

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

84.215G Innovative Approaches to Literacy

CFDA # 84.215G

PR/Award # S215G230078

Grants.gov Tracking#: GRANT13885621

OMB No. , Expiration Date:

Closing Date: May 15, 2023

PR/Award # S215G230078

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="05/15/2023"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text" value="District of Columbia"/>
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8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="52-0976257"/>	* c. UEI: <input type="text" value="YNL7DLRZUJJ8"/>
--	--

d. Address:

* Street1:	<input type="text" value="750 First St. NE"/>
Street2:	<input type="text" value="Suite 920"/>
* City:	<input type="text" value="Washington"/>
County/Parish:	<input type="text" value="District of Columbia"/>
* State:	<input type="text" value="DC: District of Columbia"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="20002-8005"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text"/>	* First Name: <input type="text" value="Kristin"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Shaffer"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text"/>	Fax Number: <input type="text"/>
--	----------------------------------

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Innovative Approaches to Literacy; Promise Neighborhoods; Full-Service Community Schools; and Congressionally Directed S

*** 12. Funding Opportunity Number:**

ED-GRANTS-031423-001

* Title:

Office of Elementary and Secondary Education (OESE): Well-Rounded Education Programs: Innovative Approaches to Literacy (IAL) Program, Assistance Listing Number 84.215G

13. Competition Identification Number:

84-215G2023-1

Title:

84.215G Innovative Approaches to Literacy

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

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*** 15. Descriptive Title of Applicant's Project:**

Read & Play for Success

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

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17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text"/>	<input type="text"/>
* b. Applicant	<input type="text"/>	<input type="text"/>
* c. State	<input type="text"/>	<input type="text"/>
* d. Local	<input type="text"/>	<input type="text"/>
* e. Other	<input type="text"/>	<input type="text"/>
* f. Program Income	<input type="text"/>	<input type="text"/>
* g. TOTAL	<input type="text"/>	<input type="text"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 06/30/2023

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1240-FY23 IAL RIF GEPA Statement.pdf

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General Education Provisions Act Section 427 Statement

Under this request, Reading Is Fundamental (RIF) seeks to design, implement, and evaluate Read & Play for Success, a play-based, early literacy program grounded in research-based approaches, book ownership, and designed to enhance emergent reading skills of Pre-Kindergarten (Pre-K) age three and four students through training and coaching of early education staff (librarians and classroom teachers). RIF will work closely and collaboratively with partner local educational agency (LEA) the District of Columbia Public Schools (DCPS), and participating schools' leadership to ensure equitable implementation of all activities and delivery of resources in a manner that ensures equal access and treatment of project participants.

The proposed project approach is “designed to be responsive to racial, ethnic, cultural, disability, and linguistic differences” through the design of materials that are culturally appropriate and linguistically accessible as well as with the use of both tactile materials and technology to introduce literacy and reading concepts. All family literacy materials will be developed in priority languages identified by DCPS and available for distribution in print or through digital tools. Further, through the creation of a digital Early Childhood Literacy Center, RIF will also address the resource access needs of all families including English learners and students with disabilities and their families. All proposed family engagement programming will be available in priority languages identified by DCPS including materials, webinars, and family literacy night activities.

To continue expanding the selection of books and features available to families with emergent readers, RIF will use funds to source new books and resources to the Skybrary platforms, including bilingual and culturally relevant and diverse books that reflect the students and families being served. RIF is also committed to using resources to make general system

updates that ensure all readers of all abilities are able to access content on the site. Enhancements to RIF's digital library, Skybrary, will ensure resources are accessible to families with children with disabilities.

RIF will also form and engage a National Early Childhood Literacy Advisory Board (NAB) in the review of materials developed and books sourced for the Read & Play for Success program and its supplemental literacy materials. This committee will consist of early childhood education and early literacy experts as well as education leaders of color, including experts in English Language Learning programs.

Finally, the proposed program builds off of recent investments partner LEA DCPS has made to address the current achievement gap caused by systemic bias in education and limited resource allocation in some of DC's traditionally lowest-performing high schools, middle schools, and elementary schools. In 2020, DCPS was a recipient of a multi-year Teacher and School Leader Incentive Program grant from the U.S. Department of Education. Under this grant, DCPS implemented the Rigorous Instruction Supports Equity (RISE) program "to promote equity, eliminate opportunity gaps, and systematically interrupt institutional bias" in 42 DCPS schools. Administrators and teachers at RISE schools were provided access to "equity-centered" professional development resources and rigorous support for new teachers. RIF's program will build on the foundation laid by activities completed under the RISE program. Specifically, RIF will work with 24 former RISE program elementary schools to bring equity-centered professional development to librarians and early learning educators to continue to close the achievement gap in reading for DC's youngest, high-need learners.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION <input style="width: 90%;" type="text" value="Reading Is Fundamental, Inc"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Kristin"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Shaffer"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Sr. Director of Development"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Kristin Shaffer"/>	* DATE: <input style="width: 150px;" type="text" value="05/15/2023"/>

**U.S. Department of Education Supplemental Information for the SF-424
Application for Federal Assistance**

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Erin		Bailey	

Project Director Level of Effort (percentage of time devoted to grant):

Address:

* Street1:	750 First St. NE
Street2:	Suite 920
* City:	Washington
County:	District of Columbia
* State:	DC: District of Columbia
* Zip Code:	20002-8005
Country:	USA: UNITED STATES

* Phone Number (give area code)	Fax Number (give area code)
<input type="text"/>	<input type="text"/>

* Email Address:

Alternate Email Address:

2. New Potential Grantee or Novice Applicant:

a. Are you either a new potential grantee or novice applicant as defined in the program competition's notice inviting applications (NIA)?

Yes No

3. Qualified Opportunity Zones:

If the NIA includes a Qualified Opportunity Zones (QOZ) Priority in which you propose to either provide services in QOZ(s) or are in a QOZ, provide the QOZ census tract number(s) below:

<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

4. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #(s): 1 2 3 4 5 6 7 8

No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

1242-Nonexempt Research_IAL 2023 FINAL.pdf

Add Attachment

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Reading Is Fundamental's Building Libraries, Boosting Literacy

Nonexempt Research Narrative

The proposed activities will include research involving human subjects that is not exempt from human subjects' regulations. Policy Studies Associates, Inc. (PSA), serving as Reading Is Fundamental's (RIF) external evaluator, will present human subjects research plans to the PSA Institutional Review Board (IRB). PSA's IRB is registered with HHS (IRB 00001805) and holds a Federalwide Assurance (FWA 00001287). Once the PSA IRB has approved these plans, PSA will present a research proposal to the District of Columbia Public Schools' IRB, as it will be the cognizant IRB involved in RIF's proposed project.

Human Subjects Involvement and Characteristics: The proposed project will be conducted in 48 prekindergarten classrooms in 24 schools within District of Columbia Public Schools. At each participating school, all students in prekindergarten, approximately 1,300 individual students in each year of the five-year grant (6,500 unique students over the five-year project). As part of this project, students and their school libraries will receive books and other literacy resources from RIF. School librarians, teachers and students' families will be asked to participate in focus groups in years two through five and will also be asked to take surveys. Participating school librarians will also receive professional development (PD). PSA will collect de-identified individual- and classroom-level data for the 48 prekindergarten classrooms in the intervention and for 48 comparison prekindergarten classrooms also located within DCPS.

Sources of Materials: The evaluation will use a combination of existing data already collected by the schools and RIF as well as data collected specifically for the project evaluation.

The data already collected by the participating schools, to minimize disruptions, includes:

- Student-level reading assessment data from state and district administrative databases;

- Student-level demographic and poverty data from state and district administrative databases;

The data already collected by RIF:

- School library and Skybrary usage data; and
- Engagement resources and extension activities usage data.

The data to be collected specifically for project evaluation are:

- Surveys of school librarians asking about project implementation, satisfaction with materials and resources provided by RIF, satisfaction with and participation in PD, training and the PLC, and suggestions for improvement;
- Surveys of families asking about the project implementation and their/ their student's growth; and
- Focus group data from school librarians and families.

None of the data used for the evaluation, whether already existing data or data collected specially for the project will contain individual identifying information. Since school librarian data will be linked to schools, it would be possible to identify individual school librarians, but identities are of no interest to this evaluation and will not be collected.

Recruitment and Informed Consent: All students in prekindergarten classrooms attending participating schools will participate in the project. PSA's IRB will review and oversee the recruitment and informed consent process. PSA will also comply with all consent procedures mandated by DCPS. PSA will seek informed consent from all school librarians, teachers and families participating this evaluation. PSA will seek passive consent from parents/guardians for the extant data on all students in this study. PSA will work with DCPS and participating schools,

as appropriate, to provide letters and/or emails to parents/guardians informing them of the study and the data PSA will collect on their students.

Potential Risks: There are no potential risks to participants in this evaluation.

Protection Against Risk: As an established research firm, PSA has well-honed systems to ensure compliance with policies for data collection, storage, and disclosure, and therefore, no potential risks are anticipated. PSA will store all data on secure servers. PSA will request only de-identified assessment data from DCPS. For survey and focus group data, PSA will not assign individual names to speakers, instead using study IDs for individuals who we may interview multiple years.

Importance of the Knowledge to be Gained: The information collected for this evaluation will inform the education and literacy field of the effectiveness of providing support, materials, and books to schools to support pre-kindergarteners' literacy development through play-based literacy activities. The study will also provide information for RIF and the participating schools on the level of effort required to implement this project model, recommendations for improving the ability of participating schools and school librarians to implement the model with fidelity, and recommendations for improvement to the model.

Collaborating Site(s): The project will be implemented at 24 elementary schools within the District of Columbia Public Schools. DCPS and schools will be asked to provide certain data (as described above). Focus groups and interviews will be conducted by PSA staff either in-person or via video conferencing.

Abstract

An abstract is to be submitted in accordance with the following:

1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that the investigation builds upon and that provides a compelling rationale for this study).
- Research issues, hypotheses and questions being addressed.
- Study design including a brief description of the sample including sample size, methods, principals, and dependent, independent, and control variables, as well as the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Project Abstract

Research shows that play enhances literacy; however, play-based approaches to literacy learning have largely been reduced or eliminated in many schools, especially in under-resourced communities. Reading Is Fundamental (RIF) believes inequity in access to play-based early literacy approaches and resources contributes to the existing and growing achievement gap between students of color and their white peers. Over the next five years, RIF will design and implement Read & Play for Success, a play-based early literacy program designed to enhance emergent reading skills through increased access to books and play-based, literacy programming for 1,400 duplicated PK-3 and PK-4 age students in 24 District of Columbia Public Schools (DCPS).

A multi-year, \$500,000/year Innovative Approaches to Literacy (IAL) grant from the US Department of Education will support the following proposed program objectives: Objective 1: Design and draft Read & Play for Success curriculum including a train-the-train and educator's guide; Objective 2: Pilot the Read & Play for Success program model with 24 DCPS schools focusing on Pre-K3 and Pre-K4 grade bands; Objective 3: Increase access to literacy tools and resources for 1,400 students and their families annually through the distribution of books and accompanying print and digital family literacy content and student engagement materials; and Objective 4: Conduct a quasi-experimental matched comparison design study to determine the overall effectiveness and impact of the proposed, play-based model on reading achievement.

Over the course of the grant period, 24 DCPS elementary schools will serve as implementation sites for the delivery of the Read & Play for Success play-based model and curriculum. RIF will engage both librarians and early education teachers in the implementation of the curriculum. RIF will offer a train-the-trainer program for librarians to execute and support Pre-K3 and Pre-K-4 educators in their capacity to implement a play-based learning approach to enhance students' early language and literacy skills. RIF will also support DCPS engage with families through new

multilingual resources and strategies to increase family-shared reading practices, including the use of digital tools. And, to further foster a culture of reading both in and beyond the classroom, RIF will provide each participating school a curated collection of developmentally appropriate books and digital resources while participating students will receive six free books to own and build their personal library, annually. RIF anticipates distributing nearly 38,000 books over the life of the grant.

RIF's proposed program addresses *Absolute Priorities 1 and 2* as well as *Competitive Preference Priorities 1, 3, and 4 (B1 and B2)*. The proposed program will significantly enhance the readiness and capacity of DCPS's early education workforce (librarians and educators alike) to optimize research-based strategies as a part of its foundational literacy programming. The program will also contribute to DCPS and RIF's understanding of the types of early literacy approaches, staffing structures, and delivery models that are effective in supporting emerging readers. The result: increased emergent literacy skills in the areas of vocabulary and language development, concepts about print, and phonological awareness for young readers. Long-term, students will experience higher reading achievement in elementary school by 3rd grade.

To implement this program, RIF will partner with the District of Columbia Public Schools (DCPS). The school district offers free, high-quality, full-day Pre-Kindergarten (Pre-K) education to three- and four-year-old children. In the 2022-2023 school year, DCPS enrolled over 6,000 Pre-K3 and Pre-K4 students. The majority of DCPS students are economically disadvantaged (74%) and a majority of students are students of color (59% Black, 20% Latino, 15% White). RIF will also partner with outside evaluator Policy Study Associates (PSA) who will lead the evaluation efforts of the 24 partner schools.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

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Significance

Today, U.S. students are at a pivotal moment in their literacy journey. According to the National Assessment of Education Progress (NAEP) 2022 Nation’s Report Card, all 4th-graders, except for readers performing at the highest levels, experienced reading loss during the COVID-19 pandemic years (NAEP, 2022). Even more striking, 4th-graders at the lowest reading levels experienced loss not seen in 30 years (NAEP, 2022). According to an analysis of NAEP scores by McKinsey and Company, “the 2022 NAEP assessments showed an average four-point drop in learning nationally compared with 2019. That translates into an average of 12 weeks of learning delay, or about a third of a typical school year” (McKinsey, 2023).

Role of Early Literacy Programs: Literacy is an essential life skill that provides the foundation for social connectedness, economic opportunity, and self-sufficiency. The Equipped for the Future Framework (EFF) developed by the National Institute for Literacy (NIFL) not only emphasizes the role of “hard skills,” specifically reading, writing, and math skills but also the importance of “soft skills” in fostering successful personal, workplace, and societal relationships (Stein, 2000). From the 16 proficiencies identified in the EFF, reading and literacy play a key role in developing skills identified under Communication Skills such as “read with understanding,” “convey ideas in writing” and concepts under Lifelong Learning Skills such as “take responsibility for learning;” “reflect and evaluate.” (Utah Parent Center, 2023)

The foundation for life-long literacy begins with exposure to and participation in early childhood literacy programming. Over the years, early education and early literacy research has drawn a strong link between early literacy programming and “academic achievement, reduced grade retention, higher graduation rates and enhanced productivity in adult life” (Strickland, 2006). Based on these outcomes, researchers have identified key structural and implementation strategies that are the foundation of a successful early learning program, including the need for a well-trained early

education workforce that understands early literacy standards and outcomes and is trained to in evidence-based curricula that can meet the diverse cultural, linguistic, developmental needs of today's student populations and their families. High-quality early literacy programs also must prioritize program accountability and evidence-based approaches (Strickland, 2006).

Proposed Program: Reading Is Fundamental (RIF) believes the time is now for incorporating innovative approaches to early literacy learning to address the regression in reading proficiency accelerated by COVID-19 and existing systemic barriers to access that have contributed to the current achievement gap. Through the proposed project, RIF will offer educators new strategies that can promote and enhance language and the acquisition of early literacy skills, embrace a child's natural curiosity, and ensure students have the print and digital resources they need to reinforce foundational reading skills beyond the classroom. Specifically, over the next five years, RIF seeks to design, implement, and evaluate Read & Play for Success (R&PS), a play-based, early literacy program grounded in research-based approaches, book ownership, and designed to enhance emergent reading skills of Pre-Kindergarten (Pre-K) age three and four students through the training and coaching of early education staff (librarians and classroom teachers). Further, through the creation of a digital Early Childhood Literacy Center, RIF will also address the resource access needs of all families including English learners and students with disabilities and their families. To ensure the content created is culturally appropriate and linguistically accessible RIF will create a National Early Childhood Literacy Advisory Board to serve as content reviewers.

Target Population: RIF will implement Read & Play for Success (R&PS) with LEA partner, the District of Columbia Public Schools (DCPS), reaching 1,400 duplicated PK-3 and PK-4 students annually at 24 DCPS schools in the four implementation years. (See **Attachment 1: Letter of Support.**) RIF's implementation partner, DCPS (*urban locale code 11*), offers free, high-quality, full-day Pre-K education to three- and four-year-old residents of the District of Columbia. In the

2022-2023 school year, DCPS enrolled over 6,000 Pre-K3 and Pre-K4 students (DCPS Service Data, 2023). The majority of DCPS students are economically disadvantaged (74%) and a majority of students are students of color (59% Black, 20% Hispanic, 15% White) while 15% receive special education services. Today, 15% of DCPS students are English Learners (EL). The most common languages spoken by Els are Spanish, Amharic, French, Chinese, and Vietnamese, with nearly 75% of Els living in a home where Spanish is spoken. (DCPS Fast Facts, 2019-2020)

Prior to COVID-19, DCPS had demonstrated steady growth on the NAEP Trial Urban District Assessment (TUDA), which assesses and compares student performance across urban school districts in large cities. From 2009-2019, DCPS students' scores increased by 11 points in 4th-grade reading (DCPS at a Glance, 2023). Despite this celebrated progress, a significant gap in reading proficiency exists between students from under-resourced communities in the District and those living in higher-resourced areas. This gap has only increased during and following COVID-19 school closures. In 2022, only 16% of DCPS 4th-graders were found "proficient" – down from 21% in 2019, and "significant achievement gaps remain" when comparing socio-economic and racial demographics (NAPE State Profiles, 2022). For example, in 2022, Black and Hispanic students had an average score that was 69 and 60 points lower, respectively, than their White counterparts. Tellingly, students who were eligible for the National School Lunch Program (NSLP) had an average score that was 56 points lower than that of higher-income students, a more than 10-point increase since 1998 (42 points). (NAPE State Profiles, 2022)

Anticipated Results: Read & Play for Success (R&PS) is a homegrown model designed to demonstrate to administrators, policymakers, and the field of literacy education that play-based learning is an effective way to support early literacy development. Through the Read & Play for Success program, RIF aims to address the inequity in access to early literacy approaches and resources and develop a scalable program that supports Pre-K age students to establish foundational

literacy skills through proven yet under-utilized, play-based approaches. Ultimately, by integrating play into available reading development programming RIF seeks to improve reading proficiency and close the achievement gap.

Project Design and Services

Goals and Objectives: RIF is seeking a five-year, \$500,000/year Innovative Approaches to Literacy (IAL) grant from the US Department of Education to implement Read & Play for Success, a play-based early literacy program designed to enhance emergent reading skills for approximately 1,400 duplicated PK-3 and PK-4 age students annually through increased access to books and play-based, literacy programming. Once fully developed, the R&PS model will contain the following components: (1) R&PS curriculum and materials for five units. Each unit will include a collection of five diverse and interdisciplinary read-aloud books for educators to model reading behavior, story center materials such as toys and props aligned to each unit, and an accompanying educators' guide to support engagement and comprehension. Units will focus on relevant themes to support specific learning outcomes that will be determined in the planning phase of the project; (2) In-person and online educator professional development to support implementation and sustainability; (3) Inclusive activities for families aligned with each unit; (4) A multilingual "Early Childhood Literacy Center" and digital hub providing no-cost literacy resources for scale to support reading beyond the classroom; (5) Subscriptions to Skybrary, RIF's interactive library of nearly 1,000 eBooks and real-world video explorations and virtual field trips; and (6) Six diverse books for each child to take home and own over the course of the school year to motivate and encourage reading beyond the classroom.

Over the course of the grant period, RIF will partner with the DCPS, an outside curriculum consultant, and evaluation partner Policy Studies Associates, to achieve the following objectives.

Objective 1: In year one, design and draft the Read & Play for Success (R&PS) curriculum including a train-the-trainer and educator's guide. The cornerstone of Read & Play for Success is its play-based curriculum. To bring this curriculum to life, RIF's educational content team will work with an outside educational curriculum consultant to draft the R&PS curriculum for each of the five proposed themed units (see **Attachment 2: Logic Model and Framework**) and corresponding educator training protocols, including a train-the-trainer guide. The curriculum will be designed for implementation by a range of educators from classroom-based teachers to librarians and media specialists; however, under this proposed project, RIF will work closely with librarians to implement the program in their respective schools. RIF will form a National Early Literacy Advisory Board (NAB) with experts in early childhood education and literacy to guide and review the curriculum and materials developed. RIF has experience in convening leaders in the education sector to serve in such a capacity. Annually, RIF's content team, the outside consultant, and NAB will review content and make updates, as needed.

