

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| --- | --- |
| **Eligible Applicants** | * State education agencies * Non-profit organizations with a statewide education focus. (Nonprofits are strongly encouraged to apply in partnership with a state education agency or governor’s office.) |
| **Grant Amount** | * $1 million |
| **Grant Requirements: Financial** | * Grantees will be required to provide a $1M match via public funds or philanthropy. * Grantees may reserve a portion of grant funding for program administration and/or evaluation purposes; the remainder will be subgranted to schools for adoption of high-impact tutoring |
| **Grant Requirements: Program** | States applying to this opportunity will:   1. **Identify a statewide focus area** – select a content area and grade span where tutoring will be promoted for in-school adoption during SY 2023-24. 2. **Identify a list of eligible districts** –identify a tentative set of eligible districts, charter management organizations, or charter schools based on student assessment data. 3. **Offer subgrants to these districts to adopt high-impact tutoring** during the school day. 4. **Develop, with Accelerate’s support, criteria for eligible tutoring models, and a list of models that meet this criteria**. 5. **Ease adoption for districts via implementation guidance and other support**,  e.g., scheduling, statewide PD, statewide procurement. 6. **Participate in research** to gauge the impact of tutoring, with Accelerate’s support. |

**TIMELINE**Accelerate is accepting applications immediately until the final deadline on March 1, 2023. Applicants are encouraged to apply as soon as possible, as grant awards will be made on a rolling basis.

**APPLICATION SUBMISSION**

To apply, please submit a completed application via email to [SLR@accelerate.us](mailto:SLR@accelerate.us). Applications will include two documents: (1) this completed narrative document (in Microsoft Word or as a PDF); and (2) [this](https://accelerate.us/wp-content/uploads/2022/12/STATE_SLR.xlsx) completed Excel document including a budget and list of eligible districts.

Grants will be awarded on a rolling basis.   
  
If you have any questions or would like to discuss this opportunity, please email SLR@accelerate.us.

**APPLICATION CHECKLIST**

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| --- | --- | --- | --- |
| **Required Section** | | **File Type** | **Complete?** |
| I | Applicant Information & Narrative | Word Document or PDF |  |
| II | List of Eligible Districts | [Excel spreadsheet](https://accelerate.us/wp-content/uploads/2022/12/STATE_SLR.xlsx) |  |
| III | Budget |  |

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Part I: APPLICANT INFORMATION**

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| --- | --- | --- |
| **Applicant Organization Name** |  | |
| **Contact Person: Name, Title, Email, and Phone** |  | |
| **Total Amount Requested** |  | |
| **Proposed Focus Area:  Content & Grade Span** |  | |
| **Total # K-12 Students, Statewide** |  | |
| **Total # K-12 Students in  Title I Schools, Statewide** |  | |
| **NAEP Statewide Proficiency, ELA** | **4th Grade:** | **8th Grade:** |
| **NAEP Statewide Proficiency, Math** | **4th Grade:** | **8th Grade:** |

**Part II: NARRATIVE**

1. **Organization & Team**
   1. Please describe the applicant. What type of organization is it? What are its current priorities? Include links to any relevant documents to illustrate priorities related to learning recovery.  
      1. If a state education agency, please describe statewide efforts to address learning recovery and how ESSER funding has been deployed to date. Please include a 1-page budget narrative or summary of initiatives, or attach a public document or presentation with this information.
      2. If a nonprofit, please describe the organization and its mission. What role has the organization played in addressing learning recovery to date? What is the organization’s relationship to districts and charter schools throughout the state?
   2. To what extent is tutoring being implemented in the state currently? Where is tutoring being implemented and how? If available, please share information on what models are being offered and at what scale. What has gone well? What lessons have been learned? Please reference data if available. Note: prior experience with tutoring is not required.
   3. Please identify the organization's most senior leader. To what extent is this person committed to this project and to expanding high-impact tutoring across the state? To what extent will the organization’s leadership engage in this project?
   4. Identify the individual(s) at the organization who would lead this project day-to-day. What is this person’s role? What level of decision-making authority does this person hold?
2. **State Focus Area**
3. Identify the proposed focus area of the tutoring effort. Will the effort focus on ELA or Math? What grade span will be the focus? (Please select a grade span - of up to 5 grades - within PK to 9.)
4. How was this focus area determined? Please cite student assessment data. Include, for example, statewide proficiency pre- and post-pandemic, as well as gaps pre- and post-pandemic in the identified content area and grade span. Note: as part of this project, grantees will ultimately be required to set a long-term student-outcome goal in this focus area.
5. What other state instructional priorities or initiatives, if any, currently support or will soon support this focus area? For example, have investments been made in high-quality instructional materials? Are you aware of legislative or regulatory efforts underway related to assessments, standards, or interventions in this focus area?
6. What curricula and formative assessments are commonly used within schools in the content area and grade span selected? If available, please provide the names of the specific formative assessments used and relevant data to help us understand usage (e.g., percent of districts using a particular assessment). To what extent are these selections guided by state actors, whether SEAs or education support organizations?
7. **Prioritized Schools**

States selected for this grant will be asked to identify a set of school districts, charter management organizations, and charter schools – based on academic need as evidenced by student-level data – that would be eligible for this grant opportunity.

