

Early-Phase Competition Absolute Priority 2 (General)
UnboundEd Learning, Inc.
S411C230216
Reading Reimagined

Applicant Name: UnboundEd Learning, Inc.

Project Title: Reading Reimagined

Type of Grant Requested: (select one) Early-Phase Mid-Phase Expansion

Absolute Priorities the Project Addresses: (select all that apply)

Absolute Priority 1-- Demonstrate a Rationale (Early), Moderate (Mid), Strong (Expansion)

Absolute Priority 2-- Field-Initiated Innovations—General

Absolute Priority 3-- Promoting STEM Education

Absolute Priority 4-- Meeting Student Social, Emotional, and Academic Needs

Absolute Priority 5-- Educator Recruitment and Retention

Competitive Preference Priorities the Project Addresses: (select all that apply)

Competitive Preference Priority 1— Promoting Equity in Student Access to Educational Resources and Opportunities: Implementers and Partners

Competitive Preference Priority 2—Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning* (FOR EARLY-PHASE AP5 APPLICANTS ONLY)

Total number of students to be served by the project: 10,560

Grade level(s) to be served by the project: 2-5

Definition of high-need students: Students who are below proficiency in English Language Arts and are assessed to be mid- to high-density speakers of African American English (AAE).

Brief description of project activities: Reading Reimagined (RR) will provide professional learning to grade 2-5 teachers that covers foundational literacy, language variation and style shifting, lesson plans, and job-embedded coaching to prepare teachers to provide differentiated instruction designed to help students who speak African American English to “style shift” to General American English (GAE).

Summary of project objectives and expected outcomes: Students improve ability to style shift and improve reading/writing proficiency. Teachers increase knowledge of foundational language and literacy; increase understanding of linguistic terminology, language variation, and skills for differentiated instruction in style shifting; and improve teaching self-efficacy.

Summary of how the project is innovative: RR builds on pull-out interventions to help students style shift with the innovation of providing this instruction as part of differentiated classroom learning.

Other studies related to the proposed project: Johnson et al., 2017 (full citation in Evidence Form)

Proposed implementation sites: RR will recruit one large district in year 1 from UnboundEd’s network of more than 250 education systems across 47 states.

Organizations partnering with this project: University of California, Irvine; American Institutes for Research (AIR)