Objective 2: In years 2- 5, pilot the Read & Play for Success program model with 24 DCPS schools focusing on Pre-K3 and Pre-K4 grade bands. RIF will pilot its R&PS program with Pre-K3 and Pre-K4 programs in 24 DCPS schools annually starting in year two. RIF will provide in-depth, hands-on training using play-based materials and approaches designed for emerging readers to school librarians. This will include how to integrate literacy-based play curriculum into the library and in classrooms using R&PS unit book collections and hands-on play materials, effective read-aloud approaches, family engagement resources, and how to incorporate digital resources into literacy activities. Librarians will then provide training/coaching to PreK classroom teachers to implement the lessons/units in their classrooms. RIF will offer ongoing support through in-person and virtual professional development, to ensure librarians and educators feel competent and empowered to employ the program's robust play-based approaches to literacy learning over the life

of the grant. Virtual options will include live webinars and recorded modules posted to RIF's online resource hub for school partners, educators, and volunteers, Literacy Network. RIF will also create librarian cohorts to foster peer support and engagement among librarian-trainers across the 24 participating schools.

RIF will source and provide a collection of five books per unit (25 books per R&PS model) and corresponding play-based, tactile materials aligned with the five R&PS curriculum units for each school. Each school will be provided two complete sets, one set for PreK-3 and one for PreK-4, for a total of 50 books. To allow for equitable access and distribution, librarians will store the curriculum components, and classroom teachers will "check-out" the unit materials, books, and educator guides throughout the academic school year. The units will be cycled through each Pre-K3 and Pre-K4 classroom to ensure upon matriculation to Kindergarten students will have interacted with all five units. Librarians will provide strategies to educators for how to integrate the curriculum and materials into their existing literacy program. Librarians will have the option to utilize R&PS units during classroom visits to the library. This will also allow opportunities for the librarian to model the program while providing additional coaching and collaboration by librarians to educators on specific units and how to set up story centers in their classrooms, as needed.

Objective 3: In years 2-5, increase access to literacy tools and resources for 1,400 students and their families annually through the distribution of books and accompanying print and digital family literacy content and student engagement materials. RIF's content team will create family and student engagement resources that align with the R&PS units including Family Guides for the R&PS model. The Family Guides will be made available on the Early Childhood Literacy Center located on RIF's Literacy Central, and available for "check out" through their school. There will be a Family Guide for each of the read-aloud books in the Read & Play curriculum. The guide will

include a book overview, discussion questions for before/during/after reading, low-to-no resource extension activities that can be completed at home, and book recommendations.

During the train-the-trainer course, RIF will provide guidance to librarians on how schools can host their own family literacy events using the R&PS curriculum. The idea is for families to engage with the play centers with their children as an immersive experience. Librarians and educators will design and lead the events with onsite coaching and support from RIF staff, as requested. In years two through five, RIF staff will lead in-person and virtual family engagement sessions for parents on motivating and engaging emergent readers using the curriculum. RIF staff will also work with librarians to conduct additional sessions on their own. Virtual family engagement sessions will be offered in all four implementation years.

RIF will also leverage its digital library, Skybrary, to expand access to additional titles both within the classroom and at home. Skybrary is an interactive library of developmentally appropriate and culturally accessible eBooks and video explorations for children ages 2-9. Each available e-book has optional read-to-me narrations and interactive animations to engage readers as well as parent and educator dashboards to track a child's progress. Through the proposed project, RIF will offer four (4) free subscriptions for each school to promote access to additional titles through classrooms or their school library. To continue expanding the selection of books and features available to families with emergent readers, RIF will use funds to source new books and materials to the platform, including bilingual books and resources, while also making general system updates that ensure all readers of all abilities are able to access the content.

Finally, to facilitate a culture of reading beyond the classroom each PreK-3 and PreK-4 student at participating schools will receive six (6) books for their home library each academic year. RIF will work with DCPS and librarians to implement books for ownership distribution activities throughout the year. In years two and three, RIF will also host culturally responsive book

distribution events with a number of schools and invite librarians from non-host schools to attend and observe. RIF will then work with the librarians at each remaining school to lead their own culturally responsive literacy events. In years four and five, all schools will host their own events with RIF supporting events as needed.

Each book that RIF distributes includes supplemental literacy resources, such as learning puzzles, extension activity sheets, and read-aloud videos, that are accessible on Literacy Central. To support early readers and their families, RIF will develop an “Early Childhood Learning Center” that will also be housed on the Literacy Central site. RIF will develop and house multilingual resources including family literacy tip sheets, nursery rhyme and phonological awareness activities, and book-related discussion guides and activities. RIF will work with DCPS to identify which languages are most prevalent within its student population and participating schools. This may include languages such as Spanish and Amharic.

Objective 4: In years 2-5, conduct a quasi-experimental matched comparison design study to determine the overall effectiveness and impact of the proposed, play-based model on reading achievement. RIF will work with an external evaluation firm to employ a two-part program evaluation. The first will include a process evaluation to understand what and how the activities within the program are functioning, leading to reflections on ways to improve program operations. For example, changes to professional development approaches may occur based on survey and focus group data. To determine program effectiveness, an outcome evaluation will include the programs’ impact on children’s literacy skill gains in prekindergarten, their growth in reading during kindergarten, and, for the first cohort of children, the impact of their participation on third grade reading proficiency. (See the **Project Evaluation** section below for more detail.)

Numbers Reached: Over the course of the grant, RIF will reach 1,400 students annually in years two-five: Year 2: 1,400 new students (approximately 700 Pre-K3 and 700 Pre-K4); Year 3-5: 700

new students (PK-3), 700 existing students (Pre-K4) (or 1400 duplicated students total reached annually). RIF anticipates distributing nearly 38,000 books over the life of the grant.

Performance Measures: RIF's proposed program meets the following performance measures for the IAL program: the percentage of schools participating in the project whose book-to-student ratios increase from the previous year; and the percentage of participating children who receive at least one free, grade- and language-appropriate book of their own. In addition to the IAL performance measures, RIF will also track short, immediate, and long-term outcomes for students, librarians/educators, and families (See **Attachment 2: Logic Model and Framework**).

Rationale: As noted in the project logic model, RIF's proposed program is based on the following research-backed assumptions: Increasing the availability of resources and building librarian/educator capacity in play-based learning enhances educator understanding of early literacy development; Access to thematic read-alouds paired with play-based literacy centers engage children in the reading experience and encourage a passion for reading; Educators reading aloud high-quality, diverse picture books coupled with play-based learning increases students' early language and literacy skills; Having access to books combined with multilingual family resources increases shared book reading and early literacy practices in the home to create a culture of reading; and, Strong early literacy skills result in higher reading achievement in elementary school.

RIF believes in order to close the current academic achievement gap, a robust, scalable, multi-platform, play-based literacy model is needed for early-learning classes in under-resourced communities. Research shows that play enhances literacy by (1) developing language skills including vocabulary and oral narration (2) literacy behaviors like reading and writing, and (3) skills related to decoding such as concepts about print, phonological awareness, word recognition, and fluency (Rand & Mandel Morrow, 2021). However, despite the abundance of research recognizing the importance of play on child development (e.g., Bennett et al., 1997; Bodrova & Leong, 2007;

Moyles, 2015; Vygotsky, 1978), it has become more common for policymakers and administrators to mandate teachers use more didactic approaches to teaching reading (Portier, et al., 2019; Rand & Mandel Morrow, 2021). In fact, findings from the National Reading Panel (National Institute of Child Health and Human Development, 2000) on the importance of phonics instruction have resulted in an uptick in direct instruction despite existing research that links play and literacy. The emphasis on rote decoding may indicate that a child can read, but an overemphasis on this approach is often done at the expense of robust language development and experiences which ensure that children can comprehend the text and be successful in reading through their elementary years (Dickinson, et al., 2019).

Further research indicates that the reduction in play-based instruction is most pronounced in schools serving children of color and children from under-resourced communities (Rand & Mandel Morrow, 2021). In contrast, students in resource-rich communities are more likely to be exposed to play-based experiences supported by teachers who are trained in evidence-based programming, including play-based approaches, that support language and literacy learning. For example, a survey of early childhood teachers found that 33% serving children from under-resourced communities had no time scheduled for play in their school day. Comparatively, 97% of teachers serving children from more affluent communities have a schedule for structured play (Fowler, 2018). This discrepancy in access to play is an issue of equity and inclusion and only widens the gap in access and school readiness outcomes between children of color and their white peers.

Play-based approaches not only support the development of foundational language skills related to word recognition and fluency, but they have the potential to promote motivation and engagement with reading. When kids are excited and motivated to read they read more often. Reading frequency – but more importantly reading for fun – can lead to higher reading proficiency. According to a Pew Research Center analysis of a 2019-2020 NAEP survey, 50% of 9-year-olds “who scored at or

above the 75th percentile on the 2020 reading component of the NAEP reported reading for fun on their own time almost every day, compared with 39% of 9- year-old students who scored below the 25th percentile.” (Pew Charitable Trusts, 2021) RIF’s intent is to create a model that will fill a critical gap in early literacy programming and increase literacy skills (stronger phonological awareness, vocabulary, decoding, fluency, and comprehension) while inspiring a love of reading in elementary years and beyond.

Further analysis of the impact of play-based approaches notes that “the use of play” while not specifically named in the Common Core standards as a specific strategy, is noted by the National Governors Association Center for Best Practices & Council of Chief State School Officers (2010, p. 6) as a “valuable activity in its own right and as a way to help students meet the expectations in...[the Standards] document.” However, while the Common Core Standards define “what children are expected to know and be able to do” a lack of instruction on how educators should incorporate play-based practices exists. (Rand & Mandel Morrow, 2021)

Finally, print book access is positively tied to reading behavior, motivation, and frequency, has a positive impact on reading and writing performance, language development, and academic performance in other subjects, and is associated with positive behavioral, educational, and psychological outcomes (Learning Points Associates, 2010). Reading with children in their infancy and preschool years is associated with higher language skills at school entry and with childhood literacy acquisition, while choice and access are critical drivers in developing engaged readers and life-long learners beginning in their early elementary school years. And yet, two-thirds of children from significantly under-resourced communities do not own books (Bridges, 2013). Understanding the role book ownership plays in literacy development, RIF has also woven into the proposed play-based programming book distribution and ownership via print and digital access resources.

Statutory Purposes and Requirements Alignment: RIF’s proposed program addresses *Absolute Priorities 1 and 2* as well as *Competitive Preference Priorities 1, 3, and 4 (B1 and B2)*. The proposed program will significantly enhance the readiness and capacity of project partner DCPS’s early education workforce (librarians and teachers alike) to optimize research-based strategies as a part of its foundational literacy programming through the implementation of a new play-based, literacy model. RIF will also work with librarians in 24 high-need elementary schools to distribute age-appropriate books for ownership and supplementary literacy resources to school partners and families to reinforce the new skills students acquire.

In training librarians to lead program delivery and materials dissemination, RIF is proposing to broaden the number and types of educators with pedagogical knowledge and understanding of effective early literacy approaches. This approach is also beneficial given the high turnover rates amongst teachers in the wake of COVID-19 as it promotes program sustainability within and beyond the grant period should classroom educator turnover occur. Additionally, as trainers, librarians’ understanding of unit subjects will give them the flexibility to reinforce classroom-based activities through the development of supplementary book distribution lists using the school’s own library inventory or utilizing digital resources provided by RIF to bridge the unit subjects and play-based activities executed in the classroom.

Through the design of materials that are culturally appropriate and linguistically accessible and the use of both tactile materials and technology to introduce literacy and reading concepts to students with a range of developmental abilities, the proposed project approach also aligns with the IAL program’s priority to support projects “designed to be responsive to racial, ethnic, cultural, disability, and linguistic differences.” All family literacy materials will be developed in priority languages identified by DCPS and available for distribution in print or through digital tools. RIF will work with content experts in the key languages identified by DCPS to develop materials that

meet cultural and linguistic standards for each language. RIF will form and engage a National Early Literacy Advisory Board (NAB) in the review of materials developed for the R&PS program and supplemental literacy materials. RIF has experience convening and engaging literacy experts through its Race, Equity, and Inclusion (REI) National Advisory Board, a committee of literary and educational leaders of color who support resource development and program engagement. Enhancements to Skybrary will ensure resources are accessible to families with children with disabilities.

As mentioned above, all family literacy materials will be housed within the Early Childhood Literacy Center on RIF's Literacy Central site. Educators will be able to download, print, and distribute materials for families as well as provide instructions for accessing content directly at home. RIF has experience developing online centers that focus on a relevant topic that children, families, and educators are grappling with. For example, RIF has created social-emotional learning (SEL) and race, equity, and inclusion (REI) centers offering supportive and informative books and resources to guide important conversations. RIF's Independent Reading Center offers family tips and resources for supporting independent reading from the classroom to home. Content housed in the Early Childhood Literacy Center will be regularly updated by RIF staff and linguistical content experts throughout the grant period. All content featured on centers is available to the wider public and is highlighted in newsletters, social media, and national webinars hosted by RIF staff. Finally, all proposed family engagement programming will be available in priority languages identified by DCPS including materials, webinars, and family literacy night activities.

The proposed program also builds off of recent investments partner LEA DCPS has made to address the current achievement gap caused by systemic bias in education and limited resource allocation in some of DC's traditionally lowest-performing high schools, middle schools, and elementary schools. In 2020, DCPS was a recipient of a multi-year Teacher and School Leader

Incentive Program grant from the U.S. Department of Education. Under this grant, DCPS implemented the Rigorous Instruction Supports Equity (RISE) program “to promote equity, eliminate opportunity gaps, and systematically interrupt institutional bias” in 42 DCPS schools. Administrators and teachers at RISE schools were provided access to “equity-centered” professional development resources and rigorous support for new teachers.

RIF’s program will build on the foundation laid by activities completed under the RISE program. Specifically, RIF will work with 24 former RISE program elementary schools to bring equity-centered professional development to librarians and early learning educators to continue to close the achievement gap in reading for DC’s youngest, high-need learners. Further, in working with DCPS, RIF is partnering with an urban school district with a locale code of 11. And, while according to the National Center for Educational Statistics, only 21% of the student population enrolled in the District are from families with an income below the poverty line, 100% of the 24 participating schools are Title 1 schools and all but one school define their students and families as “at risk” (defined by DCPS as eligible for TANF or SNAP or have experienced homelessness in the past year). Finally, all participating schools’ student populations are nearly 100% students of color. (See **Attachment 3: LEA and School Eligibility.**)

Management Plan

Organizational Experience: As one of the nation’s oldest literacy non-profits, RIF is committed to a literate America, inspiring a passion for reading among all children, providing quality content to create impact, and engaging communities in the solution to give every child the fundamentals for success. Throughout the organization’s 57-year history, RIF has designed rich and wide-ranging literacy experiences that support how students learn and how educators, families, and community stakeholders engage, encourage, and inspire life-long readers. Since 1966, RIF has distributed over

422 million books in partnership with a grassroots network of volunteers, schools, and community stakeholders nationwide and affected the lives of more than 129 million children.

RIF has successfully managed federal projects and grants, including administering for 35 years the U.S. Department of Education's (USDOE) Inexpensive Book Distribution Program; a USDOE Innovative Approaches to Literacy project from 2012 to 2014 with 33,000 students across 41 Local Education Agencies in 16 states addressing summer reading loss among children living in poverty; and a Library of Congress grant developing teacher Professional Development content. Further, RIF was awarded and is currently managing three FY22 Congressionally Funded Community Projects in California, Connecticut, and Mississippi. RIF's accounting policies and procedures comply with OMB Uniform Guidance 2 CFR and 45 CFR. RIF utilizes Blackbaud RE and FE and Salesforce to house its funding and programmatic data.

Key Project Personnel: The key project personnel associated with this project are detailed below including their roles, activities, and percentage of time committed to the project. (See **Attachment 4: Key Personnel Resumes.**) Additional staff who will support the overall project and the responsibilities supported under this request are included in the budget narrative.

Erin Bailey will serve as **Project Director** to the project providing general project oversight of the activities associated with the design of the R&PS curriculum, educator training program, in-person and virtual professional development, and project evaluation. She will work closely with the program team and Sr. Director of Development to monitor and ensure performance measures are met and accurately reported. Ms. Bailey will also oversee the development of classroom and family enrichment resources and activities aligned with books and literacy activities distributed through this project. She will also provide guidance on book selection and the integration of print and online literacy resources for the curricula's themed units and the Early Childhood Literacy Center. She will serve as the point of contact with the NAB.

Ms. Bailey joined RIF in June 2021 and is the Director, Programs & Content. Her role includes serving as the subject matter expert and developing, curating, and managing content for educators and families. A seasoned educator, Ms. Bailey has served in U.S. and international classrooms for over a decade including as a lead teacher in an international PreK-8 school, as a Literacy Specialist, and as an English Language Development Specialist. Ms. Bailey is trained as a qualitative researcher and is currently an instructor at The George Washington University. She is International Baccalaureate Primary Years Programme (IB PYP) certified and has been a lead teacher in IB PYP bilingual classrooms. She has previously presented her work on play-based literacy learning at the World Organization for Early Childhood Education (OMEP) annual conference. She has presented her research at several major conferences including AERA and OMEP World and has been published in *Qualitative Inquiry*.

Katy Nicholson, Senior Director, Programs currently oversees the strategy and implementation of all RIF community-based programs as well as manages the Programs Department team. For this project, she will oversee the design and buildout of the Early Childhood Literacy Center and enhancements to the Skybrary platform working closely with outside technology consultants as well as RIF's Content and Digital Design teams. She will also support activities related to family engagement events, sourcing materials and books for themed collections, and book distribution. Ms. Nicholson joined RIF in 2017. Prior to her time at RIF, she worked for PBS as the Manager of The Teacher Community Program to support K-12 education initiatives in communities across the country.

Karly O'Brien serves as **Content Developer** and will support the design and development of the R&PS curriculum, train-the-trainer activities, ongoing professional development, and print and digital resources. She will also support the distribution and activation of Skybrary licenses as well as ensure digital resources supporting print books and reading engagement

activities are available on the Early Childhood Learning Center. Ms. O'Brien joined RIF full-time in Fall 2022 after interning with RIF to support content creation for its Middle School Family Literacy Initiative. A former PreK-5th grade teacher at charter schools within the District of Columbia, she is currently earning her graduate degree from The George Washington University in Curriculum and Instruction with a focus on literacy.

Connor Brown is the **Senior Programs Associate** and will serve as the RIF point of contact for participating school sites. In this capacity, he will work with sites to plan book distribution and family engagement sessions and ensure the timely distribution of print books and resources to partner sites over the course of the grant period. He will also oversee program implementation in alignment with grant goals and work with the Project Director to ensure all program deliverables occur within the project scope and budget. Mr. Brown joined RIF in June 2019 and is responsible for the recruitment of school and community-based partners and bookstore access for all RIF program implementers. He is a graduate of Loyola University, Chicago with degrees in Political Science and Economics.

Hannah Salisbury will serve as the **curriculum consultant** for the design and drafting of the R&PS curriculum. Ms. Salisbury has worked in early childhood education for 20 years, with children ranging from infants to third grade. She holds a B.S. degree in Anthropology, teaching certification in Elementary Education, and an M.Ed. in Educational Psychology. Her roles have included classroom teaching, program administration, instructional coaching, and curriculum design. She has presented on social-emotional learning and child development at regional and national conferences, and worked as a Research and Development Consultant for creating early elementary science texts with the National Science Resources Center at the Smithsonian Institution. Previously, Ms. Salisbury worked at the Smithsonian Early Enrichment Center, a program focused

on early learning in museums. Currently, she is the Director of Early Childhood at the Inspired Teaching Demonstration School, a public charter school in Washington, DC.

RIF is partnering with **Policy Studies Associates (PSA)** to test and evaluate R&PS. PSA has a long track record of conducting experimental and quasi-experimental research studies and implementation evaluations for USED, foundations, and non-profit organizations, including prior evaluations for RIF. **Dr. Julie Meredith** will serve as the **Principal Investigator**, overseeing all evaluation activities and leading quantitative analyses. Dr. Meredith has extensive experience leading experimental and quasi-experimental impact analyses to meet What Works Clearinghouse Standards, including for USED SEED and i3 grants; she also brings expertise in conducting literacy program impact evaluations in rural areas for national organizations including Save the Children.