* 1. Please use the first tab of [this](https://accelerate.us/wp-content/uploads/2022/12/STATE_SLR.xlsx) spreadsheet to indicate districts anticipated to be eligible. Add rows as needed. Save the sheet as [STATE NAME]\_SLR and upload it with your application.
  2. Please share the methodology for the selections above.
  3. Many tutoring providers have begun integrating technology to enable greater scale. How prevalent are devices and internet access among districts identified? What share of districts, would you estimate, are 1:1 with devices?

1. **Subgrant Process**
   1. States selected for this grant will be expected to deploy funding to districts, charter management organizations, or charter schools via a grant process, whether competitive or formula-driven. Please identify who at the organization would manage this process. Confirm that this person or team will have the capacity to manage the process and monitor schools’ implementation and use of funding. (Note that Accelerate funding may be used to enable this oversight.)
   2. Has the applicant run any analogous subgrant processes for schools? If so, please describe a recent process. What was the level of interest from schools? Please share any key principles or lessons learned that helped the process secure interest and run smoothly.
   3. How will eligible schools be notified of this tutoring opportunity?
   4. How will schools be selected? Explain what factors you will consider and how to determine funding awards for schools – e.g., scale of implementation, implementation capacity, comparative need, demonstration of local support, data monitoring capabilities.
   5. In a chart, please share a proposed timeline for this subgrant process, enabling grantees to launch tutoring in fall 2023.
2. **Identification of Tutoring Providers / Models**

States selected for this grant will be expected to develop criteria to determine eligibility of particular tutoring models for use by districts and schools applying for funding.

Tentatively, criteria for models may include:

(1) rigorous evidence demonstrating positive effects (quasi-experimental at a minimum);

(2) alignment with the [principles of high-impact tutoring](https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Design_Principles_1.pdf) outlined by the Annenberg Institute at Brown University; and

(3) potential for quality at scale as a turnkey model, especially models aligned with high-quality instructional materials.

States must share criteria developed with district subgrant applicants. States may also create a list of eligible providers from which subgrantees may choose a tutoring partner.

Accelerate and its team of researchers will offer support, as needed, to states in developing the criteria and processes for dissemination.

1. Please offer any reflections, feedback, or questions on the list of criteria above. If the organization has previously developed a list of tutoring providers, please describe the criteria used for that list.
2. Please identify who at the organization would manage this process and would have the capacity to engage with Accelerate and its team of researchers to develop and finalize the state’s list. (Note that Accelerate funding may be used to enable this oversight.)

1. **Guidance and Support to Schools**
2. In addition to providing grant funds, applicants will be expected to support districts in implementation by removing barriers and/or offering guidance.   
     
   What type of support might your organization provide to school systems in the following areas, whether through coaches, written guidance, or other efforts?  
   1. Scheduling – supporting schools in identifying how to schedule tutoring into the school day to ensure adequate dosage and time; this could include providing a waiver for certain course requirements to unlock time in the school day for tutoring.
   2. Statewide Professional Development – supporting schools in accessing common professional development related to tutoring implementation; facilitating introductory meetings between educators and tutoring providers by, for example, contracting for this directly and/or offering pooled times for participating districts and charters across the state.
   3. Procurement (as applicable) – supporting districts in contracting with tutoring providers, e.g., by engaging in statewide procurement or streamlining cost and contracting information.
   4. Recruitment & Onboarding (as applicable) - supporting recruitment of tutors and/or streamlining tutor onboarding, e.g., by expediting background checks to the extent possible.
3. Are there any statewide partner organizations that could play a key role in this project (e.g., advocacy organizations, unions, PTAs.)? Please describe your organization’s relationship with these organizations and the role they‘d ideally play in communicating the value of this effort.

