

Education Innovation and Research Program (EIR) Project Abstract

Applicant Name: Delaware Department of Education

Project Title: Literacy for We the People, East Region

Type of Grant Requested: Mid-Phase

Absolute Priorities the Project Addresses: Absolute Priority 1-- Field-Initiated Innovations: Promoting Evidence-Based Literacy

Competitive Preference Priorities the Project Addresses:

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: 12,320

Grade level(s) to be served by the project: 3-8

Definition of high-need students: Students at risk of educational failure or otherwise in need of special assistance or support, such as children and students who are academically far below grade level, who are at risk of not graduating on-time with a high school diploma, who are homeless, who are in foster care, or who have been incarcerated.

Brief description of project activities: Partners will engage in an iterative innovation, implementation, and research process to provide grades 3-8 educators with professional learning and students with explicit, systematic and intentional instruction in phonic decoding, oral language, vocabulary, language structure, reading fluency, reading comprehension, and writing as they engage with knowledge-rich content and authentic assessment on the founding history and principles of the U.S. Constitution. As students participate in the highly rigorous We the People civic education curriculum, educators will provide explicit literacy instruction based on the science of reading. The professional learning program will include social studies and English language arts educators and will leverage the Center for Civic Education's national network of experienced curriculum writers, mentor teachers, and state-level nonprofits. State departments of education will lead collaboration to align the program with state standards and science of reading objectives and initiatives underway.

Summary of project objectives and expected outcomes: (1) Improve educators' capacity to support explicit, systemic, and intentional literacy instruction; (2) Increase high-need students' attainment of English Language Arts standards; (3) Improve students' civic literacy, including knowledge, skills, and dispositions; and (4) Scale effective content-integrated literacy professional learning and instructional practices to a national level for adaptation by other localities to their unique contexts.

Summary of how the project is innovative: *Literacy for We the People* accelerates literacy through patriotic civic education. The project integrates the science of reading and what works in literacy education with the most rigorously researched civic education curricular program in the nation.

Other studies related to the proposed project: The James Madison Legacy Project, James Madison Legacy Project Expansion Program, and We the People: Civics that Empowers All Students studies demonstrate the effectiveness of the We the People teacher professional learning and curricular programs at increasing student attainment of literacy skills and civics standards compared with other interventions.

Proposed implementation sites: Delaware and expanding to additional states including Maryland, New Jersey, North Carolina, West Virginia, Indiana, Illinois, Kansas, and Kentucky

Organizations partnering with this project: Delaware Center for Civics Education at University of Delaware; Center for Civic Education; Georgetown University; and We the People nonprofit partners