Yvonne Woods, Senior Research Associate, will lead qualitative analyses. She brings more than 15 years of experience in conducting mixed methods research and evaluation of projects assessing Pre-K-12 policies and practices. Currently, Ms. Woods is co-developing an evidence-based resource guide for the New Jersey Department of Education Division of Early Childhood Services on the science of how children learn to inform Pre-K through 3rd-grade system alignment, instruction, and assessment. She recently worked with the Baltimore City Early Childhood Advisory Council (ECAC) to conduct a landscape analysis assessing the strengths and gaps in the city's early childhood education services. She was also a key staff member for the National Governors Association, Comprehensive Strategy for Early Care and Education Project where she interviewed state agency personnel and developed, administered, and analyzed a survey of project participants to refine and implement state early care and education policy agendas that would expand access and quality in opportunities for young children.

Dr. Dan Aladjem brings extensive research and evaluation experience to the evaluation and will lead instrument development and quality assurance. Two additional PSA staff will support data collection and analysis activities.

Project Evaluation

Policy Study Associates, Inc. (PSA) will conduct an independent and rigorous evaluation to determine the impact of R&PS on children’s emergent reading skills, kindergarten readiness, and early elementary reading success. The proposed evaluation will meet What Works Clearinghouse evidence standards for establishing causal impact (with reservations) and do so in a way that minimizes disruptions to participating schools while retaining R&PS’s focus on serving the neediest children.

Evaluation Design: The evaluation will focus on four primary research questions. The first three questions address the potential longitudinal impact of the project on children’s literacy growth. Question four will inform continuous program improvement, yielding information helpful in improving the program implementation and operations during the grant years. **Table 1** aligns research questions, data sources, and proposed analyses.

Table 1. Research Questions and Data Sources

Research Questions	Data Sources¹	Analyses
RQ1: To what extent does increasing access to books and play-based literacy programming in their pre-K3	<ul style="list-style-type: none"> - Focus group data (parent, teacher, school librarian) - Parent, teacher, and librarian survey data² 	<ul style="list-style-type: none"> - Descriptive analyses of means, medians, and frequencies

¹ Unless otherwise noted, data will be collected annually.

² School librarian, parent, and teacher surveys will include items drawn from the Early Childhood Longitudinal Studies (ECLS) program surveys. ECLS, sponsored by the U.S. Department of Education, surveys parents and teachers of

<p>and pre-K4 classrooms, homes, school libraries, online, impact their pre-literacy skills?</p>	<ul style="list-style-type: none"> - School library and Skybrary use data - Deidentified, student-level scores from DCPS-administered GOLD assessment (Pre-K3-K4) 	
<p>RQ2: To what extent does increasing access to books and play-based literacy programming in their pre-K3 and pre-K4 classrooms, homes, school libraries, online, impact their kindergarten readiness?</p>	<ul style="list-style-type: none"> - Book distribution and Skybrary use data - Deidentified, student-level scores from DCPS-administered i-Ready assessments. 	<ul style="list-style-type: none"> - Descriptive analyses of means, medians, and frequencies - Regression models analyzing growth student literacy skills during Kindergarten
<p>RQ3: To what extent does increasing access to books and play-based literacy programming in their pre-K3 and pre-K4 classrooms, homes, school libraries, online, impact students early elementary reading success relative to similar students who did not participate in the intervention?</p>	<ul style="list-style-type: none"> - De-identified student-level literacy scores from DCPS-administered PARCC assessments - Book distribution and Skybrary use data. 	<ul style="list-style-type: none"> - Descriptive analyses of means, medians, and frequencies - Comparative time series models analyzing differences between students who participated in R&PS and those who did not
<p>RQ4: What impact does high-quality professional development for librarians have on their ability to</p>	<ul style="list-style-type: none"> - School librarian participation in professional development and online modules 	<ul style="list-style-type: none"> - Descriptive analyses of means, medians, and frequencies

students in elementary grades as part of the study. Including these items will enable RIF and evaluators to make comparisons between RIF intervention schools and the ECLS nationally representative sample.

- | | | |
|---|---|---|
| support literacy for a diverse population of children with diverse books and literacy resources? | (frequency, engagement, satisfaction) | - Document and artifact analyses (e.g. For focus group analysis PSA will use qualitative data analysis software, such as Lumivero or ATLAS.ti.) |
| RQ4a: To what extent are the program activities and resources supporting librarians and teachers in program implementation? | - School librarian and teacher surveys | |
| | - School librarian and teacher focus groups | |
| | - Book selections from RIF's Bookstore | |
| | - Book celebration and library events calendar and librarians' lesson plans | |
| | - Engagement with and use of extension activities and resources | |

Evaluation Sample: The evaluation data collection efforts will involve all the 24 participating DCPS schools and approximately 1,400 students. The evaluation will also draw on assessment data for all remaining students in other DCPS Pre-K3 and -K4 classrooms. For this evaluation, the data collection plans and all study instruments will be submitted to PSA's Institutional Review Board (IRB). PSA will also submit the research plan to DCPS for any needed research clearances and will comply with all procedures specified by DCPS as a condition of permission to conduct the research.

Continuous Improvement: The continuous improvement aspect of the evaluation will examine program implementation—how librarians engage with project activities, support teachers in implementing R&PS in their classrooms, and promote home literacy activities through book distributions and other events. Through surveys and focus groups of librarians, teachers, and parents, PSA will collect data about project implementation strategies (e.g., book and resource access, play-based literacy activities, professional development for librarians to support teachers' implementation, and engagement with parents) and changes in school librarians' and teachers'

practices and intentions to continue using the R&PS approaches, parents' perceptions and engagement, and children's growth in early literacy domains. The data and analysis these evaluation activities will support RIF's continuous program improvement efforts as they refine and improve implementation during the grant and plan for sustainability. The continuous improvement aspect of evaluation will also provide evidence for annual reporting on Government Performance Reporting Act (GPRA) indicators and project performance measures.

Quasi-Experimental Design: To measure the impact of the RIF intervention on children's literacy achievement in schools served, PSA will analyze children's reading achievement on the district's formative assessments (grades Pre-K3, -K4, and kindergarten) and the statewide summative assessment (grade 3) using a quasi-experimental design employing a two-stage matching process, first matching at the classroom-level and then at the child-level. The evidence from the QED will meet What Works Clearinghouse standards with reservations. To ensure the impact study meets WWC standards, we will select the comparison group of prekindergarten children in this study to ensure differences between intervention and comparison groups of less than 0.25 standard deviations on key baseline characteristics. In the context of the R&PS intervention, a quasi-experimental matched comparison design has advantages over other experimental and quasi-experimental designs—e.g., a regression discontinuity design—because of the lack of data available prior to the intervention to establish pre-baseline trends.

The validity and reliability of the comparison design for detecting true program effects will depend on the strength of classroom-level and child-level matches. PSA will use a two-stage coarsened exact matching process to identify comparison groups. The first round will use aggregate classroom-level data to find classrooms in DCPS that are similar to those engaged in the R&PS intervention, using classroom aggregate baseline data from the GOLD assessments and child

characteristics. The second-stage matching will match children within the intervention and comparison classrooms on fall baseline GOLD data and individual characteristics.

The quantitative analyses will yield information about the program's impact on children's literacy skill gains in prekindergarten, their growth in reading during kindergarten, and, for the first cohort of children, the impact of their participation on third-grade reading proficiency. These analyses will also address whether the intervention has different impacts on subgroups of students participating in R&PS and if any differences in the impact on literacy skills and growth are related to data collected as part of the continuous improvement part of the evaluation.

A power analysis for the quasi-experimental design, assuming analysis using a three-level hierarchical growth model with treatment in 48 classrooms enrolling an average of 24 children in each classroom yields a minimum detectable effect size of 0.14, using the results of the Kim and White (2008) evaluation as the basis for projecting the program effect.

Reporting: The reports prepared as part of the evaluation will be designed to address two objectives: to support program improvement by providing timely information on implementation and challenges encountered; and to present the findings from the analyses of the impact of R&PS on students and school librarians. The evaluation plans two types of reports to address each of the two objectives: annual summaries of program implementation in years 1 through 4 (formative, descriptive data from analyses of annual survey and focus group data, librarian book selection and extension resources use, and preliminary impacts of professional development and professional learning community activities); and a final summative narrative report that connects the effectiveness of program implementation strategies with the results of the QED and longitudinal analyses.

Table 2. Read & Play for Success Timeline		Year 1				Year 2				Year 3				Year 4	
Activity	Person Resp.	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2
Program Objective 1															
Internal program planning and ongoing internal meetings	PD/PT/CT	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Program planning with school points of contact on training and roll out of program	PD/PT/PSA	X	X	X	X										
Design/draft Read & Play for Success curriculum including a train-the-trainer and educator’s guide	PD/CT/CC		X	X	X	X	X	X	X						
Curriculum updates or implementation adjustments	CT/CC								X				X		
Source unit play-based classroom centers materials and books (Y1); Refresh collections as needed	PD/PT		X	X	X									X	
Design and development of family engagement materials	CT		X	X				X				X			
National Advisory Board Reviews Materials	PD/NAB		X	X	X				X				X		
Program Objective 2															
Train-the-trainer sessions	PD/CT/SLE					X	X	X					X		
Read & Play for Success Implemented	SLE						X	X	X	X	X	X	X	X	X
Professional Development Webinars	CT						X	X	X	X	X	X	X	X	X
Librarian Cohort Meetings	CT/SLE								X				X		
Annual program planning with librarians	PD/PT/PSA				X				X				X		
Program Objective 3															
Early Learning Center Design and Buildout and updates	PD/PT		X	X	X				X			X			

Table 2. Read & Play for Success Timeline		Year 1				Year 2				Year 3				Year 4	
Activity	Person Resp.	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2
Translation and resource materials creation for the Early Learning Center; refresh and uploads.	CT/TC		X	X	X				X				X		
Print Books Distributed to Students	PT					X	X	X	X	X	X	X	X	X	X
Family Engagement Events (webinars, family literacy nights)	CT/PT						X		X		X		X		X
Skybrary Updates Conducted	DT		X	X	X				X				X		
Skybrary Subscriptions Distributed	PT/DT					X	X	X	X	X	X	X	X	X	X
Parent engagement materials distributed/accessed	PT/DT					X	X	X	X	X	X	X	X	X	X
National Advisory Board Reviews Updated Family Engagement or Multilingual Center Materials	CT/NAB				X				X				X		
Annual program planning school points of contact	PD/PT/CT								X				X		
Program Objective 4															
Evaluation tools and assessments finalized	PSA				X										
Evaluation surveys conducted at regular intervals	PSA								X				X		
Annual grant reporting	PD				X				X				X		
Impact Evaluation and Report developed and disseminated at conferences	PD/PSA										X		X		

Persons Responsible Key: PD: Program Director CT: Content Team PSA: Evaluator P: Parents T: Teachers

CC: Curriculum Consultant PT: Program Team S/L/E: Schools, Librarians, Educators DT: Digital Team N: Non-Program



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of Teaching and Learning

Department of Education Grant (Innovative Approaches to Literacy)

To Whom It May Concern:

I serve as the Director of School Library Programs for the District of Columbia Public Schools in Washington DC. I am writing to share our support for Reading Is Fundamental (RIF)'s community project funding request for the Department of Education Grant (Innovative Approaches to Literacy). As a national 501(c)(3) children's literacy non-profit organization, RIF is committed to inspiring a passion for reading among all children, providing quality content to make an impact and engaging communities in the solution to give every child the fundamentals for success. In partnership with companies, foundations, organizations, and a grassroots network of literacy advocates in communities nationwide, RIF has provided more than 422 million books to more than 129 million kids in all 50 states, inspiring generations to read, learn, and grow since its founding in 1966.

In the grant request, RIF has specifically identified DC Public School students that have the most significant challenges across our district toward grade level development in reading. In a previous federal grant, 24 elementary schools were part of a program listed as RISE (Rigorous Instruction Supports Equity). This program began the work toward supporting students with significant challenges in the district.

The [Teacher and School Leader Incentive \(TSL\) Program](#) is a federal grant made of 13 awards to support local education agencies in developing, enhancing, improving, and implementing human capital management systems (HCMS) that include performance-based teacher and principal compensation systems (PBCS). Each of the funded projects was designed to be concentrated in high-need schools and has the goal of increasing overall student achievement and closing the opportunity gap between low- and high-performing students. DC Public Schools is excited to announce we are the largest award winner in 2020. This grant will support DCPS' newly launched Rigorous Instruction Supports Equity (RISE) initiative, which aims to provide strategic recruitment of talented educators, equity-centered professional development, robust support for new teachers, and performance-based incentive awards at our highest-need schools, which are identified in the grant as the 42 schools with a 1- or 2-star rating*.

The RISE grant enabled DC Public Schools to focus and target resources to struggling schools in the district. In the grant proposal from RIF for the Innovative Approaches to Literacy grant, RIF will continue engage students at these same struggling schools with intensive resources and support system for reading. For this request, there are 1400, PK3 and PK4 students across the district that RIF will provide focused and targeted reading materials that will engage and extend learning. The resources from RIF will also engage parents and community partners in supporting these most vulnerable students.

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Continue from page 1.

In our community, DC Public Schools recognizes that early literacy reading support programs contribute to student achievement. With 86 schools in our district designated as Title 1 support eligible, the need to partner with strong non-profit partners like RIF is essential. RIF is a trusted literacy partner in the education space. For many years, they have supported local families, educators and volunteers with robust and high-quality literacy resources. RIF delivers not only books but excitement, joy, imagination and opportunity to our children and children nationwide.

We respectfully request your support of RIF's Community Project Funding for our community and would be happy to help with any additional information.

Regards,

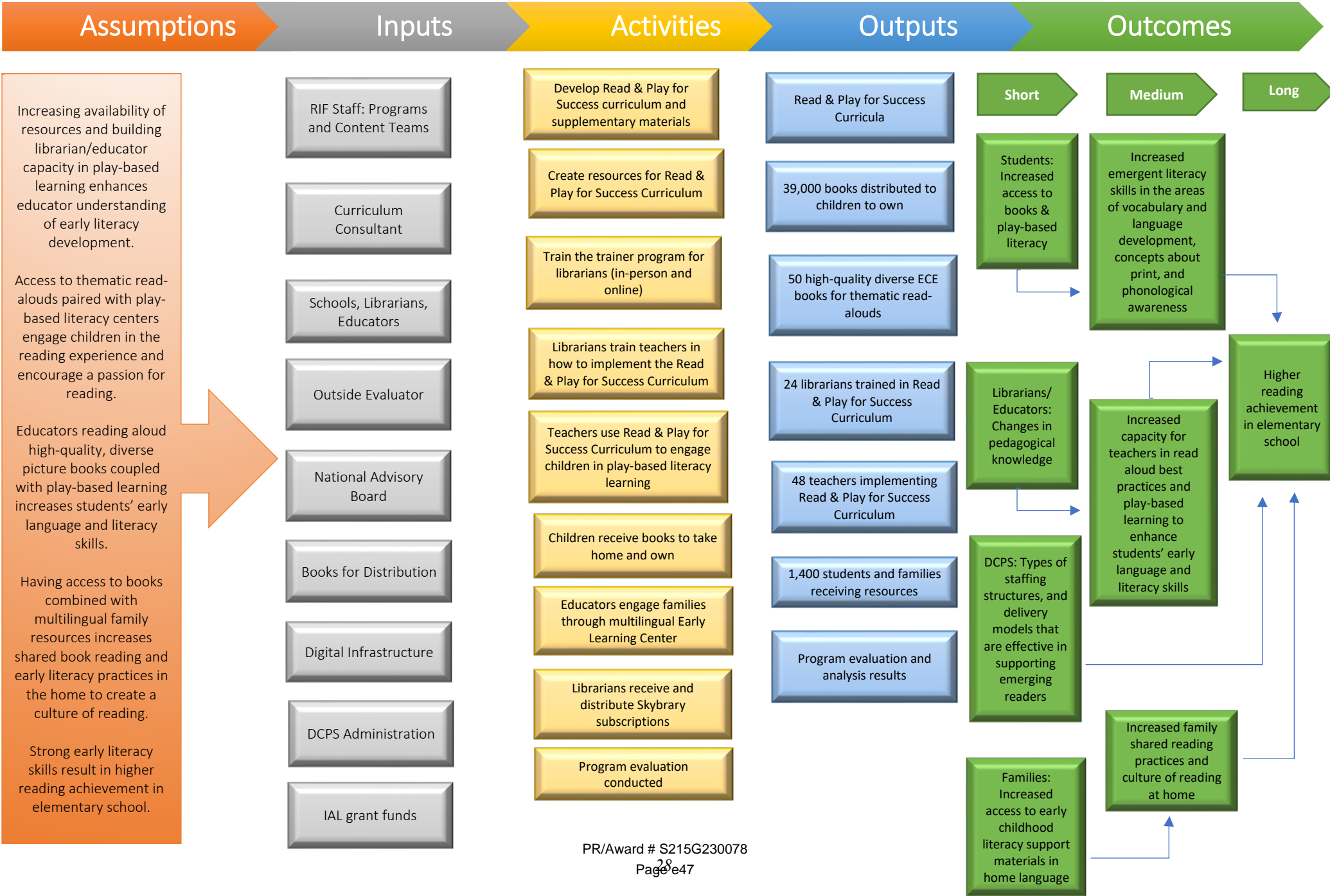
[Redacted]

Dr. Kevin M. Washburn
District of Columbia Public Schools
Director, School Library Programs
1200 First Street, NE, 8th Floor
Washington, DC 20002

[Redacted]

Page 2 of 2.

Reading is Fundamental Read & Play for Success
Theory of Change



Read & Play for Success Framework

Statement about the development of themes:

Building background knowledge and vocabulary are essential for children's literacy development. These themes were created with the intention of providing read-aloud books with accompanying play-based learning centers in the classroom as well as books in the home that align with the academic language needed to meet the demands of the Common Core State Standards (CCSS). The themes align with the CCSS Anchor Standards so that students build skills such as interpreting, analyzing, determining central ideas, and examining diverse points of view. Finally, the sequence of the themes was created so that each theme takes a step from the inner self towards the outer world. Our World



Theme 1

Self: Through this theme, students learn what it means to be unique and the ways our bodies allow us to express ourselves and explore the world around us. Tied to social emotional learning objectives, this theme helps students appreciate and celebrate what makes them special.

Key Terms: Body, Feelings, 5 Senses, Health & Hygiene

Examples of play-based learning: learning about body parts: doctor's office, hair salon, dentist; learning about feelings: masks and puppets of different feelings; 5 senses: realia to practice the 5 senses.

Theme 2

Ourselves and Our Community: Now that students understand that everyone is unique, they begin to explore the ways that everyone’s uniqueness builds community. Students interpret how social and cultural factors create the self and build communities. Students determine the central ideas of beliefs and values, roles and responsibilities, customs and traditions for families and communities.

Key Terms: Culture (Faiths/Festivals/Celebrations/Cuisine), Families, Homes

Examples of play-based learning: Culture: play kitchen with cultural cuisines; learning about families: doll houses, puppets,

Theme 3

Natural World: Through this theme, students explore the way things work through investigating the structures and functions of the natural world. Students evaluate individual structures and life cycles and the roles these play in the greater ecosystem.

Key Terms: Life Cycles, Water, Plants, Animals, Weather, Seasons

Examples of play-based learning: life cycles such as butterflies, frogs, duck, etc., water table, keeping a weather chart

Theme 4

Inventions and Discoveries: Through this theme, students consider the ways in which we are anchored to place and time through inventions and discoveries. Students explore the impacts of energy and matter through chemistry, physics, and technology and their uses in the modern world.

Key Terms: Forces and Movement, Light and Energy, How It’s Made, Technology

Examples of play-based learning: construction site, levers and pulleys, travel and transport, electricity/energy, computers and technology

Theme 5

Our World and Beyond: Through this theme, students integrate and evaluate the interdependence of the social, material, and natural worlds and how individuals play an important role in sustainability and development.

Key Terms: Community, Jobs, Sustainability

Examples of play-based learning: Role Play: Gardening and farming, Farmers market/grocery store, Recycling (e.g., paper), Restaurants; Community Helpers role-play (e.g., firefighter, doctor, teacher, etc.); Small World Play

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Erin K. Bailey



EDUCATION

The George Washington University
Doctoral candidate, Curriculum and Instruction

August 2016-present

Loyola Marymount University
Master of Arts, Reading Instruction

May 2014

University of San Diego
Bachelor of Arts Liberal Studies, Concentration in Mathematics
(Magna Cum Laude)

January 2012

PUBLICATIONS

Bailey, E. K. (Dissertation anticipated defense Fall, 2022). *Becoming-Cyborg: Wearable Cameras in Outdoor Learning Spaces*.