1. **Research**
2. Grantees will be expected to engage in research to gauge the impact of tutoring and capture lessons to support the scaling of high-impact tutoring nationally. Please confirm (1) the applicant’s willingness to enter into data-sharing agreements with researchers to support this effort; and (2) the applicant’s willingness to require data-sharing agreements from subgrantees as necessary; and (3) the applicant’s willingness to coordinate with a third-party experienced research team to design and implement a rigorous evaluation, which may include the use of random assignment.
3. Grantees will also be encouraged to track usage and uptake of tutoring over the course of the year. How does the applicant plan to secure this information from participating districts and charters?
4. Accelerate has developed a number of research partnerships and is able to support each grantee in the selection of a research partner. Applicants are also invited to propose their own research partner if they prefer. Are there any preferred research partners for this project? If so, please share the name of the preferred provider, describe your organization’s relationship or prior work with this research institution, and provide 1-2 study reports for which that individual played a key role.
5. Identify the individual(s) at the organization who would serve as the point person for data and research for this project. What is this person’s role within the organization?
6. What student assessment data will be available to researchers to gauge student progress in the selected content area and grade span? Include both formative and summative assessments, in the following areas:  
   * 1. Proficiency assessment(s)
     2. Growth assessment(s)
     3. Social-emotional learning measurement tool(s)
7. Do all or most districts and charters in the state take NWEA MAP or Renaissance STAR, and/or utilize i-Ready? (This is for information purposes only and will not impact grant determinations.)
8. Which data referenced above does the applicant currently have access to? Which data would be secured from districts via a future data-sharing agreement? (If the applicant does not yet have access to this information, please note that an experienced research partner can assist with securing it.)

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**PART III: BUDGET**

1. Please identify the anticipated source of the applicant’s $1 million funding match. Note whether this match would be contingent upon receipt of the Accelerate SLR grant. For more information on the match and its requirements, please refer to the FAQ on page 7.
2. Pleasecomplete the SLR grant budget in tab 2 of the [spreadsheet](https://accelerate.us/wp-content/uploads/2022/12/STATE_SLR.xlsx) linked above to demonstrate the proposed use of funds. Complete the budget and attach it with your application.
3. Please share any relevant dates for budget planning (e.g., timeline to finalize state budget, district budgets). What implications, if any, do these dates have for this grant and project?
4. Beyond the requested funds, what additional resources or support would help ensure the goals of the project are achieved?

**FREQUENTLY ASKED QUESTIONS**

1. **What are the expectations for the match funding?**

An applicant’s $1m match may come from public funds or philanthropy. The match must (1) support the applicant’s identified tutoring effort for SY 2023-2024; (2) be controlled by the applicant; and (3) be available for reports on usage in future updates. It is understood that matches may be contingent upon Accelerate funding.

Please note that if matches utilize public funds, state applicants are responsible for ensuring compliance with any federal and state guidelines for use of funds and reporting.

Although an identified match is required at the time of submission, it is allowable for the source of the match to change after the application is submitted, provided that Accelerate is informed in a timely manner.

1. **What is the expected timeline of activities for grantees?**

In the spring of 2023, grantees are expected to (1) communicate the statewide focus area; (2) develop criteria

for eligible tutoring providers; and (3) develop and run a subgrant process for eligible districts, charter

management organizations, and/or charter schools. Grantees will then award subgrants and support

schools with implementation of tutoring to start in fall 2023. Alongside this efforts, grantees will work

with Accelerate and its partners on the design of a research study to gauge effectiveness of the effort.

1. **What level of engagement and support can grantees expect from Accelerate?**

Once grantees are selected, Accelerate will work with grantees to finalize a grant agreement, develop milestones through August 2024, support the selection of a research partner, and craft a research plan. During the grant term, Accelerate will be available to offer support and guidance as needed, and to ensure grantees have access to common resources to aid this work. Accelerate may also bring grantees together to learn from each other. For grantees who seek additional technical assistance, Accelerate will offer consultants specializing in particular areas of work.

1. **How can I find out more?**

Please send any questions to [SLR@accelerate.us](mailto:SLR@accelerate.us).

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About Accelerate**

Accelerate is a nonprofit organization, incubated and launched by the national nonprofit America Achieves, that seeks to embed high-impact tutoring programs into public schools now and for the long term.   
  
Launched in April 2022 with an initial fund of $65 million, Accelerate funds and supports innovation in schools, launches high-quality research, and advances a federal and state policy agenda to support this work.  
  
Accelerate is leading efforts to improve practice through multiple avenues, including as a lead technical assistance partner to the National Partnership for Student Success (NPSS). The NPSS is a joint partnership of more than 100 organizations, The Department of Education, AmeriCorps, the Johns Hopkins Everyone Graduates Center to launch a new coalition formed to expand high-quality tutoring, mentoring, and other evidence-based support programs.

Accelerate is supported by Kenneth C. Griffin, founder and chief executive officer of Citadel; Arnold

Ventures; the Bill & Melinda Gates Foundation; and the Overdeck Family Foundation.

For more information, please visit http://www.accelerate.us.

1. The Transformative Potential of Tutoring for Pre K-12 Learning Outcomes: Lessons from Randomized Evaluations. J-PAL. <<https://www.povertyactionlab.org/publication/transformative-potential-tutoring-pre-k-12-learning-outcomes-lessons-randomized>>. Updated September 2020. [↑](#footnote-ref-1)