

**PR Award #:** S422B220006

**Organization Name:** Literacy Design Collaborative, Inc

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## **Enacting a Scalable Evidence-Based Civics and American History Instructional System Approach: Literacy Design Collaborative**

**Absolute Priorities:** Grant meets Absolute Priority with demonstrated (Moderate Evidence) success in improving the quality of teaching of and student achievement in American history, civics and government, or geography, in elementary schools and secondary schools through an award-winning innovative technology platform that is scalable and captures student and teacher efficacy data for accountability, focusing on underserved populations. LDC's nationally-validated College, Career, and Civic Life (C3) unit anchors act as curriculum-embedded assessment through use of hands-on civic engagement activities for teachers and students or programs that educate students about the the principles and history of American democracy through best-in-kind content provided by partners National Geographic and Newsela (Competitive Preference). LDC will build on its current expertise in designing culturally responsive C3 anchors to build 20 additional C3 unit anchors per grade, K12 (Invitational Priority 1). LDC's proven (statistically significant 9.4 months over matched pair control students from just completed Investing in Innovation grant in 100+ NYC and LAUSD schools) fosters information literacy skills, including critical thinking problem solving, source evaluation, and promotes student engagement in civics education by equipping students with the skills needed to fully participate in civic life through professional development opportunities for teachers (Invitational Priority 2).

**Grant Targets:** 100 Total schools; 3 teachers per grade; Est 27,000 students

**High-need student targets:** 80+% FRL (rural or urban); 85+% Black, Latino, Native Amer. (urban)

**Project Description/Project Activities:** Instructional systems approach that leverages technology to drive objectively measurable, statistically-significant improvements in student CCRS and science state test scores in rural, exurban, and urban high needs districts. Both teachers and students learn virtually using LDC's award-winning online educator learning platform (Core Tools) interfacing with

Google Classroom APIs to support and track students mastery of NGSS and CCRS standards. Teachers learn virtually in PLCs supported by, in parallel, virtually-trained school instructional leadership teams (ILTs) who progress monitor students measured in real time using SCALE (Stanford

Center for Assessment Learning and Equity) student rubrics. Teachers instruct SCALE-validated student performance tasks incorporating Newsela and National Geographic American History and Civics content integrated strategically with existing curricula multiple times (6-8) throughout the year. During the grant, additional instructional OER performance writing task content will be made fully scalable by tech-enablement through LDC's award-winning agile development, user-center designed system to create standardized, virtual, and measurable 'assessment for learning' experiences for both students and teachers. All content and technology experiences continue to be user-centered designed field- based innovations.

**Summary of project objectives and expected outcomes:** Validate statistically significant improvements in student Kentucky social studies state assessment and KY and California ELA CCRS standards performance on state tests through CRESST (UCLA)'s independent Randomized Control Test meeting What Works Clearinghouse standards.

**Project Partner Organizations:** SCALE; CRESST-UCLA; National Geographic; Newsela, LAUSD, Kentucky rural school districts.