Bailey, E. K. & Eakle, A. J. (in progress). *Digital literacy coaching in the wake of COVID-19*.

Bailey, E.K. & Eakle, A.J. (in progress). *Becoming bird world through arts assemblage in a first grade classroom*.

Eakle, A. J. & Bailey, E. K. (2022). *Playing Baroque lines through an affective museum landscape with Deleuze, Guattari, and Klee*. Qualitative Inquiry.

Dernikos, B. P., & Bailey, E. K. (2020, September). Review for *Literacies in early childhood: Foundations for equity and quality*. A. Woods & B. Exley (Eds.). Australia & New Zealand: Oxford University Press. In *Journal of Early Childhood Literacy*.

PRESENTATIONS

Peer Reviewed

Bailey, E.K. (2022, April). *Precarity in the garden with children and wearable cameras*. Paper Presentation at AERA Annual Conference in San Diego, CA.

Bailey, E.K. (2022, April). *Encounters in the anthropocene: Making generative oddkin with cicadas, children, and wearable cameras during the pandemic*. Paper Presentation at the American Association for the Advancement of Curriculum Studies, Virtual.

- Bailey, E.K. & Eakle, J.A. (2021, May). *Becoming literacy coaches with love during a pandemic*. Paper Presentation at the American Association for the Advancement of Curriculum Studies, Virtual.
- Bailey, E.K. & Eakle, J.A. (2021, April). *Digital literacy coaching in the wake of COVID-19*. Paper presentation at the AERA Annual Conference, Virtual.
- Bailey, E.K. & Talbert, R. (2021, April). *Becoming intersectional assemblages at a women's march*. Paper presentation at AERA Annual Conference, Virtual.
- Bailey, E.K. (2019, October). Paper *Where are ontology and ethics in the "research paradigms" of doctoral coursework?* In S. Vanderbilt (Chair) *Theorizing back: Doctoral students thriving using critical methodologies in an EdD curriculum and instruction program*, Bergamo Conference on Curriculum Theory and Classroom Practice (40th annual conference). Dayton, OH.
- Bailey, E.K. (2019). *Boats against the literacy current: Pushing outwards, drawing back*. Paper presentation to American Association for the Advancement of Curriculum Studies Conference in Toronto, Canada.
- Bailey, E.K. (2016, July). *Play on words: Creating a rich vocabulary in a play-based classroom*. Workshop presented at The World Organization for Early Childhood Education (OMEP) 68th World Assembly in Seoul, South Korea.
- Eakle, J., Bailey, E., & Crump, E. (2022, April). *Education research movements of gardens, museum, and theatre: A participatory investigation*. Paper Presentation at AERA Annual Conference in San Diego, CA.
- Eakle, J. & Bailey, E. (2019). *Affective literacies of an art museum and first grade classroom*. Paper presentation at AERA Annual Conference in Toronto, Canada.

Invited Guest Presentations

- Bailey, E.K. (2022, April). *Every book is an engineering book*. Webinar for Reading is Fundamental sponsored by Trane Technologies. Washington, D.C.
- Bailey, E.K. (2022, March). *Literacy begins early*. Webinar for Reading is Fundamental sponsored by Bingham Trust. Washington, D.C.
- Bailey, E. K. (2021, October 21). *Becoming-Cyborg: Literacies with wearable cameras in outdoor learning spaces*. Presentation to the Research in the Arts and Humanities doctoral seminar, George Washington University. Arlington, VA.
- Bailey, E.K. (2020, April 28 and May 12). *Supporting literacy development at home during Covid-19*. Webinar for Reading is Fundamental. Washington, D.C.
- Bailey, E.K. (2020, April 25). *Using theory to inform methodology*. Guest speaker for Advanced Qualitative Methods taught by Dr. Sandra Vanderbilt at The George Washington University, Washington, D.C.

Bailey, E.K. (2019, April 4). AERA Division B Pre-Conference Seminar titled “Early career curriculum scholar seminar: Thriving courageously and creatively in the contested landscape of education” hosted by Drs. Theodorea Regina Berry and Robert J. Helfenbein.

Bailey, E.K. (2018, Summer). *The five plus one pillars of reading development*. Webinar for Reading is Fundamental. Washington, D.C.

PROFESSIONS

Reading is Fundamental Washington, D.C.

Director, Programs & Content

August 2021-present

- Manage RIF's existing portfolio of literacy programs as well as plan and implement new initiatives to ensure RIF provides current, relevant, impactful programs aligned to key literacy issues and designed to cultivate a culture of literacy in communities nationwide.
- Ensure programs provide measurable impact are effective and designed to support a network of local RIF program sites.
- Provide professional development support for program implementation.
- Stay current with the latest academic research and methodology in the areas relevant to RIF's programs, incorporating it into RIF's programs when appropriate.
- Develop and manage project budgets; ensure wise and cost-effective spending. Employ metrics to ensure programs reach short/long-term goals within critical deadlines.
- Manage the content strategy for RIF programs and content.
- Conceptualize and implement content strategies to support a multichannel, multi-platform universe.
- Direct the selection/curation of RIF books and book collections working with internal and external stakeholders, including; authors, publishers, funders, educators, and RIF's academic advisory committee.
- Conceptualize and develop content to support a multichannel, multi-platform universe of literacy support materials, including those intended for parents, educators, students, literacy volunteers and RIF program partners.
- Deepen engagement with the RIF user base through a comprehensive content strategy, including a robust evaluation process to ensure resources are relevant and impactful to the audiences we serve.
- Support RIF academic advisory board to advise on new content and programmatic strategies.
- Assist in grant proposal writing for state, federal, and philanthropic grants.
- Grow and enhance relationships with children's publishing partners.
- Serve as the literacy expert in cross-departmental activities designed to support RIF's mission and expand our impact.
- Serve as a visible and effective spokesperson for RIF, both verbally and in writing, to reinforce and build positive understanding of the organization with its many audiences.

**George Washington University, Instructor
Washington, D.C.**

2018-present

- CPED 6624: Foundations and Research of Literacy and Reading Education
- CPED 6223: Elementary School Literacy: Interdisciplinary Teaching and Learning
- CPED 6289: Roles of the New Literacies Coach & Reading Specialist
- CPED 6292: Leadership in Interdisciplinary Literacies, Collaboration, Planning, and Communication (Practicum 2)

**Inspired Teaching Demonstration Public Charter School
Washington, D.C.**

Literacy and English Language Development Specialist

July 2018-July 2021

- Served as a school-based resource demonstrating knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language and how these relate to the philosophy and mission of ITDS
- Supported the dissemination and implementation of literacy curriculum
- Selected and administered valid, reliable, fair, and appropriate assessment tools to screen learners in grades K-2 to determine students who qualify for Response to Intervention (RTI) Tier 2 and Tier 3
- Designed and implemented research and evidence-based instructional interventions to meet the needs of students receiving Tier 3 Response to Intervention
- Used ongoing formative and summative assessments to monitor and document student progress
- Researched, designed, and implemented individualized project-based learning
- Consulted with teachers around Tier 1 and Tier 2 classroom intervention and instructional strategies
- Attended monthly PLC meetings with EL specialists in Washington, D.C. to collaborate and discuss best practices
- Planned and facilitated professional development for staff
- Planned and facilitated family workshops
- Communicated with families about how to support their children's learning needs at home
- Implemented play-based methodologies with early childhood ELs to develop thematic, content-area knowledge, academic skills, and increase English proficiency in pull-out and push-in settings
- Served as a member of the school's Culture Access and Equity Team

Lead Teacher, First Grade

2016-2018

- Served as a Lead Teacher to support an Inspired Teaching Resident develop the skills and dispositions to be a successful classroom teacher including instructional planning, classroom management, family communication, and other professional responsibilities
- Implemented projects-based, inquiry-based, and arts integration curriculum
- Attended 2016 Teachers College Reading Writing Project workshop at Columbia University
- Communicate with families and involve them in the learning process

**Reading is Fundamental
Washington, D.C.**

Summer Literacy Research Internship

Summer 2018

- Designed and presented webinar for families and teachers titled “The Five Plus One Pillars of Reading Development”
- Developed new content and resources for the RIF website: <https://www.rif.org/literacy-network/resources/quick-guides>
- Reviewed archival records across RIF channels to identify and suggest relevant content for RIF’s community stakeholders
- Updated archival content to create relevant resources for RIF’s community under the direction of the RIF Community Team
- Developed new content and resources to support RIF’s community stakeholders under the direction of the RIF Community Team

**Victoria Educational Organisation
Hong Kong**

2014-2016

Victoria (Belcher) International Nursery and Kindergarten, “IB World School”

- English teacher in a trilingual and bilingual kindergarten classroom, lesson planned and co-taught with a Putonghua and Cantonese teacher
- Participated in International Baccalaureate, Primary Years Programme training
- Served as campus Information Technology coordinator; attended technology professional development to assist teachers in utilizing technology in the classroom

**San Miguel Catholic School
Los Angeles, CA**

2012 – 2014

Reading and Language Arts Teacher, Grades 4 and 5; Self-contained, Grade 3

- Utilized current education philosophy and methodology to instruct English Learners with Spanish as a primary language in the Watts community
- Attended annual C3 Technology Conference hosted by LMU
- Attended professional development for implementing Common Core State Standards

**Onward Readers
Los Angeles, CA**

2013-2014

Classroom Teacher, San Miguel Catholic School

- Participated in intensive reading instruction program for children to become proficient in reading through fluency, word study, phonics and comprehension

**Loyola Marymount University Literacy Lab
Los Angeles, CA**

Fall 2013

Tutor for K-12 Students Struggling with Reading and Writing

- Administered diagnostic reading assessments to determine reading strengths and weaknesses
- Administered auditory and vision tests to determine physical factors affecting reading
- Designed and implemented individualized reading intervention programs for reading and writing

**Extended Family Disability Services and Inspire Human Services Co-Op
Chandler, AZ**

2007 - 2010

Respite, Attendant Care and Habilitation Provider

- Developed clients' reading, writing, math and language skills to support sustainable living
- Facilitated client use of Augmentative Communication Device and promoted socially appropriate public behaviors for clients with developmental disabilities

SERVICE

2022 Peer Reviewer for Literacy Research Association (LRA 2022).

2022 Chair for AERA sessions "Intercultural and Peace-Building Approaches to Transformation in Curricula and Beyond" and "Cultivating Equitable Education Through Philosophies of Curriculum" (Division B).

2022 Discussant for AERA session "Affects, Intimate Literacies, and (Re)Imagined Curricular Possibilities" (Division B).

2021 Peer Reviewer for the International Journal of Qualitative Studies in Education Special Issue entitled "Becoming 'Bad Researchers': Putting Affect Theories to Work as Ethical Processes of Disruption."

2021 Peer Reviewer for National Research Conference for Early Childhood (NRCEC 2022).

2021 State Title III (English Learners) Advisory Committee for Washington, D.C.

2021 Graduate Reviewer for AERA Division B.

2020 Peer Reviewer for the Journal of Professional Development in Education.

2020 Praxis® Reading Specialist Multi-State Standard Setting Study. (Educational Testing Service, National)

2020 Literacy Program Review for Council for Accreditation for Education Preparation Report. (Graduate School of Education and Human Development, George Washington University)

AWARDS

2022 Graduate Student Award from AERA Research in Reading and Literacy (SIG #11)

2019 (Nominee) George Washington University Morton A. Bender Teaching Award.

2012 Outstanding Student in Special Education Program, University of San Diego
Alcala 100 (Impact Service Award)

PROFESSIONAL MEMBERSHIPS

- American Education Research Association
- AERA Division B Curriculum Studies
- AERA SIG #11 Research in Reading and Literacy
- AERA SIG #43 Family, School, Community Partnerships
- Association of Curriculum and Pedagogy Students
- International Literacy Association
- Kappa Delta Pi, International Honor Society in Education
- Literacy Research Association
- Posthuman Nexus (Early Career Researcher)

KATY NICHOLSON

  Arlington, VA 22204

EDUCATION

BACHELOR'S OF ARTS, SAINT LOUIS UNIVERSITY, 2013
Political Science | Global and Local Social Justice | Criminal Justice
Graduated Summa Cum Laude

HONORS & ACTIVITIES

West Point's 64th Student Conference on United States Affairs Delegate, Outstanding Student of the Year for Criminal Justice Minor, Political Science Club President, Winner of Citizens for Global Solutions Essay Contest, Pi Sigma Alpha Honor Society.

RELEVANT EXPERIENCE

READING IS FUNDAMENTAL (RIF), WASHINGTON, D.C.

Director of Programs | October 2020 – Present

Manages the team responsible for project management, account management, program implementation, program sales, and program events.

- Oversees the successful, seamless, and impactful execution of all RIF programs.
- Ensures the team's work product aligns to the overall project/program strategy, meets funder requirements and timelines, stays within budget, and beneficially impacts the children served.
- Develops and strengthens relationships with local literacy leaders nationwide that enable RIF to successfully implement its programs and ensure collective impact.
- Provides on-the-ground, field-based, strategic assessments, and feedback to help inform RIF's programmatic efforts, ensuring they remain relevant, current, and impactful.
- Identifies and implements opportunities for organizational enhancements, including new digital systems, workflows, and other innovations to ensure continuous organizational improvement and efficiencies.
- Manages organization-wide Salesforce implementation strategy, roll out, and user adoption efforts.

Senior Manager of Community Relations | November 2018 - September 2020

Manager of Community and Operations | April 2017 – October 2018

Built capacity and provided support for individuals and organizations committed to impacting children's literacy including interns, volunteers, local program sites, and corporate partners.

- Conducted needs assessments with local program partners to reimagine RIF's community-based strategy by identifying innovative and scalable approaches to RIF's work.
- Helped identify the need for a digital solution to provide scalable support to local partners and an accompanying communication plan, as well as a refreshed grant program to better target resources to the highest-need communities.
- Supported the concept, strategy, and content development for RIF's new website, Literacy Network, leading to a successful launch of the platform within 6 months of joining RIF.
- Developed and oversaw the creation of new training materials, webinars, and events to cultivate and grow RIF's community and build their capacity for literacy work.
- Created and implemented a framework to better engage and support RIF's Board of Directors.

RELEVANT EXPERIENCE CONT.

PUBLIC BROADCASTING SERVICE (PBS), ARLINGTON, VA

Senior Associate, PBS Education | July 2016 – April 2017

Provided project management for the grant-funded, PBS Teacher Community Program aimed at increasing affiliate capacity to support educators in high-need communities.

- Designed professional development, best practices, and sustainability models.
- Facilitated in-person and virtual training workshops for affiliates.
- Coordinated a cross-departmental team and corresponding project schedules to achieve set objectives of the program.
- Implemented engagement tactics aimed at deepening relationships with program partners.

Coordinator, PBS Education | January 2015 – July 2016

Streamlined business operation priorities and facilitated various initiatives within the PBS Education Department.

- Increased business operation efficiencies including invoice and budget tracking, vendor support, and contract database management.
- Organized logistics, agendas, and materials for numerous events and meetings, including all staff meetings, strategy sessions, and teambuilding initiatives.
- Conceptualized and implemented a strategic plan for new virtual training offerings to support the effective use of PBS LearningMedia, a content repository for classroom resources.
- Aided the department executive, as needed, including scheduling support, administrative tasks, memo writing, recording meeting minutes, and ensuring departmental adherence to organizational policies.

BAKARI MENTORING PROGRAM, SAN LUIS OBISPO, CA

Leadership Teacher, Professional Development Coordinator | June – August 2012

Volunteered as a program facilitator to teach and mentor at-risk youth in individual and group settings to build critical life skills.

- Facilitated a professional development curriculum and taught job readiness skills, leading to job placements for several of the youth.
- Developed and implemented a leadership curriculum for group classes.
- Provided strategic planning and logistical support for classes and program activities.
- Consulted with advisors, parents, schools, and employers to best meet the needs of each program participant.

HELP INTERNATIONAL, TAVUA, FIJI & CHIANG RAI, THAILAND

Project Leader | June – July 2009, June – August 2010

Managed and delivered several programs as part of micro aid efforts in developing countries.

- Created and implemented rehabilitative leadership programs, one on one and in a group setting, for youth human trafficking refugees in one of the most notorious regions for trafficking in Southeast Asia.
- Delivered tutoring programs aimed at breaking generational poverty for Fijians across several rural locations.
- Collected and analyzed project data regularly to make improvements and summarized assessments in weekly status reports for team leadership.

Karly O'Brien
Arlington, VA

RELEVANT EXPERIENCE

Reading is Fundamental, Washington, DC *June 2022 - Present*
Content Developer

- Develop meaningful and rigorous multidisciplinary content for educators, families, and students
- Design and lead professional developments for program stakeholders across the country
- Manage the content creation and professional development for our e-platform, Skybrary School
- Research publications on children's literature and select texts that align to RIF's mission

Two Rivers Public Charter School, Washington, DC *SY 21-22*
English Language Arts Teacher

- Utilized the Expeditionary Learning (EL) Education framework to create, internalize, and deliver content
- Worked weekly alongside the content director to develop CCSS aligned curricula resources and assessment for two multidisciplinary units ensure differentiation for students' individual needs
- Gathered student data to support learning and close performance gaps
- Delivered effective instruction resulting in 70% of fifth grade students meeting their growth reading goal

Ingenuity Prep Public Charter School, Washington, DC *SY 20-21*
English Language Arts Teacher

- Led the fifth grade team as the grade level lead by creating assessment schedules, communicating the needs of educators to administrators, and hosting biweekly check-ins
- Served as the Family Engagement Liaison
- Selected as the Middle School Academy representative for a strategic planning process

KIPP DC Arts & Technology Academy, Washington, D.C. *SY 19-20*
Capital Teaching Resident

- Internalized and delivered lessons for a classroom of 24 pre-kindergarten students
- Supported students alongside a team to enhance their social-emotional, cognitive, physical, and language development through play-based and skill-building activities
- Completed rigorous assignments for teaching training course through Capital Teaching Residency, including 140+ hours of professional development training

City Year Washington D.C., Washington, D.C. *SY 18-19*
AmeriCorps Member

- Provided weekly individual and small group literacy and socioemotional interventions for seventh grade students
- Collaborated with an eight-member team, school administration, and staff to implement ideas schoolwide
- Served as the Recruitment Director for our spring break community service week
- Received 150+ hours of professional development training to apply to practice, completed 1,500+ service hours with AmeriCorps

EDUCATION

Master of Arts, Curriculum & Instruction
The George Washington University *2020-2023*

Bachelor of Science, Psychology
James Madison University *2014-2018*

Karly O'Brien

Arlington, VA

RELEVANT EXPERIENCE

Reading is Fundamental, Washington, DC

June 2022 - Present

Content Developer

- Develop meaningful and rigorous multidisciplinary content for educators, families, and students
- Design and lead professional developments for program stakeholders across the country
- Manage the content creation and professional development for our e-platform, Skybrary School
- Research publications on children's literature and select texts that align to RIF's mission

Two Rivers Public Charter School, Washington, DC

SY 21-22

English Language Arts Teacher

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Ingenuity Prep Public Charter School, Washington, DC

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KIPP DC Arts & Technology Academy, Washington, D.C.

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City Year Washington D.C., Washington, D.C.

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EDUCATION

Master of Arts, Curriculum & Instruction

The George Washington University

2020-2023

Bachelor of Science, Psychology

James Madison University

2014-2018

Connor Brown

Washington, DC 20002

EDUCATION

The George Washington University, anticipated completion 2025

Master of Public Policy

Loyola University Chicago, 2019

Bachelor of Arts in Political Science

Bachelor of Arts in Economics

Minor in Urban Studies

Magna Cum Laude

EXPERIENCE

Reading is Fundamental

Washington, DC

Senior Programs Associate – Team Lead

05/2021- Current

- Oversees RIF programming for funded projects, monitoring progress on deliverables and timetables to ensure compliance with funder agreements.
- Manages program implementation and account management team members, ensuring their work products align to the overall Programs team strategy.
- Establishes and manages relationships with high need schools, school districts, and other organizations to match with grants or other donated resources.
- Provides support for RIF program implementers including creating and leading formal presentations for new projects.

