

**Title:** Literacy for Civic Life: Enacting a Scalable, Evidence-Based, Culturally-Responsive Approach to Improving Students' Civic Literacy Skills

**Applicant:** Literacy Design Collaborative (501(c)(3) NonProfit Organization)

**LEAs:** Rankin Co., MS; New York City, NY; 4 Pennsylvania districts

**Reach:** 140 Schools, 140 Teachers, **High-need student targets:** 7000 students: 80+% FRL (rural or urban); 85+% Black, Latino, (urban)

**Summary:** LDC's evidence-based systems approach implements innovative American history, civics, government, and geography instruction that addresses sources of inequity for underserved communities and increase opportunities for educational enrichment and access to well-rounded coursework and high-quality college and career pathway programs via several research-backed components: (1) culturally responsive pedagogy (both online asynchronously, and synchronous PD-supports); (2) authentic, culturally-responsive disciplinary performance writing tasks – validated to standards by the Stanford Center for Assessment Learning and Equity (“SCALE”); (3) analytic (descriptive, directional) student rubrics that provide feedback to both teachers and students on next proximal student learning (SCALE designed and classroom tested through a generalizability study); and (4) secondary use of the SCALE student rubric data to connect teachers and students to literacy Civics lessons to improve and build on student success and challenges leveraging an improved, modified use of ChatGPT Validate – these components together resulting in statistically significant improvements in state tests independently established by CRESST-UCLA Random Control Trial.

**Priorities:** LDC will meet both competitive priorities by implementing programs that educate students about the history and principles of the U.S. Constitution and Bill of Rights (CPP1); by developing programs for underserved populations that address inequity in student access to educational resources and opportunities through C3-driven well-rounded coursework curricula and culturally-responsive pedagogy (CPP2), and the invitational priority to foster critical thinking and student engagement in civics education through professional development and activities promoting student engagement in civics.