Reading is Fundamental

Washington, DC

Coordinator

06/2019- 05/2021

- Provided support for accounts receivable and accounts payable, which included generating invoices and processing payments.
- Facilitated communications both written and verbal between RIF and vendors, donors, grantees, and volunteers.
- Provided administrative support services for the management team, including scheduling and expense support as well as maintaining records.

HANNAH SALISBURY



EDUCATION

GEORGE MASON UNIVERSITY Fairfax, VA
 M.S. Educational Psychology
 2009-2015
 Concentration in Learning, Cognition, and Motivation

CHATHAM COLLEGE Pittsburgh, PA
 Elementary Education Teaching Certification
 2003-2004

PITZER COLLEGE Claremont, CA
 B.A. in Anthropology
 1999-2003
 Lee Munroe Scholar Award for Excellence in the Field of Anthropology

EXPERIENCE

INSPIRED TEACHING DEMONSTRATION Summer 2012 - Present
PUBLIC CHARTER SCHOOL Washington, DC

Director of Early Childhood Education
Early Childhood Curriculum and Program Specialist ***Fall 2015 - Present***

Develop and supervise early childhood curriculum and staff. Ensure successful implementation of developmentally appropriate, inquiry-based curriculum through instructional coaching, leading collaborative meetings, and designing professional development. Write curriculum documents for both teaching staff and families to provide guidance and clarity for best practices in the early childhood program. Facilitate special programs for early childhood, including arranging assemblies, organizing student intersession weeks, and developing external teacher workshops.

Master Teacher, Pre-Kindergarten ***Summer 2012 - Spring 2015***

Taught Pre-K students at the Inspired Teaching School. Developed activities and lessons for inquiry-based learning program, enhanced by ongoing collaboration with other master teachers, special educators, and arts integration specialists. Lead a team consisting of a teaching resident and an assistant teacher to bring a hands-on, play-based learning approach to early childhood development.

SMITHSONIAN EARLY ENRICHMENT CENTER Spring 2005 – Summer 2012
Washington D.C.

Site Director ***Fall 2008-Summer 2012***

Supervised staff and curriculum of preschool site for the nation's premiere museum education institution. Provided leadership with overseeing daily logistics such as scheduling, planning, and organizing activities. Guided staff through coaching, goal setting, and leading professional development. Guided curriculum through planning teaching units and writing instructional pacing

HANNAH SALISBURY



guides. Lead reorganization of assessment processes by aligning program developmental goals with state and national preschool standards.

Master Teacher, Kindergarten

Spring 2005-Summer 2008

Taught kindergarten for the SEEC Program. Developed museum-based lessons enhanced by ongoing collaboration with the Smithsonian's scientists, exhibit designers, and education specialists. Employed museum objects and artifacts to reinforce the curriculum, focusing on making lessons relevant beyond the classroom. Lead a team to bring this hands-on approach to teaching math and reading based on national standards. Received the Diane Homiak Award for commitment, creativity, and a unique and lasting contribution through unselfish dedication to the program.

PRESENTATIONS AND PUBLICATIONS

NVAEYC Annual Conference

March 2020

Presentation: *The ABCDE of Learners' Needs- A framework for social-emotional learning and behavior management in the classroom.*

Consultant/Author

Spring 2009

Wrote leveled textbook to accompany science curriculum unit from the National Science Resources Center- Smithsonian Institution (*Organisms*)

JULIE MEREDITH

Education

- Ph.D. University of Pittsburgh, School of Education, 2013
Administrative and Policy Studies
- B.F.A. New York University, Tisch School of the Arts, 1997
Film and Television, with honors

Professional Experience

Policy Studies Associates, Inc.

2013 – present

Senior Research Associate

Leads research and evaluation projects investigating program implementation and the impacts of school accountability, reform policy, and educational interventions at local, state, and federal levels, using experimental, quasi-experimental, survey, and descriptive quantitative methods. Extensive experience in project management, quantitative data collection and analysis, in procuring and using secondary data, and in developing data collection strategies to reduce data collection burdens on front-line program staff.

Leads annual evaluations and impact analyses of Save the Children's U.S. Rural Education school-based literacy and math programs located in high-poverty, rural Title I schools targeted for improvement. Also currently leading an additional longitudinal study of the impact of COVID-19 on the literacy performance of Save the Children participants. Prior work has included working with Save the Children to analyze the results from a randomized controlled trial (RCT) in Mississippi and the evaluation of a summer reading intervention.

Leading quantitative analyses of a quasi-experimental longitudinal study of City Year's impact on partner schools' academic and climate outcomes. Led quantitative analyses for several previous studies of City Year's impact, including an evaluation of the impact of City Year Los Angeles's Whole School Whole Child model on student outcomes and a 2015 national study of impact on partner schools.

Currently leading the quasi-experimental evaluation of Reading Is Fundamental's Middle School Literacy Initiative (MSLI), a multi-state intervention to improve reading confidence, reading frequency, and reading achievement scores.

Led quasi-experimental design and analysis for the evaluation of Project I4, a USED SEED grant funded professional development initiative focused on improving student performance through leading for equity.

Led quantitative analysis of college students' impact on dual language learners' literacy skills and parents' perceptions of children's literacy for Jumpstart's California sites.

Led data analysis for the study of implementation of the Migrant Education Program, for the Policy and Program Studies Service (PPSS) of the U.S. Department of Education, under subcontract to SRI International. Conducted analyses of publicly available data

Worked with PSA colleagues on the quantitative evaluation of The Children's Aid Parent Leadership Institute to understand the impact of parent engagement on students' attendance and reading achievement.

Currently working with New York City's Department of Youth and Community Development to design the surveying and analytic plans for the city's triennial community needs assessment.

For Reading Partners, led survey analyses to understand the impact of program participation on AmeriCorps members' civic engagement in the years following their service. Using data from national surveys of non-Corps members and previous surveys of AmeriCorps members, created matched comparison groups for Reading Partners participants to examine differences in reports of civic participation and volunteerism between Reading Partners AmeriCorps participants, other AmeriCorps participants, and the broader U.S. adult population.

Collaborated on the evaluation of the Council of Chief State School Officers' school leadership action groups to aid organizational decision-making and program improvement. Primary responsibilities included study design, survey development, quantitative analyses, document reviews, and reporting.

Lead the evaluation of Hope Street Group's North Carolina Teacher Voice Fellowship, the follow-up to a four-year evaluation Hope Street Group's Kentucky Teacher Fellows program. Work included analysis of qualitative, quantitative, and network data, and reporting.

Led the longitudinal analysis of the impact of the New York City Department of Youth and Community Development's afterschool programming on elementary and middle school students. Primary responsibilities include evaluation design, data management planning, and leading quantitative analysis of large, multi-year, student-level datasets.

Led the analysis of the school-wide impact of City Year's Whole School Whole Child in-school and afterschool literacy and math intervention model at sites in twenty-four states. Primary responsibilities included data collection and management, design and implementation of analysis plans, and reporting.

Led survey analyses for two nationally-representative surveys of teachers and school district administrators for the Center on Education Policy at George Washington University. Primary responsibilities include developing sampling framework and complex survey analysis.

Led quantitative analyses using quasi-experimental methods of the long-term effects of College Bound participation on student outcomes such as post-secondary enrollment and persistence.

Carnegie Foundation for the Advancement of Teaching
Stanford, CA

2013

Consultant

Co-evaluator on a developmental evaluation of the Foundation's Building a Teaching Effectiveness Network of districts, including Austin Independent School District and Baltimore City Public Schools, working with school leaders to improve new teacher induction and retention.

Project lead on case study of a district implementing continuous improvement. Responsibilities included research design, project management, interviews, classroom observations, analysis, and writing.

Learning Research and Development Center
University of Pittsburgh
Pittsburgh, PA

2010 – 2013

Graduate Student Researcher, Networks in states' Race to the Top reforms

Research assistant working with Drs. Jennifer Lin Russell and Mary Kay Stein on a study of the role of networks in states' Race to the Top Phase I reform implementation plans and of network governance in education. Contributed to study design, literature reviews for the development of a conceptual framework, content analysis of state and district documents, analysis of reform actors' networks, and writing.

Learning Research and Development Center
University of Pittsburgh
Pittsburgh, PA

2009 – 2010

Graduate Student Researcher, Evaluation for Learning group

Worked with Drs. Bill Bickel, Jennifer Iriti, and Catherine Nelson as a graduate student researcher on a mixed methods evaluation of the impact of the Pittsburgh Promise in Pittsburgh's charter high schools and on a qualitative evaluation of a sample of a foundation's grant outcomes. Contributed to the collection and analysis of interview, focus group, survey, and administrative data for students, school personnel, and parents; literature reviews; and writing.

Select Reports and Publications

Meredith, J. & Fletcher, K. (2021). Impact of COVID-19 school closures on Save the Children participants. Washington, DC: Policy Studies Associates.

Anderson, L. M., Meredith, J., & Hildreth, J. (2020). *Reading Partners AmeriCorps alumni study*. Washington, DC: Policy Studies Associates. Retrieved from <https://readingpartners.org/policy-studies-associates/>

Anderson, L. M., Meredith, J., Schmidt, R. A., Pratt-Williams, J., Jonas, D. L., & Vandersall, K. (2019). *Study of the implementation of the ESEA Title I, Part C Migrant Education Program*. Washington, DC: U.S. Department of Education. Retrieved from <https://www2.ed.gov/rschstat/eval/disadv/migrant/mep-volume-i.pdf>

Riley, D., Meredith, J., & Butler, A. (2019). *State responsibilities and opportunities for school improvement under ESSA*. Washington, DC: Council of Chief State School Officers.

Meredith, J., White, R. N., & Russell, C. A. (2018). *Participation in library-based, drop-in afterschool programs: Analysis of the Free Library of Philadelphia's LEAP program*. Washington, DC: Policy Studies Associates.

Riley, D., & Meredith, J. (2017). *State efforts to strengthen school leadership: Insights from CCSSO action groups*. Washington, DC: Policy Studies Associates.

Aladjem, D., Meredith, J., & Woods, Y. (2017). *Cross-state evaluation of the Hope Street Teacher Fellowships*. Washington, DC: Policy Studies Associates.

Meredith, J., MacFarlane, J., & Aladjem, D. (2016). *Final report of the evaluation of the Kentucky State Teacher Fellows Program, Year Three*. Washington, DC: Policy Studies Associates.

Meredith, J., & Anderson, L. M. (2015). *Analysis of the impacts of City Year's Whole School Whole Child Model on partner schools' performance*. Washington, DC: Policy Studies Associates.

Meredith, J., Hellman, T., & Aladjem, D. (2015). *Final report of the evaluation of the Kentucky State Teacher Fellows Program, Year Two*. Washington, DC: Policy Studies Associates.

Meredith, J., Hellman, T., & Anderson, L. M. (2014). *Analysis of the After School Program component of City Year Los Angeles's Whole School Whole Child model*. Washington, DC: Policy Studies Associates.

Aladjem, D., Meredith, J., & Arcaira, E. (2014). *An evaluation of the Kentucky State Teacher Fellows Program*. Washington, DC: Policy Studies Associates.

Hellman, T., Meredith, J., & Anderson, L. M. (2014). *Analysis of Jumpstart's impact on dual language learners in California*. Washington, DC: Policy Studies Associates.

Turnbull, B. J., Meredith, J., Riley, D. L., Woods, Y., & Sinclair, E. (2013). *Building State Capacity and Productivity Center: Year 1 evaluation*. Washington, DC: Policy Studies Associates.

Russell, J. L., Meredith, J., Childs, J., Stein, M. K., & Prine, D. W. (2015). Designing inter-organizational networks to implement education reform: An analysis of state Race to the Top applications. *Educational Evaluation and Policy Analysis*, 37(1), 92-112.

Meredith, J. (2013). State policy diffusion and Race To The Top: the impact of federal competitive grants on state policymaking (Doctoral dissertation). University of Pittsburgh.

Bickel, W. E., Iriti, J. E., & Meredith, J. (2010). *Using evaluative inquiry to shape foundation grantmaking: Briefing report to the Benedum Foundation*. Pittsburgh, PA: Evaluation for Learning, Learning Research and Development Center, University of Pittsburgh.

Iriti, J., Bickel, W. E., Meredith, J., Walker, M., & Nelson, C. A. (2009). *Looking inward to keep "The Promise": What do Pittsburgh Charter High Schools do to prepare students for post-secondary education?* Pittsburgh, PA: Heinz Endowments.

Select Presentations

Meredith, J. (2022, March). Effects of Save the Children Program Participation on Rural Elementary Students' Literacy Growth during the COVID impacted school years. Presented at Association for Education Finance and Policy conference, Denver, CO.

Meredith, J. (2013, April). The effects of federal competitive grant-making on state teacher compensation and preparation policies. Presented at American Educational Research Association, San Francisco, CA.

Meredith, J. (2013, March). State policymaking during Race to the Top: Policy diffusion and federal preferences in state teacher policy. Presented at Association for Education Finance and Policy, New Orleans, LA.

YVONNE WOODS

Education

- Ed.M. University of Illinois at Urbana-Champaign, 2006
College of Education
Educational Policy Studies
- B.A. Yale University, 2003
History

Professional Experience

Policy Studies Associates

2008 – present

Senior Research Associate

For Digital Promise, conducting an evaluation of the development and pilot of curricula, tools and resources for community college career and technical education (CTE) faculty and students to integrate global learning competencies into the classroom. The five-year evaluation includes the delivery of formative and summative findings that will inform the pilot implementation and assess outcomes. The evaluation will include surveys, interviews, and focus groups with participants.

For the Region 4 Comprehensive Center (R4CCC), funded by the U.S. Department of Education, providing technical assistance and support to the New Jersey Department of Education Division of Early Childhood Services. Technical assistance activities include co-developing an evidence-based resource guide on the science of how children learn to inform Pre-K through third grade system alignment, instruction, and assessment.

For the R4CC, providing technical assistance and support to the District of Columbia Office of the State Superintendent of Education (OSSE) on revising social studies standards, refining policies to support LEA's capacity to delivery special education services, and revising graduation requirements.

For the New York City Department of Youth and Community Development (DYCD), lead evaluation of the federally funded Workforce Innovation and Opportunity Act programs in the city. Evaluation activities included conducting surveys and focus groups with providers and participants. Researchers also conducted a labor market analysis to inform policies and practices to support youth labor development programming across

the city. Also, for DYCD, contributed to evaluation of the citywide Summer Rising initiative, a partnership of the New York City Department of Education and DYCD, and currently contributing to evaluation of the DYCD Summer Youth Employment Program.

For the Baltimore City Early Childhood Advisory Council, developed an early childhood systems report consisting of a citywide landscape scan of early childhood services, a literature scan, and provider interviews. The report captured a comprehensive overview of the strengths and gaps in the systems in place throughout Baltimore City that deliver services to children and their families from prenatal to Kindergarten, and policy recommendations to improve alignment and coordination. The study also included focus groups with caregivers carried out in partnership with a Baltimore-City based consultant.

Supported the Wallace Foundation's ESSA Leadership Learning Community (ELLC) and American Rescue Plan (ARP) professional learning communities (PLCs) projects by documenting convenings and meetings and contributing to evaluation of the ELLC. The ELLC was intended to support states and districts in focusing on school leadership, equity, and school improvement in the development of their ESSA plans by bringing together education leaders from states, districts, and communities. The ARP PLCs were monthly convenings of district leaders to exchange ideas and strategies related to policies and practices in supporting COVID-19 recovery in schools and the planning and spending of ARP funds.

For the Eastern Carolina University, contributed to the evaluation of the Project I4 initiative, funded through a U.S. Department of Education grant. Project I4 at ECU aimed to develop equity-minded instructional leadership practices through an intensive coaching and mentoring program for principals. Duties included managing the data collection of coach and participant interview, focus group, and survey data; contributing to interview and survey development; and coding, analyzing, and scoring qualitative data from program participants.

For the San Francisco Department of Children, Youth & their Families (DCYF) Education Supports Service Area, conducted a literature scan and provider interviews to develop two research briefs tailored to a practitioner audience. The briefs focused on strategies and early lessons learned from the pivot to remote learning in the spring of 2020 at the onset of the Covid-19 pandemic. The first brief focused on remote learning strategies and the second brief focused on strategies for engaging disconnected youth in remote learning. Also for DCYF, contributed to the evaluation of Summer Together. Responsibilities included conducting provider focus groups, survey and focus group protocol development, survey analysis, and reporting.

For the Asia Society, conducted a literature scan to develop a white paper on global education in community colleges and their CTE programs. Interviewed faculty and administrators to develop case studies of promising practices.

For the U.S. Department of Education, contributed to the Study of State Policies to Prohibit Aiding and Abetting Sexual Misconduct in Schools. Conducted interviews with state education agency staff and reviewed state laws, policies, and regulations responding to Section 8546 of the Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized under the Every Student Succeeds Act of 2015 (ESSA). Duties included coding interview data using ATLAS.ti.8 qualitative analysis software.

For the YMCA of the USA (Y-USA), contributed to the development of an Out-of-School Time Literature Review designed to inform the organization's strategic planning efforts.

For the National AfterSchool Association, contributed to the literature scan for the *Empowering Afterschool Professionals for Digital Learning* research brief.

For Hope Street Group, contributed as a senior team member to an evaluation of the State Teacher Fellowship program, focusing on the development and evolution of the program and the impact on teacher participants and state policymaking. Responsibilities included conducting interviews with state education agency officials, state teachers' association representatives, and other non-profit partners; conducting interviews with teacher fellows and the project director; leading analysis of qualitative data; tracking and analyzing social media; and report writing.

For the Delaware Academy for School Leadership at the University of Delaware, in partnership with the Delaware Department of Education, contributed as a senior team member to the evaluation of the state's Reading and Writing professional learning program for teachers and its Comprehensive New Teacher Induction coaching program for first-year teachers. Duties included developing interview guides; interviewing teachers, coaches, and program staff; analyzing participation and teacher evaluation data; and report writing.

For the National Governors Association, evaluated its *Comprehensive Strategy for Early Care and Education Project*, targeting technical assistance and support to officials in a select group of states, including governors and their staff, to refine and implement an early care and education policy agenda that would expand access and quality in opportunities for young children. Evaluation consisted of surveys and interviews of core state staff, document review, and tracking of performance indicators providing an accurate and well-rounded picture of how intended inputs and outputs were leading to desired state outcomes.

For the DC Trust, led an evaluation of the Center for Excellence in Youth Development's Certificate in Youth Development program. The evaluation addressed questions about program implementation and outcomes related to participant professional growth and youth program quality. The PSA evaluation team answered questions over a two-year period using surveys and interviews.

For Y-USA, led evaluation of the Afterschool Upgrade pilot initiative. Data collection included telephone interviews with senior Y Association leaders participating in the afterschool quality improvement initiative and site visits to six of the 35 pilot Ys. The evaluation report provided recommendations to strengthen the delivery of training and technical assistance services provided by Y-USA and to inform scale-up efforts.

For REL Midwest, contributed to monthly scans of policy documents, research, legislation, and media publications analyzing emerging policy issues in each of the seven states served by REL Midwest. Duties included writing monthly summary reports to inform research agendas and projects addressing emerging state and local needs aligned with four REL priority areas: college and career readiness, early childhood education, teacher effectiveness, and school turnaround.

For The Wallace Foundation, contributed to a formative study of the Y-BELL summer program initiative, a partnership of Y-USA and Building Educated Leaders for Life (BELL). Responsibilities included interview protocol development, interviews with Y-USA and BELL partnership leaders, and interviews with program staff and school principals from each of the eight pilot sites.

For the New York City Department of Youth and Community Development, assisted with the evaluation of the Cornerstone Young Men's Initiative Mentoring Program. Responsibilities included conducting youth focus groups and interviews with program staff, analysis, and report writing.

For the Policy and Program Studies Service (PPSS), U.S. Department of Education, and under subcontract to the American Institutes for Research (AIR), contributed to PSA team on Study of the Early Implementation of the Elementary and Secondary Education Act of 1965 (ESEA) Flexibility Provision. Responsibilities included conducting telephone interviews with state education agency and local education agency personnel, and analyzing interview and extant data to produce a research brief for the Department and federal policymakers.

For the U.S. Department of Education, served as a member of the team developing profiles on schools, districts, and states that have received School Improvement Grant (SIG) funding. Each profile focused on a specific strategy the grantee had used to improve student learning opportunities and outcomes.

For PPSS, and under subcontract to AIR, contributed to the national evaluation of state-administered 21st Century Community Learning Centers program grant competitions, focusing on lessons regarding state capacity to administer federal discretionary grant competitions and implementation. Contributed to case study site selection and interview protocol development for interviews of federal, state, and district leaders of out-of-school time and community service programs.

Under the U.S. Department of Education i3 grant for the READS for Summer Learning program, contributed to PSA team working with the Harvard Graduate School of Education to evaluate the effectiveness of the summer reading program. Responsibilities included administering the Iowa Test of Basic Skills reading comprehension subtest, hiring test administrators, conducting in-person and telephone training sessions, overseeing logistics and quality control during testing, and troubleshooting testing across six districts and 59 schools with the READS team.

For the Teagle Foundation, contributed to a qualitative evaluation of the College-Community Connections Program examining sustainability and replication. Duties included conducting telephone interviews with college and community-based organization partners, analysis, and report writing.

In collaboration with AIR, contributed to the team that conducted a multi-year evaluation of the implementation and outcomes of the College Summit program. Duties included conducting classroom observations and interviewing high school administrators, teachers, and students participating in the program.

For the National Education Association (NEA), contributed to the external evaluation of the NEA's Priority Schools Campaign. The evaluation assessed implementation of the campaign, which sought to provide targeted support to a select group of schools identified as low-performing and receiving a School Improvement Grant. Responsibilities included interview and survey protocol development, survey administration, interview data collection, analysis, and report writing. The study included interviews with national NEA staff, state and local affiliate staff, district and school administrators, and teachers.

For the Mott Foundation, served as deputy director of a three-year evaluation of the YouthQuest program in Flint, Michigan, examining implementation and quality features. Duties included project management of qualitative and quantitative data collection, survey and interview protocol development, conducting interviews and observations, and contributing to data analysis and report writing.

Worked with small team leading case study data collection and analysis activities in three states and 36 schools for the Institute of Education Sciences (IES) study, Identifying Potentially Successful Approaches to Turning around Chronically Low-Performing Schools. The three-year study, conducted with AIR, Decision Information Resources, and the Urban Institute, examined policies, programs, practices, and implementation factors that appeared to be related to school turnaround. Duties included conducting interviews with principals and teachers, analyzing qualitative data, and producing anonymized school profiles for the report.

For the New Hampshire Department of Education (NHDOE), co-led the design and launch of an ongoing performance-management and evaluation strategy for its 21st

Century Community Learning Center (21st CCLC) program. This was a collaborative effort with NHDOE and stakeholders to build a strategy and system that NHDOE could administer in the future. Data collection included surveys of program directors and coordinators, principals, and students. The evaluation also used data maintained by the NHDOE, including student performance data, and records of enrollment and participation in 21st CCLC programming.

For New Jersey After 3, led research activities for a small-scale evaluation of the Trenton Afterschool Partnership. Duties included developing youth and parent surveys, managing data collection activities, analysis, and reporting. The study included the collection and analysis of program participation and demographic data from a citywide program database.

For the New York City Department of Youth and Community Development, assisted with the evaluation of its Capacity Building Pilot Initiative. Responsibilities included contributing to the study design, project planning, data collection, analysis of interview and survey data, and report writing. The study included in-person and telephone interviews with senior executives of nonprofit organizations, youth program managers, and program staff.

For the Center on Education Policy, contributed to a project on how states and districts were responding to the influx of federal dollars as a result of the American Recovery and Reinvestment Act of 2009 (ARRA). Responsibilities included data collection for the LEA district survey, analysis, and creation of the analytic graphics used in the report.

For the U.S. Department of Education's Evaluation of Regional Education Laboratories (RELs) under a subcontract with Westat, worked with the PSA study team to review and analyze the publicly available materials produced by the RELs to assess the technical quality of REL products and to determine the relevance and usefulness of these products to states, localities, and policymakers in their regions.

For Citizen Schools, led a small-scale study analyzing the Extended Learning Time Initiative in Boston, Massachusetts, and the role of the Citizen Schools' program in the initiative. Duties included analysis planning, interview protocol development, conducting telephone interviews with school principals and program staff, analysis of state test score data, and production of the final report.

For Citizen Schools, contributed to a national implementation study. Duties included assisting the project director in all phases of the work, including survey development, administration, and analysis; analysis of participation data provided by Citizen Schools; and production of the final report.

For the Bill & Melinda Gates Foundation, contributed to the qualitative analysis of the Small Schools Initiative. Duties included contributing to the literature review, doing

Internet research, conducting telephone interviews with directors and staff of intermediary organizations, and developing exhibits detailing research findings.

Afterschool Alliance
Washington, DC

2006 – 2008

Research Associate

Contributed to the design and data collection of a national study assessing the level of investment in afterschool programs; developed fact sheets, issue briefs, evaluation summaries, policy reports, and other publications; presented work at national- and state-level conferences; administered online surveys to after-school program providers, policymakers, and school administrators; monitored research, news, and federal and state policy on education, youth development, juvenile justice, and afterschool programs; and assisted the executive director.

University of Illinois at Urbana-Champaign
Champaign, IL

2004 – 2006

Research and Graduate Assistant

Conducted research for Educational Policy Studies department faculty using ERIC, Lexus Nexus, and WorldCat databases; synthesized research literature; served as assistant to History of Education Quarterly editorial staff; and assisted faculty member with preparing lessons and exams, and evaluating student performance in Asian-American Studies course.

Selected Reports and Publications

Woods, Y. (2020). *Promising practices and strategies in remote learning: Lessons from the field*. Washington, DC: Policy Studies Associates.

Woods, Y. (2020). *Preparing tomorrow's workforce: The global learning imperative for career and technical education programs at community and technical colleges*. New York, NY: Center for Global Education at Asia Society and Longview Foundation.

Meredith, J., Aladjem, D. K., & Woods, Y. (2018). *Hope Street Group State Teacher Fellows Programs: Adapting to dynamic policy contexts*. Washington, DC: Policy Studies Associates.

Aladjem, D. K., Meredith, J., & Woods, Y. (2017). *Hope Street Group State Teacher Fellowship Evaluation: Building sustainable impact*. Washington, DC: Policy Studies Associates.

- Woods, Y., Hildreth, J., & MacFarlane, J. (2017). *Evaluation of the University of Delaware New Teacher Induction Program*. Washington, DC: Policy Studies Associates.
- MacFarlane, J., Woods, Y., & Hildreth, J. (2017). *Evaluation of the DDOE and University of Delaware Reading and Writing Project*. Washington, DC: Policy Studies Associates.
- Woods, Y., Anderson, L. M., & Riley, D. (2017). *Evaluation of the NGA Center's Comprehensive Strategy Project—Interim report*. Washington, DC: Policy Studies Associates.
- Aladjem, D. K., Woods, Y., & Meredith, J. (2016). *Hope Street Group State Teacher Fellows Programs: Synthesis of state evaluations*. Washington, DC: Policy Studies Associates.
- Woods, Y., Aladjem, D., & MacFarlane, J. (2016). *Final report of the evaluation of the Tennessee State Teacher Fellows Program, Year One*. Washington, DC: Policy Studies Associates.
- Woods, Y., Russell, C. A., Palmiter, A., & Turner, T. (2016). *Formative evaluation of the Y-USA Afterschool Upgrade pilot program*. Washington, DC: Policy Studies Associates.
- Woods, Y., & White, R. (2016). *Evaluation of the Youth Worker Certificate Program: Developing a Youth Worker credential in the District of Columbia*. Washington, DC: Policy Studies Associates.
- Woods, Y., & Russell, C. A. (2015.) *The DC Trust Youth Development Certificate Program at the University of the District of Columbia: Preliminary findings and recommendations*. Washington, DC: Policy Studies Associates.
- Dibner, K., Woods, Y., & Russell, C. A. (2014). *Evaluation of the DYCD YMI Cornerstone mentoring program*. Washington, DC: Policy Studies Associates.
- Turnbull, B. J., Meredith, J., Riley, D. L., Woods, Y., & Sinclair, E. (2013). *Building State Capacity and Productivity Center: Year 1 evaluation*. Washington, DC: Policy Studies Associates.
- Riley, D., McCann, C., & Woods, Y. (2013). *Moving STEM education forward: A spotlight brief on national priorities and the National Science Foundation's DR K-12 program*. Washington, DC: Community Advancing Discovery Research in Education.
- Coleman, S., Turner, T., Mielke, M., & Woods, Y. (2013). *A study of the sustainability and replication of the College-Community Connections Initiative*. Washington, DC: Policy Studies Associates.
- Butler, A., MacFarlane, J., Miller, T., Woods, Y., & Reisner, E. (2013). *Evaluation of YouthQuest: supporting positive youth outcomes through out-of-school time opportunities*. Washington, DC: Policy Studies Associate.

- Russell, C. A., & Woods, Y. (2012). *Evaluation of the New Hampshire 21st Century Community Learning Centers: Findings from the 2011-12 School Year*. Washington, DC: Policy Studies Associates.
- Russell, C. A., & Woods, Y. (2012). *Building the capacity of nonprofits to support high-quality youth programs: Research brief based on evaluation findings from the New York City Department of Youth and Community Development's Strengthening Our Core Initiative*. Washington, DC: Policy Studies Associates.
- Miller, T. D., Reisner, E. R., Woods, Y. M., Butler, A. N., & Arcaira, E. (2012). *Evaluation of YouthQuest: Meeting community needs by expanding out-of-school time opportunities for youth*. Washington, DC: Policy Studies Associates.
- Miller, T. D., Reisner, E. R., Woods, Y. M., Vaden, Y. L., and Low, M. (2011). *Evaluation of YouthQuest: First-Year report on implementation*. Washington, DC: Policy Studies Associates.
- Woods, Y., Sanzone, J., Miller, T., & Reisner, E. (2010). *Evaluation of New Jersey After 3 Trenton Afterschool Partnership programs: A citywide initiative to improve student outcomes and meet the needs of parents*. Washington, DC: Policy Studies Associates.
- Sinclair, B., Woods, Y., Palmiter, A., Mears, J., & Reisner, E. (2010). *Extending the Citizen Schools model to sites across the country: Report on the program's national implementation*. Washington, DC: Policy Studies Associates.
- Woods, Y., & Reisner, E. (2009). *Citizen Schools' contribution to improved learning in expanded learning time schools: Research brief*. Washington, DC: Policy Studies Associates.

DANIEL K. ALADJEM

Education

- Ph.D. University of Southern California, 1998
Public policy/Public administration
- A.M. Stanford University, 1991
Education, Secondary Teaching
- A.B. Stanford University, 1987
History, Departmental honors

Professional Experience

Policy Studies Associates

2013 – present

Managing Director

Leads research, evaluation, and policy analytic projects on issues in education, specializing in evaluation of the implementation and outcomes of education policy, programs, and initiatives at the local, district, state, and federal levels. Directs all phases of studies, including design, methods, data collection, data, and reporting. Work emphasizes equity, school improvement, educator development, policy implications, and formative evaluation. Chairs PSA's Institutional Review Board (IRB).

Principal Investigator for a study of improving principal preparation programs in Texas. The study focuses on the role of external technical assistance, change in higher education, and the role of a state education agency in improving principal preparation. EDC provides the external assistance through a range of strategies connected to the use of their Quality Measures tool.

Senior Advisor on a study of the LiberatED Way school reform program, developed and delivered by the Academy for Urban School Leadership.

Senior Advisor on an evaluation of the implementation of full service community schools in rural Kentucky.

Provided intellectual guidance to projects developing tools and procedures both for improving school districts' assistant principals' readiness for promotion as well as the

certification of trained external consultants working with school districts on principal pipelines.

Led implementation and outcomes evaluation of the New York City Department of Youth and Community Development Fatherhood Program. This quick turnaround evaluation examined the fidelity of implementation and outcomes of one of the nation's premier programs for addressing the needs of fathers and families.

Provided technical support to the District of Columbia Office of the State Superintendent of Education (OSSE) to align supports for positive school culture and climate work across OSSE divisions.

Studied foundation and partner initiated effort to foster cross-sectoral state-level and statewide education policy making and implementation related to school turnaround, school leadership, and ESSA.

Led case study of an innovative Tier II principal training program at Albany State University.

Led the development of tools and procedures for facilitated assessment of school district readiness to expand leadership pipelines, in support of The Wallace Foundation's program for nationwide scale-up of pipelines in over 90 districts.

Senior member of study team that examined the Detroit Children's Fund (DCF) K-12 School and Talent Program Grants. The evaluation provided formative and summative feedback to DCF on the implementation and outcomes of its investment in school and teacher leaders as a strategy for improving schools.

Led a study of the implementation and early outcomes of the federal Turnaround School Leaders Program (TSLP) for the U.S. Department of Education. The TSLP funded partnerships between school districts and universities and nonprofits to build pipelines of school and teacher leaders. This study illustrated the ways districts and principal preparation programs partnered to train leaders for turnaround schools.

Led a six-year formative study of the Hope Street Group State Teacher Fellows programs (Arizona, Hawai'i, Kentucky, North Carolina, and Tennessee). The study integrated interview, focus group, survey, and social media data for documentation of program impacts and recommendations for program improvement.

Directed an analysis of two National Academy of Education grant programs for early career scholars. The study identified areas of bias in the award of grants.

Provided technical support to the District of Columbia Office of the State Superintendent of Education (OSSE) on the standards setting process of the District of

Columbia Science Assessment, DC's Next Generation Science Standards-based assessment. Also coordinated OSSE's Technical Advisory Group.

Led a review of the research literature on engaging middle and high school students in science and engineering through new approaches to investigation and design for the National Academy of Sciences. This project provided the basis for the committee's work reviewing the research on science investigations and engineering design problems for middle and high school students and exploring promising models of innovative investigations and experiences both inside and outside the classroom. The resulting report (2019), *Science and Engineering for Grades 6-12: Investigation and Design at the Center*, built on a 2006 report of the Board on Science Education's seminal, *America's Lab Report: Investigations in High School Science*.

Led a study of instructional practices for America Achieves and Asia Society with an emphasis on those instructional practices that engage high school students in ways that lead to higher performance on the OECD Test for Schools.

For The Wallace Foundation, senior member on a five-year implementation and impact evaluation of the Foundation's Principal Pipeline Initiative that involved six large school district grantees. Led examination of the experiences of assistant principals in the leadership pipeline.

Facilitated a Research Action Cluster on Models of STEM Teacher Leadership for the U.S. Department of Education.

Evaluated the implementation and outcomes of Zearn, an online platform supporting Common Core-aligned mathematics instruction.

Conducted a systematic review of the research literature and associated metrics on attributes of student success post-high school for America Achieves.

SRI International

2011 – 2013

Senior Researcher

Principal Investigator, William and Flora Hewlett Foundation, Deeper Learning Projects, (2011–2013). Conducted multiple projects focused on the evidence basis for deeper learning, implications for teacher evaluation systems in the context of the Common Core State Standards, and identifying research questions and associated research projects.

Principal Investigator, Society for Organizational Learning in Education Partnership, Systems Thinking and the Common Core State Standards, (2012-2013). Collaborated

with Peter Senge's team to study their long-standing work to use systems thinking to improve education. The project described the baseline implementation of systems thinking using teacher surveys.

Principal Investigator, University of California Office of the President, Early Academic Outreach Program (EAOP) Evaluation, (2012-2013). Led outcome evaluation of the University of California Office of the President's premier youth engagement and partnership program. EAOP is designed to build partnerships between each of the University of California campuses and local schools to promote readiness and enrollment in the University of California, the California State University system, or other higher education institutions. The evaluation described the status of EAOP at all campuses using primarily qualitative data and used extant administrative data to examine the outcomes for EAOP students relative to other students.

Principal Investigator, National Governors Association, Center for Best Practices, Policy Academy Evaluation, (2011–2012). Conducted evaluation of NGA Center for Best Practices' signature technical assistance program. The study described the technical assistance provided to four states and their work to improve statewide educator evaluation systems. Findings were used by NGA to improve technical assistance activities.

American Institutes for Research

1998 – 2011

Principal Research Scientist

Project Director, U.S. Department of Education, Institute of Education Sciences, Identifying Potentially Successful Approaches to Turning Around Chronically Low-Performing Schools, (2009–2011). Directed design and student achievement analyses for this three-year project to identify schools that had achieved rapid improvements in student outcomes in a short period of time; design included analysis of the complex range of policies, programs, and practices used by these turnaround schools compared with strategies used by nonimproving chronically low-performing schools.

Project Director, WestEd, Turnaround Schools Study, Longitudinal Assessment of Comprehensive School Reform Implementation and Outcomes, (2006–2010). Led national qualitative study of turnaround schools as part of larger study of comprehensive school reform. The project consisted of in-depth, retrospective case studies of 11 dramatically improved schools. It identified reform-related approaches and themes that were common across schools.

Principal Investigator, GE Foundation, Evaluation of Developing Futures in Education, (2005–09). Oversaw and provided intellectual leadership for large-scale evaluation of the GE Foundation's U.S. education strategy. This multiyear study described activities

funded by the GE Foundation and documented changes in several key areas: teacher professional development, research-based math and science curricula, district management capacity building, and community volunteer engagement. Major formative findings focused on postsecondary aspirations of youth in participating districts and issues in the implementation of new professional development strategies.

Project Director, U.S. Department of Education, Institute of Education Sciences, National Longitudinal Evaluation of Comprehensive School Reform, AIR (2000–06). Responsible for designing and directing all aspects of this national quasi-experimental study, which represented the federal government’s single largest research investment in studying the implementation and impact of comprehensive school reform. Duties included directing development of data collection instruments, directing both quantitative and qualitative data analysis, report writing, and dissemination of results and findings. Results are at <http://www.leadonline.com/toc/espr/11/3-4>.

Selected Reports and Publications

Selected Technical Reports

Booker-Dwyer, T., Aladjem, D.K., Fletcher, K., & Eyer, B. (forthcoming). Assistant principal advancement: A guide for school districts. Washington, D.C.: Policy Studies Associates.

Turnbull, B.J., Aladjem, D.K., Fletcher, K., & Kidd, S. (2022). *All the voices: Statewide collaborations for school leadership*. Washington, D.C.: Policy Studies Associates.

Aladjem, D.K., Meredith, J.M., & Kidd, S. (2021). *Evaluation of the NYC Fatherhood Program*. Washington, DC: Policy Studies Associates.

Aladjem, D.K., Anderson, L.M., Riley, D.L., & Turnbull, B.J. (2021). *Principal pipeline self-study guide for districts*. New York: The Wallace Foundation.

Anderson, L.M., Aladjem, D.K., Fletcher, K., & Riley, D.L. (2021). *A nation of readers: How state chiefs can help every child learn to read*. Washington, DC: Council of Chief State School Officers.

Butler, A., & Aladjem, D. K. (2021). *NAEd/Spencer dissertation fellowship analysis*. Washington, DC: Policy Studies Associates.

Aladjem, D.K., Anderson, L.M., et al. (2020). *Advancing school leadership, improvement, and equity in ten states*. Washington, DC: Policy Studies Associates.

- Turnbull, B.J. & Aladjem, D.K. (2020). *Analysis of district definitions of educational equity: Equity-centered Principal Pipeline Exploratory Test*. Washington, DC: Policy Studies Associates.
- Aladjem, D. K., & Butler, A. (2020). *NAEd/Spencer post-doctoral fellowship analysis*. Washington, DC: Policy Studies Associates.
- Aladjem, D. K., & Meredith, J. (2019). *HSG impact: Alumni help teachers grow*. (Infographic.) Washington, DC: Policy Studies Associates.
- Aladjem, D. K., von Glatz, A., Hildreth, J., & McKithen, C. (2018). *Leading low-performing schools: Lessons from the Turnaround School Leaders program*. Washington, DC: U.S. Department of Education.
- Meredith, J., Aladjem, D. K., & Woods, Y. (2018). *Hope Street Group State Teacher Fellows programs: Adapting to dynamic policy contexts*. Washington, DC: Policy Studies Associates.
- Aladjem, D. K., Meredith, J., & Woods, Y. (2017). *Hope Street Group State Teacher Fellows programs: Building sustainable impact*. Washington, DC: Policy Studies Associates.
- Aladjem, D. K., & Butler, A., (2017). *Updating America's Lab Report: Findings from the literature scan*. Washington, DC: Policy Studies Associates.
- MacFarlane, J. R., Aladjem, D. K., & Russell, C. A. (2017). *Instructional practices in high schools that participate in the OECD Test for Schools and PISA*. Washington, DC: Policy Studies Associates.
- Turnbull, B. J., Anderson, L. M., Riley, D. L., MacFarlane, J. R., & Aladjem, D.K. (2017). *Building a stronger principalship: Volume 5: The Principal Pipeline Initiative in action*. Washington, DC: Policy Studies Associates.
- Aladjem, D. K., Woods, Y., & Meredith, J. (2016). *Hope Street Group State Teacher Fellows programs: Synthesis of state evaluations*. Washington, DC: Policy Studies Associates.
- Woods, Y., Aladjem, D. K. & MacFarlane, J. R. (2016). *Final report of the Tennessee State Teacher Fellows program, Year One*. Washington, DC: Policy Studies Associates.
- Meredith, J., MacFarlane, J. R., & Aladjem, D. K. (2016). *Final report of the Kentucky State Teacher Fellows program, Year Three*. Washington, DC: Policy Studies Associates.
- Aladjem, D. K. & MacFarlane, J. R. (2016). *Final report of the Hawai'i State Teacher Fellows program, Year Two*. Washington, DC: Policy Studies Associates.

- Dibner, K., Helman, T., & Aladjem, D. K. (2015). *Final report of the Evaluation of the Hawai'i State Teacher Fellows program, Year 1*. Washington, DC: Policy Studies Associates.
- Meredith, J., Helman, T., & Aladjem, D. K. (2015). *Final report of the Evaluation of the Kentucky State Teacher Fellows program, Year 2*. Washington, DC: Policy Studies Associates.
- Aladjem, D. K., Meredith, J., & Hellman, J. (2014). *Evaluation of the Kentucky State Teacher Fellows program, Year 2 interim memo*. Washington, DC: Policy Studies Associates.
- Aladjem, D. K., Meredith, J., & Arcaira, E. (2014). *An evaluation of the Kentucky State Teacher Fellows program*. Washington, DC: Policy Studies Associates.
- Caspary, K., Bland, J., Aladjem, D. K., Miller, F., & Biscocho, F. (2013). *Promoting access to college in an era of fiscal constraints: The University of California's Early Academic Outreach Program*. Menlo Park, CA: SRI International.
- Aladjem, D. K., Yee, K., MacDonald, A., & Mitchell, N. (2013). *Teacher evaluation and deeper learning*. Menlo Park, CA: SRI International.
- Aladjem, D. K. (2012). *NGA Center for Best Practices Policy Academy Evaluation final report*. Menlo Park, CA: SRI International.
- Aladjem, D. K., Heying, E., & Cielinski, A. (2011). *A review of the research literature on deeper learning*. Menlo Park, CA: SRI International.
- Kidron, Y., Brown, S., Le Floch, K. C., Aladjem, D. K., & Crossno, R. (2010). *Facilitating collaborative inquiry using data and technology In New York City schools*. Washington, DC: American Institutes for Research.
- Aladjem, D. K., Birman, B., Harr-Robins, J., Orland, M., Heredia, A., Parrish, T. B., & Ruffini, S. (2010). *Achieving dramatic school improvement: An exploratory study*. Washington, DC: U.S. Department of Education.
- Aladjem, D. K. (2009). *Accomplishments and challenges after three years: The GE Foundation Developing Futures™ program*. Washington, DC: American Institutes for Research.
- Aladjem, D. K. (2008). *A partnership for innovation: The development of the Cincinnati Public Schools math curriculum*. Fairfield, CT: GE Foundation.
- Aladjem, D. K. (2008). *GE Foundation Developing Futures™: Accomplishments and challenges after two years*. Fairfield, CT: GE Foundation.
- Aladjem, D. K., LeFloch, K. C., Herman, R., Zhang, Y., Taylor, J. E., Kurki, A., Herrmann, S., Uekawa, K., Boyle, A., Thomsen, K., Fashola, O., Shkolnik, J., Halverson, M., Brown, S.,

Borman, K., Cotner, B., & Carter, K. R. (2006). *Models matter—The final report of the National Longitudinal Evaluation of Comprehensive School Reform*. Washington, DC: American Institutes for Research.

Selected Journal Articles

Carthon, J.E., Aladjem, D.K., Daniels, D.V., & Fletcher, K. (*in press*). Redesigning principal preparation: A case study of the ASU educational leadership Tier II program. *Education Leadership Review*.

Aladjem, D. K. (2016, September). The future of low-performing schools. *The State Education Standard; The Journal of the National Association of State Boards of Education*, 32-34.

Aladjem, D. K., & Le Floch, K. C. (2006). About the National Longitudinal Evaluation of Comprehensive School Reform and the lifecycle of comprehensive school reform. *Journal for Education of Students Placed at Risk*, 11(3/4), 233–237.

Kurki, A., Boyle, A., & Aladjem, D. K. (2006). Implementation: Measuring and explaining the fidelity of CSR implementation. *Journal for Education of Students Placed at Risk*, 11(3/4), 255–278.

Aladjem, D. K., & Grant, G. E. (1991). Learning to think like a teacher. *Teacher Education Quarterly*, 18(4), 19–23.

Selected Books and Book Chapters

Aladjem, D. K. (2014). Evaluating the state turnaround strategy. In S. Redding & L. M. Rhim (Eds.), *Handbook on state management of school turnaround*. Sacramento: Center on School Turnaround WestEd.

Aladjem, D. K., & Borman, K. M. (Eds.). (2006). *Examining comprehensive school reform*. Washington, DC: Urban Institute Press.

Aladjem, D. K., & Borman, K. M. (2006). An introduction to comprehensive school reform." In D. K. Aladjem & K. M. Borman (Eds.), *Examining comprehensive school reform* (pp. 1-9). Washington, DC: Urban Institute Press.

Aladjem, D. K., Kurki, A., & Boyle, A. (2006). Mandates and support of comprehensive school reform. In D. K. Aladjem & K. M. Borman (Eds.), *Examining comprehensive school reform* (pp. 115-141). Washington, DC: Urban Institute Press.

Borman, K. M., Carter, K., Aladjem, D. K., & Le Floch, K. C. (2004). Challenges for the future of comprehensive school reform. In C. T. Cross (Ed.), *Putting the pieces together; Lessons*

from comprehensive school reform research. Washington, DC: National Clearinghouse for Comprehensive School Reform.

Advisory Boards

Center on School Turnaround, WestEd, Scientific Council, 2012-2018.

TA Academy Advisory Board, Education Northwest, 2013- 2015.

Center on School Turnaround, WestEd, Advisory Board, 2014-2018.

General Electric Foundation Advisory Board, 2005-2009.

2021 Poverty Estimates for School districts						
Source: U.S. Census Bureau, Small Area Income and Poverty Program (SAIPE)						
Release date: December 2022						
State Postal Code	State FIPS Code	District ID	Name	Estimated Total Population	Estimated Population 5-17	Estimated number of relevant children 5 to 17 years old in poverty who are related to the householder
DC	11	00030	District of Columbia Public Schools	670,050	85,076	21,233

Source: <https://www.census.gov/data/datasets/2021/demo/saibe/2021-school-districts.html>

Read & Play for Success Partner Schools SY22-23 School Demographics - Race, Ethnicity							
Partner Schools	Black	Hispanic/ Latino	White	Asian	Hawaiian / Pacific Islander	American Indian/ Alaskan Native	Multiple Races
Aiton ES	94%	6%	0%	0%	1%	0%	0%
Beers ES	98%	1%	1%	0%	0%	0%	0%
Browne EC	84%	15%	0%	0%	0%	0%	1%
Bunker Hill ES	78%	17%	3%	2%	1%	0%	1%
C.W. Harris ES*							
Drew ES	96%	4%	0%	0%	0%	0%	0%
Garfield ES	98%	2%	0%	0%	0%	0%	0%
Hendley ES	96%	2%	0%	0%	0%	0%	2%
Houston ES	93%	4%	1%	0%	0%	0%	2%
King ES	97%	1%	0%	0%	0%	0%	2%
Langley ES	65%	14%	17%	3%	0%	0%	1%
Leckie ES	91%	4%	2%	1%	0%	0%	3%
Miner ES	79%	4%	14%	0%	0%	0%	3%
Moten ES	96%	3%	1%	0%	0%	0%	1%
Noyes ES	83%	12%	5%	0%	0%	0%	0%
Patterson ES	99%	0%	0%	0%	0%	0%	1%
Simon ES	91%	9%	0%	0%	0%	0%	0%
Smothers ES	90%	9%	1%	0%	0%	1%	0%
Stanton ES	98%	1%	0%	0%	0%	0%	1%
Thomas ES	95%	4%	1%	0%	0%	0%	0%
Tubman ES	37%	56%	6%	1%	0%	0%	1%
Turner ES	99%	1%	0%	0%	0%	0%	0%
Walker-Jones EC	94%	4%	1%	0%	0%	0%	1%
Wheatley EC	81%	15%	3%	1%	0%	0%	1%
Totals:							

Source: <https://profiles.dcps.dc.gov/>

* School Profile not available.

Read & Play for Success Partner Schools							
SY22-23 Enrollment				SY22-23 School Demographics/Location			
Partner Schools	PK3	PK4	Total:	At Risk	Title 1	Ward	Zipcode
Aiton ES	10	23	33	78%	Yes	7	20019
Beers ES	28	48	76	59%	Yes	7	20020
Browne EC	22	36	58	68%	Yes	5	20002
Bunker Hill ES	22	18	40	47%	Yes	5	20017
C.W. Harris ES	17	25	42	77%	Yes	7	20019
Drew ES	15	29	44	82%	Yes	7	20019
Garfield ES	15	30	45	89%	Yes	8	20019
Hendley ES	14	23	37	94%	Yes	8	20032
Houston ES	30	34	64	69%	Yes	7	20019
King ES	16	27	43	89%	Yes	8	20032
Langley ES	41	43	84	52%	Yes	5	20002
Leckie ES	28	23	51	63%	Yes	8	20032
Miner ES	44	52	96	64%	Yes	7	20002
Moten ES	20	29	49	89%	Yes	8	20020
Noyes ES	20	24	44	75%	Yes	5	20018
Patterson ES	21	32	53	91%	Yes	8	20032
Simon ES	15	26	41	74%	Yes	8	20032
Smothers ES	21	17	38	74%	Yes	7	20019
Stanton ES	31	38	69	90%	Yes	8	20020
Thomas ES	26	32	58	81%	Yes	7	20019
Tubman ES	31	36	67	54%	Yes	1	20010
Turner ES	27	44	71	83%	Yes	8	20032
Walker-Jones EC	14	35	49	82%	Yes	6	20001
Wheatley EC	26	30	56	76%	Yes	5	20002
Totals:	554	754	1308	75%	100%	75%	

Source: <https://profiles.dcps.dc.gov/>

School Demographics Notes: 75% of the participating schools have school populations identified as "At Risk" (defined by DCPS as eligible for TANF or SNAP or have experienced homelessness in the past year); all partner schools qualify as Title I schools; 75% of the schools are located in Wards 7 and 8, two significantly under-resourced areas of the district.

CINCINNATI OH 45999-0038

In reply refer to: 0248288031
Mar. 04, 2019 LTR 4168C 0
[REDACTED] 000000 00
00015822
BODC: TE

READING IS FUNDAMENTAL INC
750 1ST ST NE STE 920
WASHINGTON DC 20002



030153

Employer ID number: [REDACTED]
Form 990 required: Yes

Dear Taxpayer:

We're responding to your request dated Feb. 21, 2019, about your tax-exempt status.

We issued you a determination letter in May 1973, recognizing you as tax-exempt under Internal Revenue Code (IRC) Section 501(c)(3).

We also show you're not a private foundation as defined under IRC Section 509(a) because you're described in IRC Sections 509(a)(1) and 170(b)(1)(A)(vi).

Donors can deduct contributions they make to you as provided in IRC Section 170. You're also qualified to receive tax deductible bequests, legacies, devises, transfers, or gifts under IRC Sections 2055, 2106, and 2522.

In the heading of this letter, we indicated whether you must file an annual information return. If you're required to file a return, you must file one of the following by the 15th day of the 5th month after the end of your annual accounting period:

- Form 990, Return of Organization Exempt From Income Tax
- Form 990EZ, Short Form Return of Organization Exempt From Income Tax
- Form 990-N, Electronic Notice (e-Postcard) for Tax-Exempt Organizations Not Required to File Form 990 or Form 990-EZ
- Form 990-PF, Return of Private Foundation or Section 4947(a)(1) Trust Treated as Private Foundation

According to IRC Section 6033(j), if you don't file a required annual information return or notice for 3 consecutive years, we'll revoke your tax-exempt status on the due date of the 3rd required return or notice.

You can get IRS forms or publications you need from our website at www.irs.gov/forms-pubs or by calling [REDACTED] [REDACTED].

If you have questions, call [REDACTED] between 8 a.m. and 5 p.m.,

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Mar. 04, 2019 LTR 4168C 0
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00015823

READING IS FUNDAMENTAL INC
750 1ST ST NE STE 920
WASHINGTON DC 20002

local time, Monday through Friday (Alaska and Hawaii follow Pacific time).

Thank you for your cooperation.

Sincerely yours,

[REDACTED]

Kim A. Billups, Operations Manager
Accounts Management Operations 1

Submission of Proprietary Information

Under this Innovative Approaches to Literacy opportunity Reading Is Fundamental (RIF) is seeking to design and develop a new early childhood literacy curriculum titled Read & Play for Success. In working with Policy Study Associates, Inc. (PSA) to conduct an independent and rigorous evaluation to determine the impact of Read & Play for Success on children’s emergent reading skills, kindergarten readiness, and early elementary reading success, RIF aims to meet the What Works Clearinghouse evidence standards for establishing causal impact (with reservations). Therefore, information shared on pages 1, 4 – 5, and in the framework shared in Attachment 2: Read & Play for Success Framework and Logic Model should be considered proprietary information.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Budget Narrative

Personnel (Salary + Fringe) [REDACTED]
(Y1: [REDACTED]; Y2: [REDACTED]; Y3: [REDACTED]; Y4: [REDACTED]; Y5: [REDACTED])

(Salaries factor in a 3% COLA annually)

Key Personnel Reading Is Fundamental Staff

Erin Bailey, Director of Programs & Content (annual salary of [REDACTED]). Ms. Bailey will serve as **Project Director** to the Read & Play for Success program project providing general project oversight of the activities associated with the design of the R&PS curriculum, educator training program, in-person and virtual professional development, and project evaluation. She will monitor and ensure performance measures are met and accurately reported. Ms. Bailey will also oversee the development of classroom and family enrichment resources and activities aligned with books and literacy activities distributed through this project; provide guidance on book selection and the integration of print and online literacy resources for the curricula's themed units and the Early Childhood Literacy Center; and she will serve as the point of contact with the National Early Childhood Literacy Advisory Board (NAB). She will also present at conferences the findings of the research.

Year 1: 19% FTE, [REDACTED] of annual salary; Year 2: 23% FTE, [REDACTED]; Year 3: 31% FTE, [REDACTED]; Year 4: 31% FTE, [REDACTED] Year 5: 29% FTE, [REDACTED]

Katy Nicholson, Sr. Director, Programs (annual of [REDACTED]) will oversee the design and buildout of the Early Childhood Literacy Center and enhancements to the Skybrary platform working closely with outside technology consultants as well as RIF's Content and Digital Design teams. She will also support activities related to family engagement events, sourcing materials and books for themed collections, and book distribution.

Year 1: 14% FTE, [REDACTED] Year 2: 8% FTE, [REDACTED]; Year 3: 12% FTE, [REDACTED]; Year 4:

10% FTE, [REDACTED]; Year 5: 7% FTE, [REDACTED]

Karly O'Brian, Content Developer (annual salary of [REDACTED]) will support the design and development of the R&PS curriculum, train-the-trainer activities, ongoing professional development, and print and digital resources. She will also support the distribution and activation of Skybrary licenses as well as ensure digital resources supporting print books and reading engagement activities are available on the Early Childhood Learning Center.

Year 1: 19% FTE, [REDACTED] Year 2: 23% FTE, [REDACTED]; Year 3: 29% FTE, [REDACTED]; Year 4: 31% FTE, [REDACTED]; Year 5: 29% FTE, [REDACTED]

Conor Brown, Sr. Programs Associate (annual salary of [REDACTED]) will serve as the RIF point of contact for participating school sites. In this capacity, he will work with sites to plan book distribution and family engagement sessions and ensure the timely distribution of print books and resources to partner sites over the course of the grant period. He will also oversee program implementation in alignment with grant goals and work with the Project Director to ensure all program deliverables occur within the project scope and budget.

Year 1: 2% FTE, [REDACTED]; Year 2: 8% FTE, [REDACTED]; Year 3: 8% FTE, [REDACTED]; Year 4: 11% FTE, [REDACTED]; Year 5: 5% FTE, [REDACTED].

Additional Support Staff, Reading Is Fundamental

Kate Kolarik, Site Program Manager (annual salary of [REDACTED]) will plan and implement all RIF-led book distribution events, Family Literacy Nights, and support librarians to plan and activate school led-book distributions and in-person family engagement sessions including Family Literacy Nights. Ms. Kolarik joined RIF in March 2019. Prior to joining RIF, Ms. Kolarik worked in a children's theatre as the Assistant Production Manager at Imagination Stage in Bethesda, MD.

Year 1/Year 2: No funds requested; Year 3: 12% FTE, [REDACTED]; Year 4: 12% FTE, [REDACTED];

Year 5: 12% FTE, [REDACTED]

Fionna Clark, Programs Associate (annual salary of [REDACTED]) will handle customer service-related program inquiries for Skybrary and Literacy Central and assist with on-site, RIF-led book distribution and Family Literacy Nights events. Fionna joined RIF in April 2022 as a Programs Associate. In this capacity she is responsible for ensuring that students and teachers receive the resources they need. She directly connects with sites across the country to provide books and support. Fionna is a graduate of the University of Missouri where she earned degrees in Communication, Theater Tech/Design, and History.

Year 1/Year 2: No funds requested; Year 3: 12% FTE, [REDACTED]; Year 4: 12% FTE, [REDACTED];

Year 5: 12% FTE, [REDACTED]

Kristin Shaffer, Sr. Director of Development (annual salary of [REDACTED]) will provide support to the Project Director in ensuring performance measures are met and coordinating communication with internal stakeholders as well as the Department of Education around annual reporting and program administration and compliance. She will support the drafting of reports as well as white papers or presentations on findings developed for conferences. Ms. Shaffer joined RIF in 2022. In her current role, she oversees RIF's unrestricted funding program including institutional, corporate, and public/governmental grants. She has over 20 years of non-profit experience in grants and contracts management including program implementation and fiscal tracking for public and private grants programs.

Year 1: 5% FTE, [REDACTED]; Year 2: 2% FTE, [REDACTED]; Year 3: 12%, [REDACTED] Year 4: 12%,

[REDACTED]; Year 5: 10% FTE, [REDACTED]

Kelly Johnson, Creative & Digital Engagement Director (annual salary of [REDACTED]) will work closely with the Project Director and Content Developer on graphic design and layout of the

Read & Play for Success curriculum and supporting literacy resources and materials produced and disseminated under this project. She will also work closely with the Content and Programs staff on the design of family engagement materials, family guides, and activities. Ms. Johnson has many years of experience as a graphic designer, illustrator, marketing expert and art director. Her career has touched many facets of education, having worked for Blackwell book publisher, a special needs school, a beloved children's educational television show, LeVar Burton Kids and currently RIF.

Year 1: 29% FTE, [REDACTED]; Year 2: 4% FTE, [REDACTED]; Year 3: 6% FTE, [REDACTED]; Year 4: 6% FTE, [REDACTED]; Year 5: 2% FTE, [REDACTED].

Bill Gausman, Engineering Manager (annual salary of [REDACTED]) will oversee the internal and consultant team selected to support the Early Childhood Literacy Center and enhancements to Skybrary. Mr. Gausman is a technology leader with over 15 years of experience ranging from educational software, consumer products, hospitality, and new media. At RIF, Bill is responsible for strategic platform sustainment and development across RIF's digital product landscape including www.rif.org, Skybrary, Literacy Central, and Literacy Network. Prior to joining RIF in 2019, Bill was with LeVar Burton Kids, Oakley, Inc., and Walt Disney Parks and Resorts Online.

Year 1: 10% FTE, [REDACTED] Year 2: 2% FTE, [REDACTED]; Year 3: 12% FTE, [REDACTED]; Year 4: 12% FTE, [REDACTED]; Year 5: 10% FTE, [REDACTED]

Chris Boykin, Senior Software Engineer (annual salary of [REDACTED]) will support the proposed enhancements to Skybrary including the addition of new books and multilingual content developed under this project. Mr. Boykin has over 20 years of technical experience in the software industry producing best of breed software solutions for both consumers and businesses. He is responsible for mobile platform development across RIF's digital products and is a key contributor of the digital products team. Prior to RIF, Chris was with LeVar Burton Kids where

he was the lead developer of the Skybrary iOS app.

Year 1: 5% FTE, [REDACTED]; Year 2: 2% FTE, [REDACTED]; Year 3: 12% FTE, [REDACTED]; Year 4: 12% FTE, [REDACTED]; Year 5: 10% FTE, [REDACTED].

Emory Patterson, Web Content Associate (annual salary of [REDACTED] . She is responsible for content collection, implementation, and management across RIF's websites and applications including Literacy Central and Literacy Network. She also performs quality assurance on RIF digital pages and updates to ensure accuracy and proper functionality. She will support the upload of student and family-focused content developed through this project to the new Early Childhood Literacy Center, including all multilingual resources. She will also ensure access to professional development content for all educators on Literacy Network. Ms. Patterson joined RIF in May 2022 and has a Master's Degree in Library and Information Science from University of Maryland.

Year 1: 5% FTE, [REDACTED]; Year 2- 4: No funds requested; Year 5: 5% FTE, [REDACTED].

Jodi Rubin, Sr. VP for Program Engagement & Partnerships (annual salary of [REDACTED]) will oversee the printing and shipping of literacy resources and materials produced and disseminated under this project. She will oversee the **Creative & Digital Engagement Director, Program Engagement Specialist as they support the** Content and Programs staff on the design of the Read & Play for Success curriculum, educator and family guides, family engagement materials, and supplemental reading resources. She will also coordinate orders with vendors for printing and shipping of key materials (bookplates, book marks, family engagement night tip sheets, etc). Prior to RIF, Jodi was with Discovery Communications serving in a variety of strategic marketing roles in Domestic Distribution and Discovery Education as well as international educational marketing initiatives, new content provider partner efforts, and

educational content and resources to inspire and engage students. In addition to Discovery, Ms. Rubin has held positions at international marketing and consulting firms Comsat International, W.B Doner Advertising, and Booz Allen & Hamilton. Ms. Rubin is 35 hours/week.

Year 1: 11% FTE, [REDACTED]; Year 2: 3% FTE, [REDACTED]; Year 3: 3% FTE, [REDACTED]; Year 4: 3% FTE, [REDACTED]; Year 5: 3% FTE, [REDACTED].

Jennifer Moone, VP, Program Engagement & Partnerships (annual salary of [REDACTED]) will oversee external facing digital and print content to support this project and will oversee the development of regular communications with librarians, teachers, and families, through email, social media, and print. Ms. Moone has been a member of RIF's communications team for over 11 years. Prior to joining RIF she was as an associate at a government relations and public affairs firm, serving the firm's municipal and education clients on a broad range of legislative issues including energy, appropriations, public safety, infrastructure, and transportation. She has also held legislative and outreach roles at a national environmental non-profit organization and worked in the office of Congressman Steny Hoyer of Maryland.

Year 1: No funds requested; Year 2: 2% FTE, [REDACTED]; Year 3: 2% FTE, [REDACTED]; Year 4: 2% FTE, [REDACTED]; Year 5: 2% FTE, [REDACTED].

Zach Moeller, Program Engagement Specialist (annual salary of [REDACTED]) will be responsible for writing, creating, and producing regular emails and social posts in support of this project. Mr. Moeller will also work with the Sr. Director, Programs and Sr. Programs Associate to create and maintain an annual editorial communications calendar to support librarian, educator, and family engagement. Mr. Moeller joined RIF in 2023. Before joining RIF, he worked as the Web Content Manager for Skate Jawn Magazine. He is a graduate of Old Dominion University, where he held the position of Copy Editor for the Mace & Crown newspaper.

Year 1: No funds requested; Year 2: 2% FTE, [REDACTED]; Year 3: 2% FTE, [REDACTED]; Year 4: 2% FTE, [REDACTED]; Year 5: 2% FTE, [REDACTED].

Fringe Benefits: [REDACTED]

Fringe benefits for all RIF staff are calculated at 19% of personnel. This rate is based on the actual cost of benefits provided by RIF to all employees including payroll taxes, retirement contributions, employee medical insurance, and other employee benefits. The base for the fringe benefits is total salaries, including paid time off. The total fringe benefits for each year of the grant is as follows: **\$Total Fringe** (Yr. Salaries x .19 = \$Total Fringe).

Year	Total Salary	Fringe Rate	Total Fringe	Total Salary + Fringe
Year 1	[REDACTED]	(Yr. Salaries) x .19	[REDACTED]	[REDACTED]
Year 2	[REDACTED]	(Yr. Salaries) x .19	[REDACTED]	[REDACTED]
Year 3	[REDACTED]	(Yr. Salaries) x .19	[REDACTED]	[REDACTED]
Year 4	[REDACTED]	(Yr. Salaries) x .19	[REDACTED]	[REDACTED]
Year 5	[REDACTED]	(Yr. Salaries) x .19	[REDACTED]	[REDACTED]

Travel: [REDACTED]

RIF staff will support the onsite coordination and implementation of train-the-trainer programs and refresher training or new staff training in Years 2 – 5. In addition, RIF staff will conduct annual visits to each participating school to help guide educators on how to set up literacy corners in classrooms or libraries. RIF staff will also support family literacy sessions working with staff to introduce the curriculum to family caregivers. RIF staff will also lead a targeted number of family engagement nights over the grant period. Travel for those events includes pre-event set up days and

day of implementation with mileage based on 2023 Federal Per Diem rates. (Average mileage (round trip to a school) X 10 months X number of schools X [redacted] mile mileage rate = Total Travel) Finally, RIF is budgeting for the Project Director and an additional staff member to attend one conference a year in Years 4-5.

Mileage – School Visits

	Miles	Number of Trips	Number of Months	Number of Schools	Unit Price	Total
One round trip	9.66 avg. round trip	1	10	24	[redacted] mile	[redacted]

Family Engagement Activities

	Miles	Number of Staff Cars	Number of Schools	Unit Price	Total
Read & Play for Success Sessions	9.66 avg. round trip	3 staff cars	12 Family Engagement Sessions	[redacted]/mile	[redacted]
Family Engagement Nights	9.66 avg. round trip	3 staff cars	8 Family Engagement Nights	[redacted]/mile	[redacted]
Total					[redacted]

Conference Travel

	Number of Days/Nights	Unit Price	Total
Meals	2 staff x 3 days/event x 1 conferences	[redacted] day	[redacted]
Lodging	2 staff x 2 nights/event x 1 conferences	[redacted]/night	[redacted]
Airfare	2 staff x 2 conferences	[redacted] flight	[redacted]
Total			[redacted]

Y1: No funds requested.

Y2: Annual School Site Visits (One Round Trip) [redacted]

Y3: Annual School Site Visits (One Round Trip) [REDACTED] + Family Engagement Activities at [REDACTED] = Y3: [REDACTED]

Y4: Annual School Site Visits (One Round Trip) [REDACTED] + Family Engagement Activities at [REDACTED] + Conference Travel [REDACTED] = Y4: [REDACTED]

Y5: Annual School Site Visits (One Round Trip) [REDACTED] + Family Engagement Activities at [REDACTED] + Conference Travel [REDACTED] = Y4: [REDACTED] and Y5: [REDACTED]

Equipment

Not Applicable

Supplies: [REDACTED]

(Year 1: [REDACTED]; Year 2: [REDACTED]; Year 3: [REDACTED] Year 4: [REDACTED]; Year 5: [REDACTED])

Books for Read & Play for Success Curriculum Development and Book Collections: RIF will

purchase 1,000 books for curriculum research and development. The curriculum consultant, Project Director, and Content Developer will review each book to determine potential candidates to be included in the five units of the curriculum. Each unit has multiple themes and requires up to three books per theme to be selected. Final selections of books for the unit collections will also be shared with the NAB for their feedback and input. Book costs are around [REDACTED] - [REDACTED] a book because of the costs associated with hardcover books with stronger binding. Additionally, culturally diverse and multilingual books are also often priced higher. Year 1 is budgeted at [REDACTED] but subsequent years are priced higher based on rising costs. Years 4-5 are lower as RIF has budgeted for replacement books in case books are damaged. (5 units X 3 themes X 3 books/theme = 45 books. Review close approximately 20 - 22 sets of book themes total.)

Y1: [REDACTED] book X 45 books X 22 sets = approximately [REDACTED]

Y2: [REDACTED] book X 25 books X 48 sets (2 sets/school) = [REDACTED]

Y3: No funds requested.

Y4: [REDACTED] book X 14 replacement books X 24 schools = [REDACTED]

Y5: [redacted] book X 14 replacement books X 24 schools = [redacted]

Play-Based Materials: RIF will purchase story- and play-center materials for review and consideration for inclusion in the five units. These materials are tactile materials that are durable. These can include puppets or farm animals made of wood or hard plastic. The Read & Play for Success curriculum contains five units with multiple themes and requires up to three play materials per theme to be selected. Final selections of toys/materials for the unit collections will also be shared with the NAB for their feedback and input. Item costs are estimated [redacted] - [redacted] RIF is budgeting [redacted]/materials in Year 1 for the initial research and testing of materials. Costs for final sets are estimated at [redacted] to ensure high-quality, durable materials are available to schools. Material quantities are estimated as follows: 5 units X 3 themes X 3 toys or materials/theme = 45 items. In Year 1, RIF will purchase and review close approximately 20 - 22 sets total to test. In Year 2, RIF will purchase 3 sets per grade level to ensure enough play materials are available for up to three children to play with at a time. Wear and tear of materials is expected; therefore, RIF has budgeted to purchase a replacement set in years 3-5. A breakdown of costs are provided in the table below.

Read & Play for Success Materials

Read & Play for Success	Items	# of R&PS Sets	# of School Grades	Unit Price	Storage Units	Total
Year 1	45 items (5 units X 3 themes/unit X 3 toys)	22 sets	0	[redacted]/item	[redacted]	[redacted]
Year 2	45 items (5 units X 3 themes/unit X 3 toys)	3 sets	2	[redacted]/item	[redacted] (4 units X [redacted])	[redacted]
Year 3	45 items (5 units X 3 themes/unit X 3 toys)	1 set	0	[redacted]/item	[redacted]	[redacted]
Year 4	45 items (5 units X 3 themes/unit X 3 toys)	1 set	0	[redacted]/item	[redacted]	[redacted]
Year 5	45 items (5 units X 3 themes/unit X 3 toys)	1.5 set	0	[redacted]/item	[redacted]	[redacted]

Y1: \$10,000

Y2: [redacted] X 24 schools = [redacted]

Y3: approximately [redacted] X 24 schools = [redacted]

Y4: approximately [redacted] X 24 schools = [redacted]

Y5: [redacted] X 24 schools = [redacted]

Books for Home Libraries: All Pre-K3 and Pre-K4 students at participating program schools will select six books to take home and own. RIF will leverage its publishing partnerships to secure high-quality books at an average book cost of [redacted] each. Additionally, program implementers will often order an overage of books, calculated at 10% of the book total based on six books per student, to ensure that every child has an ample array of books to choose from. (1400 students/year X 6.6 books X [redacted]. RIF anticipates distributing 37,984 books over the life of the grant.

Books for Ownership	# of Students	# of books	Unit Price	Total
Year 1	0	0	0	[redacted]
Year 2	1,400 students (700 Pre-K3 + 700 Pre-K4)	6.6	[redacted] book	[redacted]
Year 3	1,400 students (700 Pre-K3 + 700 Pre-K4)	6.6	[redacted] book	[redacted]
Year 4	1,400 students (700 Pre-K3 + 700 Pre-K4)	6.6	[redacted] book	[redacted]
Year 5	1,400 students (700 Pre-K3 + 700 Pre-K4)	6.6	[redacted] book	[redacted]
Total				[redacted]

Programmatic Resources: In Years 2-5, a Launch Kit will be shipped to each of the participating 24 schools. Each launch kit includes a bookplate for each book a child will receive and a bookmark for each child. In addition, schools will be provided with activity sheets to utilize in the classroom in support of their book distribution program. In Years 3-5, RIF will produce four sets of activity sheets (2000 of each set) to be used at family engagement or book distribution events. A series of 10

activity guides will be printed for schools in Year 2 only.

Launch Kits	Quantity	Unit Cost	TOTAL COST
Poster (2/school)	50	██████	██████
Bookmarks	2,000	██████	██████
Bookplates	10,500	██████	██████
TOTAL COSTS (Launch Kit)			██████
Other Resources	Quantity	Unit Cost	TOTAL COST
Printed Activity Guide 10/school	240	██████	██████
Activity Sheets – Y2	2,000	██████	██████
Activity Sheets – Y3-5	8,000	██████	██████

Y1: No funding requested.

Y2: Launch Kit (██████) + Printed Activity Guides (██████) + Activity Sheets (██████) = ██████

Y3: Launch Kit (██████) + Activity Sheets (██████) = ██████

Y4: Launch Kit (██████) + Activity Sheets (██████) = ██████

Y5: Launch Kit (██████) + Activity Sheets (██████) = ██████

Family Literacy Nights: RIF will collaborate with partner schools in the planning, facilitation, and implementation of a family literacy night. Events will include book distribution activities, family literacy games and activities, and food as an incentive for families to attend. The events will aim to complement existing family and community-building programming offered by the school. The goal is to host one family literacy night with each participating school. The total costs for hosting 8 Family Literacy Nights are estimated at ██████/year in years 3-5. Materials (literacy activity station supplies and books) are estimated at ██████ (██████ books x ██████ activity supplies x ██████ promotion materials printing), while food costs are estimated at ██████ event based on past expenses.

Family Literacy Night	Quantity	Unit Cost	TOTAL COST
Program Materials	8	██████	██████
Food Costs	8	██████	██████

TOTAL COSTS			

Y1-Y2: No funds requested.

Y3: [REDACTED]

Y4: [REDACTED]

Y5: [REDACTED]

Contractual

Not applicable

Other Direct Costs: [REDACTED]

(Y1: [REDACTED]; Y2: [REDACTED]; Y3: [REDACTED]; Y4: [REDACTED]; Y5: [REDACTED])

Consultants

Digital Support Resources and Skybrary Enhancements: RIF’s digital resources are made available on RIF’s open educational resources platforms, including Literacy Central and Literacy Network. The respective sites provide thousands of high-quality supplemental learning materials designed to extend the reading experience beyond the book and peer sharing of best practices/tips. Under this project, RIF will design and build an Early Childhood Education Center to house resources to support the early childhood literacy skills children are learning in the classroom. This will include materials to support the concepts learned through Read & Play for Success as well as the books children will receive through book distribution activities. It will live on RIF’s Literacy Central and be made available in English as well as two additional languages, initially. RIF will make enhancements to Skybrary, RIF’s online library of nearly 1,000 e-books and literary experiences. Updates will allow for new books selected and included in the Read & Play for Success model to be made available digitally as well as new bilingual and culturally diverse books. Further RIF will work to ensure the sites are easily accessible to readers of all abilities. RIF has allocated funds in years 1-4 to make updates and support the maintenance of the digital platforms to house these resources. Funds allocated to this effort are based on the design and build-out of past centers and enhancements made

to Skybrary conducted by outside consultants. Y1: [REDACTED] Y2: [REDACTED]; Y3: [REDACTED]; Y4: [REDACTED]; Y5: No funding requested.

Resources Translation Services: RIF will produce the Read & Play for Success materials in at least two languages. In addition, RIF will develop content and produce family engagement resources including webinars, tip sheets, and family reading activities that will be made available on the Early Childhood Education Center on Literacy Central and Literacy Network sites for the families and educators participating in the program, respectively. To ensure these resources are accessible to multilingual households, RIF works with outside consultants to translate or create linguistically accessible content. Cost for translation of these family engagement resources is estimated as based on past work. Year one will focus on translation services for the initial two languages identified. Funds are allocated in years 3-5 should additional languages be identified. Y1: [REDACTED]; Y2: [REDACTED]; Y3: [REDACTED]; Y4: [REDACTED]; Y5: [REDACTED].

Curriculum Consultant: **Hannah Salisbury** will serve as the **curriculum consultant** for the design and drafting of the R&PS curriculum, including the educator and family guides (50 total). Ms. Salisbury has worked in early childhood education for 20 years, with children ranging from infants to third grade. She holds a B.S. degree in Anthropology, teaching certification in Elementary Education, and an M.Ed. in Educational Psychology. Rates are quoted as a flat fee based on prior work.

Y1: [REDACTED]; Y2: [REDACTED]; Y3-Y5: No funds requested.

Policy Studies Associates, Inc.: RIF is partnering with **Policy Studies Associates (PSA)** to test and evaluate Read & Play for Success. PSA has a long track record of conducting experimental and quasi-experimental research studies and implementation evaluations for USED, foundations, and non-profit organizations, including prior evaluations for RIF. **Dr. Julie Meredith** will serve as the **Principal Investigator**, overseeing all evaluation activities and leading quantitative analyses.

Yvonne Woods, Senior Research Associate, will lead qualitative analyses and **Dr. Dan Aladjem**

brings extensive research and evaluation experience to the evaluation and will lead instrument development and quality assurance. Two additional PSA staff will support data collection and analysis activities. **Annual Costs for the team are estimated at the following rates:**

Y1: [REDACTED]; Y2: [REDACTED]; Y3: [REDACTED] Y4: [REDACTED]; Y5: [REDACTED]

Fulfillment and Shipping Costs: Costs for the Program Materials and Launch Kits to participating schools to be printed and sent to schools. In Year 2, schools will receive the Read & Play for Success program materials, curriculum, family and educator’s guides as well as Launch Kits and other materials. In Year 3-5, RIF anticipates shipping replacement materials and books as well as family engagement night materials to schools.

Fulfillment and Shipping Costs	Schools	Unit Cost	TOTAL COST
Program Materials – R&PS	24	[REDACTED]	[REDACTED]
Launch Kits and Other Resources	24	[REDACTED]	[REDACTED]
TOTAL COSTS			[REDACTED]

Y1: No funding requested; Y2-Y5: [REDACTED]

Total Direct Costs

Total direct costs for the project are [REDACTED].

Y1: [REDACTED]; Y2: [REDACTED]; Y3: [REDACTED] Y4: [REDACTED] Y5: [REDACTED]

Indirect Costs: [REDACTED]

Indirect costs allocated to the federal government reflect the allowance of a De minimis rate of 10% of modified total direct costs (MTDC) in accordance with 2 CFR 200.414(f). **The MTDC total is [REDACTED].** Indirect costs for the federally funded portion of the project are (MTDC x 10% = Indirect Cost).

Year	Total Modified Direct Costs	MTDC Rate	Indirect Cost
Year 1	████████	MTDC x .10	████████
Year 2	████████	MTDC x .10	████████
Year 3	████████	MTDC x .10	████████
Year 4	████████	MTDC x .10	████████
Year 5	████████	MTDC x .10	████████

RIF may propose the use of a negotiated indirect cost rate retroactive to the initial term of the award once a formal negotiated indirect cost rate agreement (NICRA) is established with the U.S. Department of Education.

Total Costs

Total costs for the project are ██████████

Year	Total Direct Costs	Indirect Cost	Total
Year 1	████████	████████	████████
Year 2	████████	████████	████████
Year 3	████████	████████	████████
Year 4	████████	████████	████████
Year 5	████████	████████	████████

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013
Expiration Date: 02/28/2025

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: Reading Is Fundamental

* Street 1: 750 First St. NE Street 2: Suite 920

* City: Washington State: Zip: 20002-8005

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: Innovative Approaches to Literacy; Promise Neighborhoods; Full-Service Community Schools; and Congressionally Directed S CFDA Number, if applicable: 84.215
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8. Federal Action Number, if known:	9. Award Amount, if known: \$
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10. a. Name and Address of Lobbying Registrant:

Prefix * First Name: Thorn Run Partners Middle Name
* Last Name: n/a Suffix
* Street 1: 100 M Street SE Street 2: Ste. 750
* City: Washington State: DC: District of Columbia Zip: 20003

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name: Jim Middle Name
* Last Name: Davenport Suffix
* Street 1: 100 M Street SE Street 2: Ste. 750
* City: Washington State: DC: District of Columbia Zip: 20003

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Kristin Shaffer

* Name: Prefix * First Name: Kristin Middle Name
* Last Name: Shaffer Suffix

Title: Telephone No.: Date: 05/15/2023

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